მანათლების
ხარისხის განვითარების
ეროვნული ცენტრი

Self-evaluation report

Legal Entity of Public Law

Akaki Tsereteli State University

2018 year

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Part I: Introduction

1. Description of the institution

Akaki Tsereteli State University, as the unity of three independent educational institutions, was set up in its present form at the end of 2010. In 2006, Akaki Tsereteli Kutaisi State University and Niko Muskhelishvili Kutaisi Technical University were unified and in 2010 as a result of reorganization it was joined by Sukhumi Subtropical University.

Consequently, one of the most multi-profile and largest regional universities was formed in Georgia covering a wide range of areas, such as Humanitarian and Social Sciences, Education, Political Sciences, Business, Law, Exact and Natural Sciences, Engineering, Agrarian Sciences and Medicine. From 2019, Akaki Tsereteli State University together with the University of Movie and Theater is going to develop artistic fields.

The main educational structural unit of the University consists of nine faculties: 1. Faculty of Business, Law and Social Sciences; 2. Faculty of Humanities; 3. Faculty of Exact and Natural Sciences; 4. Faculty of Pedagogy; 5. Faculty of Medicine; 6. Engineering-Technical faculty; 7. Engineering-Technological Faculty; 8. Faculty of Agrarian Sciences; 9. Maritime Transport Faculty.

By 2018 ATSU provides educational programs for BA, MA and PhD levels, Teacher training (one year) and Georgian Language preparation programs. Besides, ATSU is one the biggest providers of professional education in the region. The university aims at providing local and international students with quality education, diverse student life and assistance in their employment. One of the biggest challenges for the development of Higher Education and Science in Georgia today is to integrate research and teaching by improving the quality of implementation of research results and their practical purpose in the learning process, internationalization of research, increase of students' involvement in research activities, etc. Above mentioned activities are to be implemented at the faculty as the basic educational unit where the accumulated knowledge is used to bring up new generations, highly qualified specialists, and where research can be focused on university needs and priorities.

The ATSU administration will allocate a significant amount in the university budget for supporting faculty initiatives (including research projects) - 2015 - 250,0000 GEL 2016 - 600,000 GEL 2017 - 1 million GEL), which is distributed among faculties in accordance with the quality and efficiency of their activities.

From 2017, each faculty has developed a faculty scientific profile, in which the main scientific-research directions / sub-directions of the faculty are defined considering the human and material resources of the Faculty.

Integration of research and teaching at the university is provided by the highly-qualified academic staff and important research potential, engaging PhD students in studying / teaching and research processes; using research bases for performing experimental, field and laboratory works provided by the programs; and providing access to the rich resources of electronic databases included in international lists and international periodicals at the university library.

Internationalization is the priority of Akaki Tsereteli State University. The University is implementing fully funded exchange projects for students of all levels in the framework of the Erasmus + Program. In 2017 such exchange programs were implemented in the 10 higher education institutions of the European Union. The university is one of the founders of the project "Mevlana", and as a result Turkish language learning and research field is available for our students. The University closely cooperates with the Regional Universities of the South and South-Eastern neighboring countries and strives to perform the role of a bridge between them and the European educational area. According to the top priorities and challenges of higher education in Georgia, the University successfully develops many foreign language programs (medicine, pharmacy, and leadership and management in higher education) and learning courses available in main European languages. The University is aimed at enhancing the involvement of foreign professors in implementing their educational programs through joint programs and individual invitations.

In accordance with main priorities and challenges of Higher Education in Georgia the university successfully implements foreign languge programs (mainly English). The university aims to increase the involvement of international professors in the implementation of educational programs (within the co-programs or individual invitation).

In 2016 the University became the first Regional Higher Educational Institution in Georgia, which became the Project Coordinator within the ERASMUS + Program. Within the framework of the same program, a number of master's, one-stage and joint programs have been created successfully at the university. Biomedical engineering is the first joint master's program in Georgia carried out by three universities (Georgian State Medical University, Georgian Technical University, and Akaki Tsereteli State University) jointly awarding qualifications to graduates.

The University contributes to the development of the city, region, and the country. Accordingly, the University assumes the importance of social responsibility and aims at promoting social-economic progress and sustainable development of the society. For this purpose, it provides lifelong educational programs and services, generates and disseminates new knowledge, and is involved in the process of formation of public policy together with stakeholders.

2. General information about the institution

Please, indicate the factual information valid for the moment of application

Name	Akaki Tsereteli State University
Name in Georgian	სსიპ-აკაკი წერეთლის სახელმწიფო უნივერსიტეტი
Legal form	Legal Entity of Public Law
Type	University
ID number	212693049
Main address (Street, N, city/municipality, postal index, state)	Tamar Mepe St.№59, Kutaisi, 4600, Georgia
Web-site	www.atsu.edu.ge
E-mail address	atsu@atsu.edu.ge
Phone number	+995 431 24 21 73
Head	George Gavtadze
Head's E-mail address	rector@atsu.edu.ge
Head's mobile phone number	+995 577 73 41 13

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Head of administration	Kakha Kupatadze
E-mail address of the head of administration	kakha.kupatadze@atsu.edu.ge
Mobile phone number of the head of administration	+995 577 13 15 50
Head of quality assurance department/person responsible for quality assurance function	Irma Grdzelidze
E-mail address of the head of quality assurance department/person responsible for quality assurance function	irma.grdzelidze@atsu.edu.ge
Mobile phone number of the head of quality assurance department/person responsible for quality assurance function	+995 577 13 15 53
Information about the authorization of the institution (if applicable)	
Date and number of the decision	№82 11.07.2011
Authorization expiration date	03.09.2018

3. Quantitative data

3.1 Programmes[1]

Number of educational programmes	Existing Programs	Programs applied for Authorization
	150	**92**
Bachelor	46	39
Master	57	43
One-cycle	4	4
Doctoral	33	4
Teacher training programme (60 ECTS)	1	1
Georgian language preparation programme	1	1
Minor programs(Individually accredited)	8	0
Number of accredited programmes	149	92
Number of accredited programmes by international organization	0	0
Number of joint educational programmes[2]	1	1
Number of exchange programmes	60	60

3.2 Students[3]

		The marginal number of students requested by the HEI	11 200
		Actual marginal number of students	10 500

	Active status	Suspended status	Programme graduation rate
The total number of students	8 149	4 155	58.3 %
Bachelor	6 574	3 435	53.37 %
Master	647	461	56.28 %
One-cycle	714	155	50.5 %

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[1] Detailed information regarding programmes by faculties should be presented by the table given in annex 1

[2] It implies only those joint programmes, which definition is given in the second article paragraph H[48] in the Law on Higher Education

[3] The data about students by faculties should be presented by the table given in Annex 2;

Doctoral	138	104	57.13 %
Teacher training programme (60 ECTS)	76	0	92 %
Georgian language preparation programme	0	0	100
Number of international students	267	73	19(Alumni)
Number of the students with special educational needs	11	2	80

3.3 Staff[4]

The data regarding HEI staff	
Total number of the staff (including academic, scientific, invited, administrative, support staff)	1 725
Total number of academic staff	478
- Professor	84
- Aassociate professor	336
- Assistant professor	58
- Assistant	0
Total number of scientific staff	
- Scientist / Researcher	14
- Postdoctoral researcher	0
Total number of affiliated academic staff	**464**
- Affiliated professor	83
- Affiliated associate professor	327
- Affiliated assistant professor	54
- Affiliated assistant	0
The number of international academic/scientific/invited staff involved in teaching	3 invited staff
The number of international academic/scientific/invited staff involved in research	1 invited staff
Invited staff involved in teaching	455
Administrative and support staff	Administrative staff – 34; Support staff(permanent)-202; Support staff(with contract)-563.

3.4 Other quantitative data

Number of researches conducted within the latest aauthorization period and ongoing researches	88
Number of scientific-research institutes	0
Total budget of the HEI	21 929 007
Budget allocated for research and scientific activities	15%-18% of total budget
Budget allocated for library development and functioning	4,5 Million since the last authorization
Usage of international scientific databases	8 394 (only data from EBSCO; by 31.01.2018)
Size of student dormitory	120 students

[4] Data regarding academic and invited staff (with references of affiliated staff) by faculties should be presented by the table given in Annex 3

4. Total area of a building[5]

Total area of the institution given in square meters	63 424.43
Size of the institution's area used for the academic purposes given in square meters	41 212.82
Size of the institution's auxiliary area given in square meters	22 211.61

5. Benchmarks[6]

	Actual benchmark	Target benchmark	Estimated date of reaching the target benchmark [7]
Ratio of the academic and scientific staff to the total number of the administrative and support staff	1:1,6	1:1,3	2022
Ratio of the academic and scientific staff to the total number of the staff	1:3,2	1:2,7	2022
Ratio of the academic and scientific staff number to the number of invited staff	1,08:1	1,2:1	2022
Ratio of the academic, scientific, invited staff number to the number of students	1:8,6	1:10	2020
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	6,35:1	7,5:1	2020
Ratio of the administrative staff number to the number of students	1:240	1:250	2022
Ratio of the affiliated staff number to the total number of academic and invited staff	1:2	1:1,8	2020
Ratio of the affiliated staff number to the number of students	1:17,6	1:18	2022
Ratio of the number of supervisors and doctoral students	1:2,1	1:3	2020
Retention rate for academic staff	94 %	95 %	2022
Retention rate for invited staff	85 %	90 %	2022
Retention rate for administration and support staff	94%	95 %	2022
The employment rate of alumni (the latest authorization period)[8]	55 %	60 %	2022
The employment index of Alumni by their qualification (the latest authorization period)	47 %	50 %	2022
The index of defended doctoral dissertations after receiving authorization	99	63	2023
Ratio of administrative expenses to the total budget	5%-7% of total budget	No more than 10% of total budget	2020

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[5]Detailed information regarding the total area of the HEI per each address should be presented in form given in Annex 5.

[6] Information regarding benchmarks by faculties should be presented in form given in Annex 4.

[7] The estimated date of reaching the target benchmark should not exceed than 6 years

[8] The employment rate of Alumni by programmes should be presented by the tablegiven in annex 1

Ratio of the budget allocated for research/art, developmental, creative activities to the total HEI budget	27%-30% of total budget	No less than 35-40% of total budget	2020

6. Self-evaluation team and brief description of the self-evaluation process

Describe the composition of the self-evaluation group, areas of their responsibilities and the entire process of the self-evaluation (approx. 1200 words)

The process of self-evaluation at Akaki Tsereteli State University was conducted through the four basic stages:

1. Problem analysis;
2. Works based on the results of the analysis;
3. Self-evaluation team formation;
4. Pilot authorization.

1. At the beginning of 2017, Akaki Tsereteli State University carried out problem analysis between updated authorization standards and current state of the university. A description of the condition and problem analysis were presented to the Academic Board, Rector's (head's) office and meetings with faculties were held. Accordingly, for the purpose of arranging university activities in compliment with the authorization standards, the working process started before the self-evaluation team was formed.

2. On the basis of the analysis, the work was conducted in the following ways:

- **Cooperation with the offices**

  The work carried out within the accounting period (2011-2017) was reviewed by the heads of the offices, they identified weaknesses and strengths, opportunities and threats. Mentioned meetings identified the problems and function overlapping among ATSU offices. As a result of the meetings, wide ranging statutes were reviewed and updated.

- **Cooperation with the faculties**

  Meetings were arranged with the faculty as well, where faculty strategic plans, and educational and scientific profiles were discussed. A wide range of activities were identified in order to correspond to the standard requirements.

- **Cooperation with educational program supervisors**

  The meetings aimed at introducing the authorization standards and the planned activities, sharing best practices, working on quality assurance conception and self-evaluation of the programs during 2011-2017 for their further development and optimization.

- **Provision of existed normative documentation with the authorization standards**

  A wide range of documents were gathered and reviewed, and a number of processes and procedures were described.

3. On the basis of the order N01-04/84 issued by the rector of ATSU on 1st of November, 2017, the authorization self-evaluation preparation team was formed, and in accordance with authorization standards its members assumed responsibilities and duties as follows:

People in charge	Standard
George Gavtadze Tea Valishvili David Gegetchkori	**1. Mission and strategic development of HEI** 1.1 Mission of HEI 1.2 Strategic development
George Gavtadze, Irma Grdzelidze David Gegetchkori, Zakaria Goguadze	**2. Organizational structure and management of HEI** 2.1 Organizational structure and management 2.2 Internal quality assurance mechanisms 2.3 Observing principles of ethics and integrity
Irma Grdzelidze, Imeri Basiladze	**3. Educational programs** 3.1 Design and development of educational programs 3.2 Structure and the content of educational programs 3.3 Assessment of learning outcomes
Nato Tsuleiskiri Imeri Basiladze, Zakaria Goguadze	**4. Staff of the HEI** 4.1. Staff management 4.2 Academic/Scientific and Invited Staff Workload
Miranda Kavadze, Tea Valishvili, Imeri Basiladze, Mindia Berekashvili	**5. Students and their support services** 5.1 Regulations for obtaining and changing student status, the recognition of education and student rights 5.2. Student support services
George Gavtadze, Irma Grdzelidze, David Gegetchkori, Nestan Kutivadze	**6. Research, development and/or other creative works** 6.1 Research Activities 6.2 Research support and internationalization 6.3 Evaluation of Research Activities
Kakha Kupatadze, Giorgi Tchitchinadze, Otar Shengelia, Tea Valishvili	**7. Material, information and financial resources** 7.1 Material resources 7.2 Library resources 7.3 Information Resources 7.4 Financial resources

The self-evaluation team planned and coordinated works for the coming authorization in the following directions:

1. Collecting quantitative data;
2. Data analysis;
3. Writing self-evaluation report;
4. Translation of self-evaluation report;
5. Self-evaluation report editing.

A certain amount of quantitative data was available, thus handy to accumulate. However, a considerable amount of the necessary data either did not exist or was not assorted accordingly. One of the difficulties was the absence of a clear analysis methodology of the existing data.

The description and evaluation of each standard was carried out with the involvement of structural units in correlation with standards, thus sharing information and discussing the process. The representatives of faculty administration, heads of ATSU units, representatives of

students' self-government, tutors, the members of academic and representative boards, and representatives of support structural units participated in above mentioned meetings.

In the process of self-evaluation, a considerable amount of data was processed and qualitative and quantitative studies were conducted. The work carried out made it possible to create a system of accumulation and processing of the data, which is likely to be sustainably implemented within further practice.

ATSU did not have any experience in writing self-evaluation reports in accordance with the updated standards.

Experience of writing authorization self-evaluation report according to the PDCA cycle was a bit limited. To do this we shared international practices and got acquainted with self-evaluation reports of different universities, including Great Britain, Germany, Estonia, Austria and The Netherlands. Self-evaluation reports of ATSU partner universities – University of Tallinn and Tallinn Technological University- were translated into Georgian for the purpose of using them as samples. The style of writing self-evaluation report is based on the above mentioned examples.

In the process of writing self-evaluation report, regular meetings with students were held to share the information; they discussed and submitted their opinions/comments that were later considered in the report.

4. The final stage in the process of self-evaluation was ATSU decision on the pilot authorization, which would identify the problems that the university was facing.

Before this decision, in May, 2017, ATSU participated in the competition announced by the National Centre for Educational Quality Enhancement aimed at selecting the universities for the pilot implementation of updated authorization standards and procedures.

In 2017 authorization experts from ATSU were involved in pilot process held by Education Quality Enhancement National Center and they shared their experience with ATSU administration. The experience gained through this process helped ATSU to form the perspective that is focused on the appropriate outcomes of the ongoing process and to get started with fruitful work on the preparation of the self-evaluation report.

An expert panel of Georgian and international experts was formed. The experts visited the university on 24-25 January, 2018 within the agenda of pilot authorization. They conducted 20 meetings and met 132 Participants.

After the visit, considering the major findings of the experts ATSU planned further steps for the improvement of self-evaluation report draft.

To provide the involvement of the university staff, to inform the stakeholders and to complete the ATSU self-evaluation draft the whole staff was sent the mentioned document via corporal mail on 12 February, 2018. People involved in the process were asked to express their opinions through special questionnaire. Within US Fulbright program the professor from Arkansas University having experience in institutional accreditation preparation started work in ATSU in February, 2018. He got acquainted with the English version of self-evaluation draft and suggested his opinions to the team working on the draft.

At the end of February 2018 the team working on the draft finished and submitted the last version to ATSU academic board.

![National Center for Educational Quality Enhancement logo]
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Part II: Assessment of compliance with authorization standards

The self-evaluation report shall indicate the analysis and assessment of results HEI performance, it shall also indicate the ways and means of performance improvement. The self-evaluation must be written in a clear and sound manner. Statements presented in the self-evaluation report must be proven with arguments and evidences, quantitative and qualitative data. In order to present the statistical data and factual information in a clear manner, the HEI can include relevant graphic images in the text.

In order to recognize the institution as an applicant for authorization, the presented self-evaluation report must be completely filled out. The template is considered as completely filled out if:

➢ all of the fields indicated in the self-evaluation report are filled out (in case of the lack of particular information by self-evaluation period an appropriate explanation shall be presented);
➢ the information presented in the self-evaluation report directly refers to the requirements of the description and evaluation criteria of particular standard's components;
➢ while presenting the evidences for the information provided, the documents and types of information listed in the "evidences/indicators'" column of the standards' document are taken into consideration all the documents, which are referred in self-evaluation report should be numbered in a consistent manner and presented as annex.
➢ Strengths and Areas for Improvement shall be presented regarding all standards considering the components of each of them.

1.   Mission and strategic development of the HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Directions for strategic development plan of HEI corresponds with the mission of an institution, are based on the goals of the institution and describe means for achieving these goals.

1.1.   Mission of HEI
➢ Mission Statement of HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Description and assessment

Akaki Tsereteli State University is a multilevel higher educational institution that performs academic and vocational programs and is engaged in active research activities.

The university is based on the traditions of Pazisi and Gelati Academies, the principles of "Great Charter of Universities" and the national and European standards for higher education, strives to provide high quality education and research activities, promote students' personal development, and train professionals and leaders.

The mission of the university identifies the main goals of higher education as: promoting Georgian and world cultural values, focusing on the ideals of democracy and humanism, offering high quality higher education, realizing personal potential, and developing creative skills.

The university is aware of its responsibilities towards society and is aimed at contributing to the development of the city, region and country. For this purpose, it provides life-long learning programs and services, generating and distributing new knowledge and together with various stakeholders it is involved in the formation of public policy.

The current mission of the university is a revised version of the mission declared during 2010-2016 and it focuses on new challenges and perspectives faced by the university and university responsibilities to society. Promoting students' personal development, implementing vocational programs together with academic programs supports one of the priorities of the country.

Based on the main values of the university, some basic principles have been developed:

1. **Responsibility to the public and the state** – effective management system at all levels of management and high quality activities among all members of ATSU concerning all the processes taking place at the university.

2. **Focus on the university society and socium** - ATSU strategy is based on attracting highly motivated students and involving distinguished researchers in each program and all areas. ATSU cares about the professional development and well-being of its staff, supports the distribution of liability and accountability to increase the level of involvement of its employees in achieving and implementing the university aims.

3. **Focus on quality** - Assuring high quality in learning / teaching, in fundamental and applied research as well as in the university administrative activities.

4. **Academic freedom** - ATSU academic personnel, researchers, and students are completely free to form and develop their own scientific-academic profile, to create new knowledge, to search for opportunities for its open discussion and dissemination in society. Academic freedom guarantees the rise "from a modern university to free thinking".

5. **Openness and respect for diversity** – supporting equal conditions for self-realization of all university members (regardless of nationality, religious belief, sex, physical capabilities, etc.)

6. **Academic culture** - the collegial environment at the university is based on the principles of academic ethics, mutual respect and interest, support, and fair relationships.

7. **Teamwork** - open communication between employees, collegiality, teamwork, and harmonious and dynamic relationships.

8. **Aspiration to perfection** - research creates the basis for various activities at ATSU, including the development of programs and dissemination of knowledge to the public (formal and non-formal education, distance and e-learning, continuous education, etc.). With the respect of traditions and aspiration to its own perfection, the university promotes dynamic development of the society.

The university mission, vision, action principles, and strategic development plan have been determined through high participation of the university community. They were reviewed by the collegial bodies (academic and representative councils, faculty councils), as well as the student self-government, student initiative groups, academic personnel, and other members of the university community.

We believe that the mission, vision and action principles of the university consider the main aims of Georgian and European higher education, define its role and place in the higher educational area and society (at local and international levels), in developing an active member of democratic society, in creating and sharing knowledge, in promoting students' personal development, and providing competitiveness in the labor market.

Evidences/indicators
- Mission, vision and action plans of Akaki Tsereteli State University (Appendix 1);
- Protocols of conducted meetings and discussions (Appendix 2);
- ATSU web-page - http://atsu.edu.ge/index.php?lang=en

1.2. Strategic Development

➢ HEI has a strategic development (7-year) and an action plans (3-year) in place.
➢ HEI contributes to the social development of the country, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning.

> ➢ HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Description and assessment

The aim of Akaki Tsereteli State University is to be one of the leading universities in the country and at the same time have an increasing international reputation, to be able to attract and retain motivated and result-oriented local and international students. For this purpose, it provides educational programs for real needs and continuous and dynamic development of relevant human resources. At the same time, it offers a variety of student services and supportive environment for complete student life and personal development. The university strengthens research activities, provides open academic space for civil society engagement, and is actively involved in the socio-economic development of the region and the country.

The strategic plan of Akaki Tsereteli State University is one of the main documents of the university, which guarantees to fulfill and improve the university mission, aims, and activities. It reflects future development opportunities and approaches of the university during 2018-2024, demonstrates existing challenges and mechanisms to overcome them. The strategic plan is based on actual data, evidences and research results as well as self-assessment results through the university's community involvement.

For the purpose of realizing its mission and vision, the university strategy defines 5 main directions. Each direction involves specific expected results and ways of achieving them. These directions are:

1. Developing teaching and research quality;
2. Strengthening internationalization;
3. Developing university services;
4. Developing infrastructure and material resources;
5. Improving management systems.

According to the strategy a three-year action plan has been written, reflecting future activities, terms of implementation, performance criteria and responsibilities. Aims and expected results are specified by the achievement indicators, that are reflected in the strategy monitoring plan. As a substrategy the university also has a vocational program strategy (Academic Council Protocol № 5, 23.02.2017).

The strategic plan is designed for 7 years, but it is noteworthy that this document does not represent the final document that is not a subject to changes. It reflects only the current vision and therefore, there is a need for modifying and permanently refining the procedures.

Monitoring and evaluation of the university strategy and action plans will be conducted based on the pre-determined procedures. The goals of the strategic plan are annually assessed while preparing self-evaluation reports. Every structural unit prepares their annual report in accordance with the strategic plan. The findings / conclusions in the monitoring process are taken into consideration while creating annual operational plan. As a result of this review, it is also possible to make changes in the strategy document and monitoring plan. The relevant issue is initiated by the rector and is agreed with the academic council. A planned review of the strategic plan is carried out in at least every 3 years. Unplanned reviewing / assessing may be initiated by the rector in case of relevant circumstances / justifications. The reviewing and evaluating processes of strategic plan are initiated by the rector.

Reviewing process is carried out like planning strategic process by specially prepared team of reviewers. They have a right to conduct consultations with various stakeholders and prepare a report on reviewing / assessing. Upon formation, the group will develop a plan for meetings / discussions. The plan should reflect the types and durations of consultations. The rector will

present the assessment report to the academic board and will make a decision on the future changes.

In addition to preparing the report, at the end of each reporting period, appropriate research (among students, institutional partners, and other target groups) will be conducted once a year. The results will be compared with the results of the previous reporting period and will clearly demonstrate the success or failure of the strategy and will assess the specific measurable indicators.

Apart from the university strategic plan all the faculties have the strategic and action plans of their structural units. On the one hand, they strengthen the university strategic plan and on the other hand they consider specificity of the educational units.

Elaborating and assessing the university and faculty document is carried out within a single procedure. This ensures equal approaches and hierarchy of the planned work, and implementation efficiency.

The current strategic plan with its structure and style is the result of a deliberate and consistent effort considering the accumulated experience and possible ways of improvement.

The strategic plan adopted in 2010, with its style and structure, represented an action plan that was not directed to the systematic development of the organization, but was only a list of the works that needed to be conducted.

Therefore, working on the new strategic plan of the university started in 2013 with the help of the Organisation – ISM hired for this purpose. The head of all the structural units and faculty deans were involved in the planning process. Draft versions of the project were discussed with the academic and representative councils, as well as with academic and administrative personnel and students. The strategic plan was presented at the workshop within the framework of the scientific conference, which was attended by the representatives of the academic field and city self-government, where the university strategic plan was discussed in accordance with the strategic plan of the city. The strategic plan of the university 2016-2022 was approved on February 24, resolution № 29 (15/16).

In 2016, it was decided to further develop strategy for vocational education, which was implemented within the framework of the project - "Developing formal, nonformal, and informal vocational education of Georgian agrobusiness" funded by the European Union and Czech government in cooperation with Center for Training and Consultancy (CTC) and the academic board.

Working on the development strategy for vocational education has demonstrated that the current strategic plan of the university contained a number of weaknesses: target signs and mechanisms for monitoring and frequency of summarizing and analyzing were not clarified, and responsible persons were not identified.

Due to the above mentioned problem, the rector of the university initiated the process of revising the strategic plan (Protocol № 5, 23.02.2017, Academic Council of ATSU). At first the planning team was established which was responsible for the development of a strategic plan project and the involvement of the broader community of the university. The group was led by the rector of the university. Through outsourcing experts from the Centre for Training and Consultancy (CTC) were invited to participate in the process.

Students, academic and administrative staff as well as partners and stakeholders have been involved in the assessment of the existing processes. Expectations and problems were identified, based on which, the planning team formulated strengths, weaknesses, opportunities, and threats of the university. In addition to this, the university mission was revised, future vision of the university was elaborated, strategic aims and tasks were identified, mechanisms for achieving

strategic goals were determined, a monitoring plan, three-year action plan and one-year operating plans were also elaborated.

With the involvement of students, academic and administrative staff, partners and stakeholders the current situation was estimated, problems and expectations were identified and as a result, the team of planners pointed out the strengths and weaknesses of the university as well as its opportunities and threats. The university mission was revised, the university future action plan was formed, strategic goals were emphasized, the mechanisms for achieving goals were determined, the monitoring plan was identified, and three–year action and one-year operation plans were formed.

A draft version of the strategic plan was placed on the university official website for assuring high level of involvement and transparency. It was also sent to the university community via corporate e-mails and within a month they were able to express their opinions and share their feedback. The team of planners conducted open presentations for the personnel and students, where all the interested people from the university and the invited ones had an opportunity to attend the discussion. The presentation was also attended by the representatives of the city self-government, committee of Education, Science and Culture of the Parliament of Georgia, and real and potential employers. However, despite this effort, students, academic and administrative personnel involvement was low. It is likely to be caused by their resistance to the processes, with the low experience of high-level of involvement in such kind of activities and with a low level of expectation in sharing their opinions in the final outcomes. To increase the level of involvement ATSU will actively use declared approaches while working out the strategic plan and reviewing procedures.

After reviewing the comments received, the strategic plan finally was approved by the planning group and was presented by the rector to the university representative council (senate) and the academic council for reviewing and approving. After the approval, the plan was published on the official website of the university.

Experience gained from the strategic planning process revealed that despite the properly conducted planning processes it was necessary to formalize this experience and elaborate strategic planning methodology based on the PDCA planning cycle that will be applied for elaborating and monitoring of the strategic development and action plans. The mentioned methodology ensures homogenous approaches and efficiency of the planned work. Changes in the procedure will be instantly reflected in the whole process of planning and evaluating.

The procedure implies planning, assessing implementation and responding processes, activities for interference and publicity, as well as involving executives and structural units.

The monitoring of the fulfillment of the strategic development and action plans revealed the need for the development of inner regulations and procedures that was discussed within the strategic plan (strategic direction 5, result 5.4)

In the process of elaborating the strategic plan it was also necessary to use new approaches to achieve a high level of student, academic, and administrative personnel involvement. As a result, their resistance and indifference will be reduced. To identify the problem, certain groups will be examined and effective methods and instruments will be worked out based on the given results. In the future, the same approaches and methods will be available in every process and activity where high level of involvement is required.

The university contributes to the development of the city, region and the country. For this purpose, it provides lifelong learning programs and services, generates and disseminates new knowledge and engages various stakeholders in the process of public policy formation.

Therefore, the university understands the importance of social responsibility and aims to promote socio-economic progress and sustainable development of the society and has a policy statement of social responsibility and the following action plan:
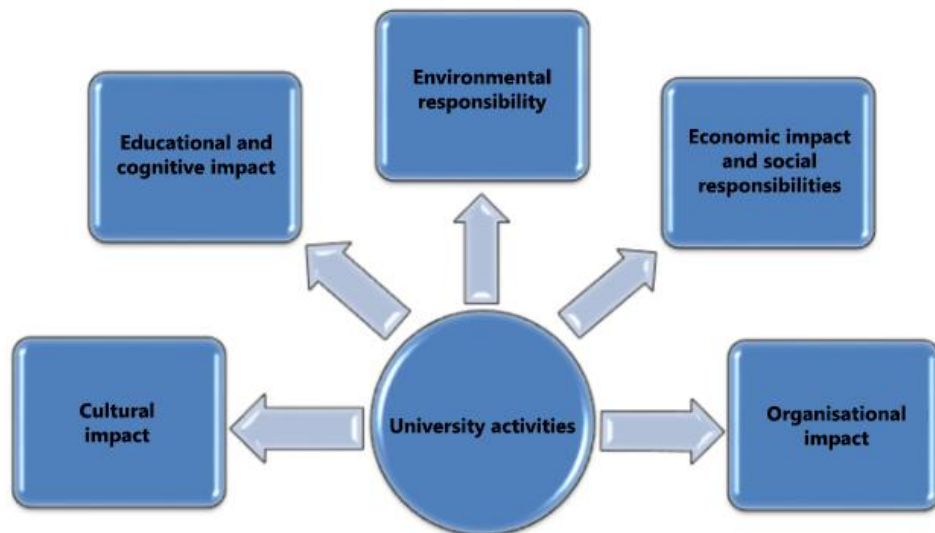
The university, in considering its academic and scientific activities, assumes a social responsibility towards the university community, the city, the region, and the whole country population. The University considers protecting social justice as its major duty, both in the university, as well as in the society. Consequently, ATSU graduates have high social responsibility and they are aware of ethical and environmental challenges that can be found in their workplaces. For this purpose, educational programs are elaborated in a way that all the students are allowed to develop appropriate skills.

According to the principles of sustainable development, social, cultural, economic, and environmental programs are considered to be priorities for the university. Besides, under the social responsibility policy, the university develops both expertise and consulting services as well as lifelong learning.

For this purpose:

- ATSU infrastructure is available for various social events, including charitable and voluntary activities;
- ATSU has Georgian national folk dance and song company;
- ATSU has a students' drama classes;
- ATSU displays works by university staff and students;
- ATSU holds International and Regional scientific and practical conferences;
- ATSU supports the functioning of the University museum and protects cultural heritage and the museum exhibits;
- ATSU Law Clinic provides free consultation for persons concerned;
- ATSU develops the institute of student's ombudsman;
- ATSU has a center for mediation and dealing conflict;
- ATSU organizes and conducts projects for sharing professional knowledge and promoting science - "Scientific Picnic";
- ATSU staff provides individual professional consultations and interviews for media representatives;
- In 2017, ATSU implemented a project on developing labor skills at 25 schools of Imereti region, including Zestafoni, Kharagauli, Tskaltubo and Baghdati municipalities. It covered four professional areas: manufacturing sewing materials, making and processing decorative tissues and felt, furniture design and manufacturing, labor safety and environmental protection. The project was implemented with the support of the Ministry of Education and Science of Georgia and in close cooperation with schools. It is a good basis for the implementation of further interesting projects.
- ATSU organizes various activities on environmental issues to promote public awareness (meetings and trainings for local self-government on waste and landfill control and seminars on waste containing the quick-silver(mercury));
- The academic staff of the department of Designing the Landscapes from Agrarian Faculty cares about the university territory and develops green spaces in the community;
- ATSU offers services like administrative registration, giving advice and assistance on social issues (extended families, people with special needs), free time activities (sport, arts, etc.);
- ATSU celebrates 3 December as a day of the people with special needs (for seven years already). Different integrated cultural events, round table discussions are organized with the participation of school and university students with special needs, local government, Social Work Agency and Non-governmental organizations working on the problems of people with special needs. On the same day the university visited the Kutaisi branch of the Georgian Union of the Blind, the association "Charity" and "Children's Village SOS" assisting people with special needs. The beneficiaries were given financial support by ATSU administration;
- ATSU participated in the project by the ministry of Defense of Georgia "Georgian Universities for Georgian Armed Forces" and conducted 23 public lectures for military personnel in 2016;

- Within the framework of the memorandum with the Ministry of Legislation and Probation of Georgia ATSU is actively involved in the resocialization process of prisoners, namely providing professional education and assistance to the Ministry on the juridical, psychological, social and medical issues. This memorandum implied professional education programs conducting lectures and preparing video lectures;
- ATSU professors actively participated in the discussions on the Constitution of Georgia held in the Parliament of Georgia;
- Documents circulation electronic system that allows paper usage reduction has been introduced;
- ATSU supports implementing life-long learning principles. For this purpose, in December 2011, LLL Center was established at the university.

The aims of the center are as follows:
- To promote continuity of learning–teaching principles, meeting new challenges and providing educational services;
- To improve the qualification of the university academic personnel, students and target groups within the region;
- To elaborate and implement training courses and summer schools;
- To cooperate with educational institutions, student self-government, non-governmental/governmental organizations and business sectors;
- To actively participate in the university activities and events.

Since 2012 up to 3500 students have been trained by the LLL Center that provides 94 training modules and certification courses.

Number of Trainings

Year	Number
2012	7
2013	9
2014	11
2015	25
2016	11
2017	17
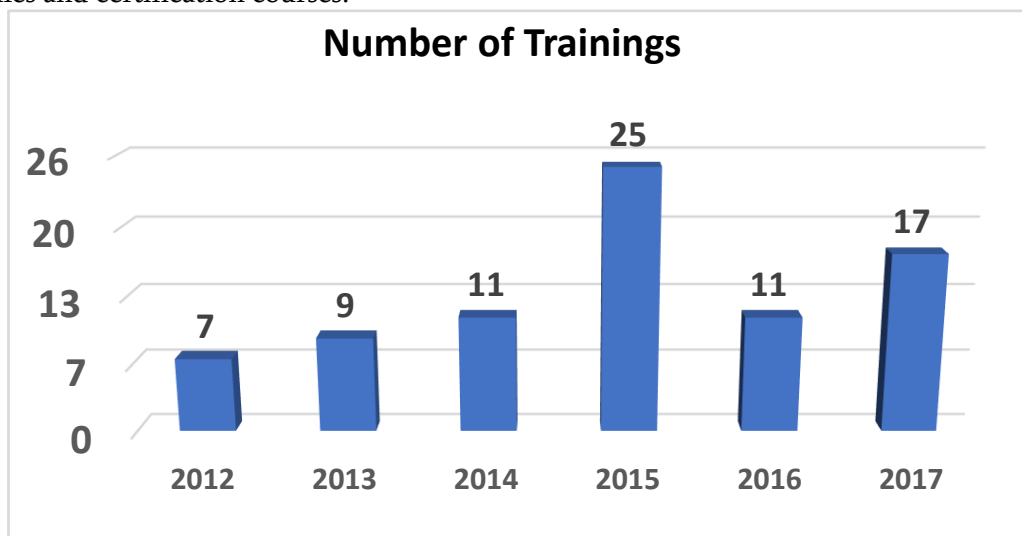
LLL center depends on market requirements. Based on modern trends, the center provides relevant services and prepares trainings. Trainee application and attendance mainly depends on the changes and priorities in the standards of education and on their involvement within grant projects.

Number of Attendees

- 2012: 340
- 2013: 681
- 2014: 890
- 2015: 994
- 2016: 221
- 2017: 479
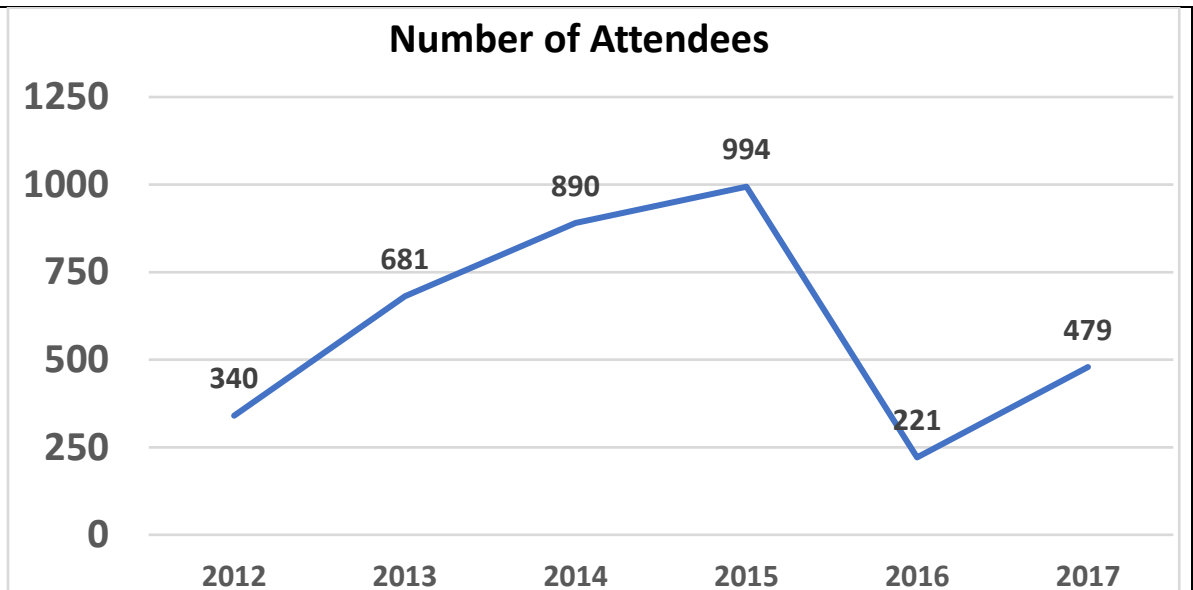
In 2015, the increase in the number of attendees was caused by the changes in the pre-school education training modules developed by the Ministry of Education and Science in accordance with the changes in the pre-school education standards. In 2015, pre-school education specialists were trained from the following regions: Imereti, Racha-Lechkumi, Kvemo Svaneti, Samegrelo, Zemo Svaneti, Adjara.

In addition, in 2015 as a result of request by LTD "Georgian Manganese" within the grant agreement the following technical training modules were financed: "Electricity", "Welder", "Electric Power Welder and Cutter".

In 2012-2017, LLL Center trained 3605 applicants. Among them 460 students were trained with the financial support of student's self-government (students are given 40% discount).

LLL center annually conducts training sessions on "Effective Communication" for various faculty students (25 trainees).

In 2012-2017 198 academic personnel were trained, among them 70 members of academic staff were trained in foreign languages.

Despite the wide scope of work conducted by the LLL center, the university has not assessed the quality of training courses. For this purpose, appropriate methodology needs to be developed that will assess and improve existing courses.

The university plans to develop e-learning and promote the development of e-courses that are of great demand from the society and educational area (strategic direction 1, result 1,5).

Evidences/indicators
- A seven-year Strategic Development Plan; a three-year Action Plan (appendix 1);
- Procedure of strategic and operational planning and evaluation (Appendix 1);
- Scheme of financial ensurance for the university 2018- 2020 action plan (Appendix 1);
- Projects on developing Labor Skills, Cooperation Memorandums with Imereti Region Schools (appendix 63);
- Regulation of Life -long Centre (appendix 7);
- Results of the survey conducted by the university (appendix 13);
- Reports of the Head of the University 2015-2016, 2016-2017; (appendix 5);

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
• University mission, vision, and values are related to the strategic plan and the activities planned by the university; • Strategic planning was performed with the involvement of internal and external stakeholders; • Improvement of University Mission and Strategic Plan is based on PDCA cycle; • Strategic planning methodology has been developed using PDCA cycle; • Experts were involved in the development of strategic plan and action plan through outsourcing; • Upcoming activities and their deadlines are clearly defined in the action plan; • University social responsibilities are defined and relevant activities are planned.
Areas for improvement
- The quality of monitoring strategic development and fulfillment of the action plan is to be improved

2. Organizational structure and management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics.

2.1. Organizational structure and management
➢ Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan.
➢ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation.
➢ HEI's Leadership/Management body ensures effective management of the activities of the institution.
➢ Leadership of the HEI supports international cooperation of the institution and the process of internationalization, considering the mission and objectives of the HEI.

Description and assessment

Akaki Tsereteli State University (hereinafter - the "University") is a legal entity of public law - higher educational institution. The university functions in accordance with the university charter and the regulations approved by the representative council that is supervised by the Ministry of Education and Science of Georgia.

The organizational management structure of the university consists of the following functional units:

1. University administration bodies providing strategic, and operational management of the university;

2. Faculties, which are the main educational, scientific and administrative structural units of the university. Each faculty is divided into departments, which are directly involved in the relevant educational and scientific work.

3. Libraries and other structural units have supporting functions, provide support for learning / teaching and research processes, provide student services, and have some administrative functions.

Therefore, according to the administration principles, strategic, and operational management of the university is performed at university and faculty levels.

Governing bodies **at the university level** are: Academic Council, Representative Council, Rector, Head of Administration, and Quality Assurance Service.

The academic council is the highest representative body of the university, headed by the chairman of the academic council - Rector. Its responsibility implies the strategic and operational management of learning / teaching and scientific research processes at the university.

At present there are 19 elected members in the academic council, among them 11 professors and 8 associate professors. All members of the council are elected for a period of 4 years by the members of the faculty academic staff, the members of students' self-government presented in the faculty board on the basis of free and equal elections by secret ballot. For the purpose of maximum involvement of university academic personnel in the academic council, two members are elected from each faculty - two members either professors or associate professors who can be elected as members of the board only twice as long.   The rector is the highest academic and representative official and chair of the academic council of the university. He provides general leadership of the university and is responsible for learning / teaching, scientific research processes, student services, and university structural units. The rector is accountable for management decision making and monitoring their implementation

concerning human, financial, and material resources. The rector is responsible for his duties with the academic council.

The rector is elected by the university academic council with the majority of votes by secret ballot for 4 years. One and the same person can be elected only twice in succession.

The Rector has one deputy who is responsible to be in charge of the university in the absence of the head of the university.

To operate the process management there are three advisory boards: 1. Rector's office; 2. Scientific board; 3. The advisory body for the university centre of Continuing Education.

The number of the members of the advisory body is determined by the rector.

The representative council is a supreme body supervising strategic and managerial decisions on university management issues and is headed by the speaker of the representative council. At present there are 36 members on the list elected in the ATSU representative council, among them 8 professors, 14 associate professors, 1 assistant professor, and 13 students. The head of the university library is also the member of the council.

The representative council is elected on the basis of universal, direct, and equal elections by secret ballot for 4 years by the representatives of faculties, students, and academic staff in proportion to their number at the faculty.

The head of the administration is the highest administrative person in charge of financial, material, and administrative resources. He manages the university administration and is responsible for its effective work and the university's financial and economic issues. While accomplishing out his / her duties, he is accountable to the representative and academic councils. The representative council elects the Head of the Administration by a secret ballot for a term of 4 years with the procedure prescribed by the academic council. One and the same person can be appointed as a head of administration only twice in succession.

Quality Assurance Service is in charge of the quality management issues of learning / teaching and scientific-research activities at the university and for this purpose it develops the methodology of quality evaluation processes and ensures their implementation and evaluation. Besides the above-mentioned obligations, the service measures the professional development of academic personnel and ensures coordination of work in the process of university authorization and program accreditation. The university representative council approves the head of the Quality assurance service for four years on the basis of recommendations given by the academic council. The Head of the Quality Assurance Service can be approved twice in succession.

There are 9 faculties at Akaki Tsereteli State University:

1. Faculty of Humanities;
2. Faculty of Business, Law and Social Sciences;
3. Faculty of Exact and Natural Sciences;
4. Faculty of Pedagogics;
5. Faculty of Medicine;
6. Technical -Engineering Faculty;
7. Technological -Engineering Faculty;
8. Agrarian Faculty;
9. Faculty of Maritime.

The faculty works at developing higher education and vocational programs, implementing them, and giving relevant academic or vocational qualifications; planning and carrying out scientific research and creative work and participating in scientific grant projects.

The faculty managing boards are: faculty council, dean, and faculty quality assurance service.

Faculty council is a representative body of the faculty, which provides operational planning, monitoring and evaluating learning/ teaching and scientific activities. It elects and dismisses the dean and deputy deans, heads of faculty quality assurance services, and heads of the structural units. The faculty representative body is composed of the faculty academic personnel and representatives of student self-government, no less than 1/4 of the board. The faculty council is elected based on direct, free, and equal elections by secret ballot from the representatives of the educational and scientific-research structural units by the academic staff in proportion to their number in structural units.

The dean is responsible for the faculty learning / teaching and operational processes of scientific activities, ensures efficient academic and scientific activities at the faculty. Within the scope of its competences He/she is responsible for the decisions made by the faculty council, the representative council, academic council, and the reasonable use of the faculty budget. The dean (professor or associate professor of the faculty) is elected by the faculty board for 4 years. One and the same person can be elected for the position of the dean only twice in succession.

Quality assurance service of the faculty is responsible for the quality of faculty teaching/learning and scientific research work and professional development of its academic personnel. The service regularly assesses current academic and scientific processes of the faculty and elaborates relevant recommendations.

Head of the structural unit of the faculty – department, within his/her competences, coordinates the implementation of decisions of the university and faculty management bodies. He/she carries out efficient teaching and research together with the professors of the structural units and the head of educational programs.

The Library is the main structural unit that provides learning/teaching and research procedures concerning the electronic book fund, scientific data-base, electronic magazines, and inter-library funds.

Structural units implementing supportive functions provide developing learning / teaching and scientific research processes, implementing / developing services and creative activities meeting the needs of students' and university community requirements, as well as managing and developing information, human and material resources, and infrastructure.

The university has some structural units functioning as supportive units to carry out teaching / learning and scientific research processes:

1. Study process management service ensures the organization, monitoring and development of the teaching process, as well as administration of the students body; It includes the examination sector, which provides the technical organization of examinations.

2. Scientific-Research Center conducts the process of integrating scientific-research and educational processes at the university, as well as supporting the introduction of deposition, patenting and commercialization of scientific research results, and promoting implementation of innovative technologies;

3. Center of culture, sports and youth affairs of the university promotes cultural-creative activities at the university to popularize university creative activities.

4. Lifelong learning center is the main structural unit of adult education, which provides both university students and academic personnel with trainings, short-term qualification raising trainings for staff, training courses, seminars, and summer schools.

5. Department of International Relations and Strategic Development represents the main facilitating structural unit promoting internationalization of learning / teaching and scientific research activities at the university. It coordinates the cooperation of university management units and faculties in the field of international relations and promotes international mobility of

university students and academic staff. Besides it supports international students to adapt and integrate.

6. Student support and development service center aims to provide student-oriented services, including: mediation and consulting services for student and university management bodies, tutors service, organizing introductory (informative) meetings with freshmen, students' career development services, supporting ATSU alumni network, legal and psychological assistance services, supporting student housing, and others.

7. ATSU FabLab developed within the joint memorandum of the Ministry of Economics of Georgia and Agency of Innovations and Technologies. It aims at generating new ideas; creating inventions and educational platforms that will encourage developing innovative infrastructure in Georgia. Motivated and result-oriented people can work with different modern technologies to realize their own ideas. University students, lecturers and scientists, as well as various private industrial partners have access to the lab.

Direct management of the structural units that supports learning / teaching, scientific and student services is elaborated by the Deputy Rector, except for the International Relations and strategic development, which is directly subordinated to the Rector. This structure ensures efficient work, accountability and compliance with the activities of current legislation and university regulatory documents and management decisions.

University structural entities implementing administrative and supporting functions are the following:

1. Marketing, projects and activities management service - directly studies the quality of learning / teaching and scientific research evaluation and the needs of consumers of the service offered by the university (involved parties) and gives recommendations on marketing type studies planned by structural units. The priority of this university unit is to form an attractive image for the target audience, increasing awareness, and university branding;

2. Financial and Material Resource Management Service - provides accounting and finances, as well as the proper usage of material resources and university belongings, their management and development;

3. The Chancellery - conducts timely exchange and document turnover processes between the university management and its structural units and also between the university and Georgian / international organizations;

4. Law Service - provides legal expertise of the management decision in all structural units of the university and their compliance with the current legislation;

5. The purpose of Human Resources Management Service is to plan and implement human resources management processes in order to support the achievement of the goals of the institution. For this purpose, it recruits, develops and maintains highly qualified and faithful employees.

6. Information Technology Support Service - develops information storage, management and infrastructure of communication technologies, in order to be able to use modern information-communication technologies in both learning / teaching and scientific research as well as in university management;

7. The Rector and the Head of Administration, as well as the Secretariats of the Academic and Representative Boards provide an effective implementation of university clerical work.

The Structura of ATSU

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                          ┌──────────────────┐              ┌──────────────────────┐
                          │  Academic Board  │ ─ ─ ─ ─ ─ ─ ─│ Board of Representative│
                          └──────────────────┘              │      (Senate)         │
                                   │                         └──────────────────────┘
┌────────────────────┐    ┌──────────────────┐              ┌──────────────────────┐
│ Quality Assurance  │ ─ ─│      Rector      │ ─ ─ ─ ─ ─ ─ ─│ Head of Administration│
│      Service       │    └──────────────────┘              └──────────────────────┘
└────────────────────┘
                    ┌────────────┐    ┌────────────────────────────────────────────────┐
                    │ Vice Rector│    │ Advisory Bodies of the Rector:                 │
                    └────────────┘    │ 1. Rectorate                                   │
                                      │ 2. Scientific Council                          │
                                      │ 3. Advisory Board of the Centre of Continuing  │
                                      │    Education                                   │
                                      └────────────────────────────────────────────────┘
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Library	Faculty of Humanities
Faculty of Business, Law and Social Sciences	Faculty of Exact and Natural Sciences
Faculty of Medicine	Faculty of Technical-Engineering
Faculty of Technological-Engineering	Faculty of Maritime Transport
Agrarian Faculty	Faculty of Pedagogics

Rector's Office	Service of Management of Educational Process
Service of Management of Marketing, Projects and Events	Scientific and Research Center
Foreign Affairs and Strategic Development Office	Centre of Continuing Education
	Service of Management of Human Resources
Centre of Culture, Sports and Youth Affairs	Legal Office

| Office of the Head of Administration | Service of Management of Financial and Material Resources |
| IT Office | Chancellery |

The head of the administration is responsible for administrative and supportive structural units of the university (except for secretariat of academic and representative councils and the Rector's Office). It provides their effective work and compliance with the current legislation and university regulatory documents and management decisions.

Formally, students' self-government is not a structural unit of the university, but it is an integral part of the university management system. It is a unity of students which cares for students' voices and rights. It participates in the university management process and at the same time is independent in its activities that gives students a wide range of opportunities. Students self-government has a student parliament consisting of all student members of the faculty councils elected on the basis of universal, equal, and secret elections. There is also the President's Office and the Board. The Board consists of the heads of four departments and clubs functioning within the students' self-government: department of Social Affairs, department of Culture and Arts, department of Science and Education, Sports department, Cinema Club, and Debate Club.

The university structure provides opportunities to achieve the declared objectives of the university mission and is responsible for the following activities:

- three major activities of the University (Learning / Teaching, Research and Administrative Management);
- distribution of functions between the representative and managerial structures of the administration system;
- distribution of powers between decision-making bodies at strategic, tactical and operational levels.

The given structure was established in 2010 after unifying three Higher Educational Institutions: Akaki Tsereteli State University, Kutaisi Niko Muskhelishvili State Technical University and Sokhumi Subtropical State University. After the completion of this process, it was necessary to optimize its structure, especially in developing a strategic plan in 2016-2017. As a result, a number of overlapping duties and responsibilities was revealed, namely: assessing learning / teaching process by Quality Assurance and Learning Process Management Services - in assessment issues; providing students-oriented services by marketing, projects and activities management service and student support and development service center, project management issues by marketing, projects and activities management services and international relations, and strategic development services. As a result, the regulations of structural units have been reviewed and the structure of the university has been changed.

   In 2017 the university faculties held inner evaluation process for more efficient optimization (rector's order # 01-04.10   10.03.2017). They accessed present learning/teaching, research and management practice in accordance with the following requirements:

- Administrative management (functions, responsibilities and management of structural units);
- Case administration;
- Management of the learning process;
- Educational programs;
- Personnel management ;
- The mechanisms of quality assurance.

Within the implemented activities:

- Each faculty presented report and result reviews;
- Each faculty analysed the submitted reports and revealed weaknesses to meet the needs of present legislation;
- Shared the experience of the implemented processes and revealed the weaknesses and the ways of their improvement;
- They elaborated the new ways of the case administration.

The above mentioned methodology was a great success and the procedure of effective management evaluation was worked out.

Throughout 2017 a number of meetings were held to improve the management system optimization and reporting. Within these activities:

- The methodology, faculty strategic plans, research and scientific profiles were worked to be shared between the faculties;
- Individual position instructions for faculties were developed;
- The forms and systems of reporting at faculties and structural units were developed that resulted in making reports, their analysis, and changes in resolutions.

   For the purpose of effective management and decision making, for more efficient decentralization, and academic freedom, the university management system should be assessed and analysed. To achieve the goals in accordance with the university strategic plan (strategic

direction # 5, improvement of management system, result 5.1), some structural optimization measures are to be taken together with the activities to reinforce the accountability system. The first step is to perform a structure and managerial system audit that will reveal strong and weak sides based on evidences in accordance with the university mission and strategy. The draft of structural changes will be developed on the basis of audit findings and recommendations. This process will be carried out by qualified specialists and auditors. Through discussions and consultations, the university society will be involved in the whole process, so that an optimal system of professional and non-formal educational programs will be developed. To improve the management system, the university plans to choose and implement the acknowledged system (EFQM/ISO/TQM) and is going to apply the certification process (Strategic direction # 5. Improvement of the management system, result 5.4)

Akaki Tsereteli State University is a legal entity of public law, hence it is obliged to work out and implement all the procedures based on academic independence while appointing and electing people in charge of the university administrative units. At the same time, the requirements of the Law of Georgia on Higher Education, Law of Georgia on Legal Entities of Public Law and the Law of Georgia on Public Service should be taken into account.

The administration of the university is responsible for the development of human resources management, policy and procedures that is approved by the university representative board. To implement human resources management procedures, the following bodies are responsible within the framework of their competences:

- University Administration;
- Human Resource Management Service;
- Faculty;
- All structural units of the university.

The Human Resource Management Service coordinates the implementation and evaluation processes of human resource management policies and procedures.

Based on the Principles of Good Government, the Human Resources Management System is based on the following guidelines:

Achievement-based approach. Taking key decisions (hiring, payment, encouragement, promotion, etc.) is based on the competence of individuals and their merits.

Justice. There is a fair argument and objective criterion for decision making beyond any decision.

Equality. All employees are treated equally. Attitudes towards employees according to their gender, ethnic, religious or other grounds are equal and impartial.

Feasibility. Considering the interests of the organization, all decisions are made on a profound analysis. From all existing alternatives, the most reasonable decisions are made considering financial or some other rational characteristics.

Transparency. The organization applies open and public approaches while planning and implementing the functions of managing human resources. Management procedures / regulations are defined clearly.

Heads of the university and faculty are appointed on the basis of elections, and the heads of structural units with supportive functions are appointed on the basis of a competition.

Procedures restrict the appointment of a head of the structural unit for no more than 8 years (twice in succession for 4 years) and the obligatory rotation of members in academic and representative councils.

The procedure of the appointment / election implies publishing information about the competition on the university website, as well as on the information board and the university newspaper.

The university plans to convert to the proactive system of attracting new staff (strategic direction #1. Developing teaching and research quality, result 1.2)

Human Resource Management Policy describes the management criteria providing the process of appointing academic and administrative staff via the competition at the university.

The procedures of election / appointment in the administrative units of the university are described in the university regulations and the procedure for the appointment in structural units is given in the orders of the relevant competition.

In 2013 Akaki Tsereteli State University was transformed into non-commercial legal entity (Resolution of Georgian government 191, 29 July 2013), that led to optimization and changes in human resource management system. In 2015-2016, new rules for conducting competitions have been developed and implemented, in 2017 the process of reviewing and optimizing job descriptions of academic and administrative contingent was implemented.

In 2018, the amendments in the Georgian Law on Public Service caused some changes in the agenda about human resources management issues. Hence, a document reflecting human resource management policies has been introduced and the process of reviewing and optimizing ongoing procedures started which is to be completed during 2018. In addition, within the framework of university management optimization process job descriptions of academic and administrative staff was introduced in 2017.

One of the major weaknesses of election / appointment procedures in the HEI management bodies is insufficient information about vacancies at the university. All information resources used to disseminate information are internal at the university and they provide adequate awareness of the university society, but they cannot attract professionals except locally. It is therefore important to assess the efficiency of information dissemination sources and apply appropriate ways, thus demanding to review human resources management procedures.

In order to achieve the goals and effectiveness of the university mission, the university management system is based on the principles of Good Governments, which implies the following:

Academic freedom

The right of the academic personnel and students to independently plan and implement the learning / teaching and scientific research processes is the management cornerstone and is taken into consideration while elaborating every single management procedure. Unequivocal expression of academic independence is the right of the university community to choose the heads of all governing bodies by direct polling.

Collaboration

The University provides the involvement of the academic staff and student body as well as the stakeholders in the decision-making process. Strategic and operational management of learning / teaching, scientific research and management and decision-making processes at the university are carried out with a high involvement of academic staff and students. Academic and representative councils, as well as faculty councils are formed with the academic staff and students with a high level of rotation to allow as many entities as possible, to contribute to university management.

Management decentralization

The university provides autonomy to faculty management bodies in decision making process. Faculties of the university define both the learning / teaching and research strategy and action plans (the faculty's strategic plan document) and since 2015 they have been given an expenditure limit to operate independently.

Transparency

Decisions made by university governing bodies as well as their execution are subject to certain rules, to ensure availability and publicity of information using the following methods and ways: news walls and multimedia stands, university website, e-mails, smartphone applications, the university newspaper "Universitetis Moambe".

Accountability

The University is accountable for the academic staff and students, as well as the public and stakeholders. The university and faculty heads are obliged to report to the subordinate units and university community once a year. For example, the Dean submits the annual report to the Faculty Council, the Head of Administration, the Representative Council, the Rector and the Head of Quality Assurance Service, the Academic Council. Submission of the report is public and the documents are available on the university website.

The heads of the structural units with supportive functions also have obligations to report to the head of the administration. (University Regulations).

Effectiveness and efficiency

The University management processes and their results are expected to satisfy the needs of the academic personnel and students and to provide the effectiveness of resources. To achieve the university goals the following mechanisms are used:

- The university systematically conducts satisfaction studies of students', graduates and academic staff to assess the quality of learning / teaching and scientific research;

- The efficiency of learning / teaching and scientific research processes is assessed by the Quality Management Internal System and becomes the subject to further improvement. The processes are controlled by the university Quality Assurance Service and the Faculty Quality Assurance Service;

- Peer-observation of the academic staff, self-assessment of educational programs, and referral system for quality control;

- Academic staff workload assessment ensures the evaluation of planned and actually carried out works;

- The targeted expenditure of financial and material resources allocated for faculties is provided by the Finance and Material Resource Management Service and the Head of Administration;

- The relevant structural units of the Ministry of Finances and Education and Science of Georgia monitors management of funds and material resources at the university since it is a legal entity of public law;

- Once a year, University Quality Assurance Service submits a report to the Academic Council on the quality of the University Quality System, and problems and challenges, while the Head of Administration reports about the financial, material, and administrative resource management of the university.

The management decision making system is based on links between vertical and horizontal structures implying students and academic personnel involvement.

The management system is based on the university policies and work description. The university has learning/teaching and scientific research quality management, learning process management, human resource management and scientific research policies and their procedures, rules and instructions. Each policy involves implementation assessment and improvement procedures.

The process of developing a strategic plan in 2016-2017 led to the optimization of the university management system. Within this process:

- each faculty has developed its own strategic and action plans thus strengthening university strategic plan and considering the specificity of their educational field.

- each faculty has developed educational and scientific profiles. These documents describe the educational and scientific activities of the faculty, they reveal strengths and weaknesses, perspective directions that will contribute to the growth of the educational field and better understanding of the consequences of their implementation.

- job descriptions of employed academic and administrative staff were analyzed and introduced to optimize Human Resources Management and Evaluation Systems.

All structural units have publicly submitted their strategic and action plans and educational and scientific profiles for the information publicity and sharing in the process of optimization. Submitted documents had to be elaborated and discussed by the faculty staff and then approved by the faculty Board. The purpose of this approach was to encourage information exchange between structural units and identify problems.

Faculty strategic and action plans as well as educational and scientific profiles are published on the University website to make the information more available.

The main challenge of effective management of HEI is to ensure management efficiency. The assessment of staff and structural units is currently based on quantitative indicators, that cannot provide effective quality assessment. It is necessary to switch to the qualitative indicators of reporting, which requires some changes in the management system. According to the outcome 5.4 of the 5th strategic direction of 2018-2014 strategic plan it is supposed to improve the quality system, which implies changes in the reporting system to evaluate the work of academic and administrative staff.

Considering the university mission and the strategic plans of 2018-2024, the university pays special attention to the promotion of internationalization of learning / teaching and scientific research.

The International Relations and Development office is responsible for the international co-operation and internationalization process. The service coordinates the activities of university management bodies and faculties in international relations, promotes international mobility of university students and academic personnel and provides services for international students to adapt and integrate.

The International relations and development office cooperates with faculties and seeks information on the possibility of international exchange programs, promotes to establish links and project preparation and their further implementation.

The University priority is to promote the process of internationalization and international cooperation. Namely, ATSU works on the following directions:

· Institutional Partnership. The university cooperates in different formats with more than 100 universities worldwide (mostly within the scope of the agreements). Since 2011 until now, the number of contracts with foreign universities has increased 5 times. An example of a successful institutional cooperation is that of with Czech University of Life Sciences, Prague which started in October 2014 on the basis of the project "Improvement of Education at Akaki Tsereteli State University". In 2016-2017 the cooperation continued as a new project "Increasing the competences of academic and administrative staff at Akaki Tsereteli State University". The project was financed by the Czech Republic Development Agency. The aim of the project is to share the experiences between the Prague University of Life Sciences and the Faculty of Agricultural, Business, Law and Social Sciences of Akaki Tsereteli State University. Within the framework of the project Czech specialists conducted lectures and seminars for university lecturers. Students participated in the research grant competition and together with Czech

colleagues and the Czech NGO "People in Need" and with the help of the ENPARD Project were involved in the 2015 and 2016 summer school programmes and were given theoretical and practical lectures to improve the research competence. Various activities were supported, including a documentary film festival. With the support of the Czech Republic Development Agency the Career Day was held for the first time at the university and it has been held annually for the last 3 years. Within the framework of the project technical equipments and scientific reference books were purchased. In 2017, the project focused on the European Standards and Recommendations (ESG) of Quality Assurance (ESG), especially the ESG1 - Quality Assurance Policy and ESG 3 - focused on students and student-centred evaluation education.

Cooperation with all major donor organizations in the region with special programs and projects for higher educational institutions, European Commission-Erasmus+; Horizon 2020, NATO; GIZ; USAID; Millenium Challenge Corporation (MCA Georgia); Volkswagen Foundation, US State Department, British Council; DAAD; CEU. Until 2016 the university took part just in Erasmus + grant projects and actively cooperated with different universities to introduce ERASMUS + grant proposals.

Submitted and successful projects on Erasmus + program
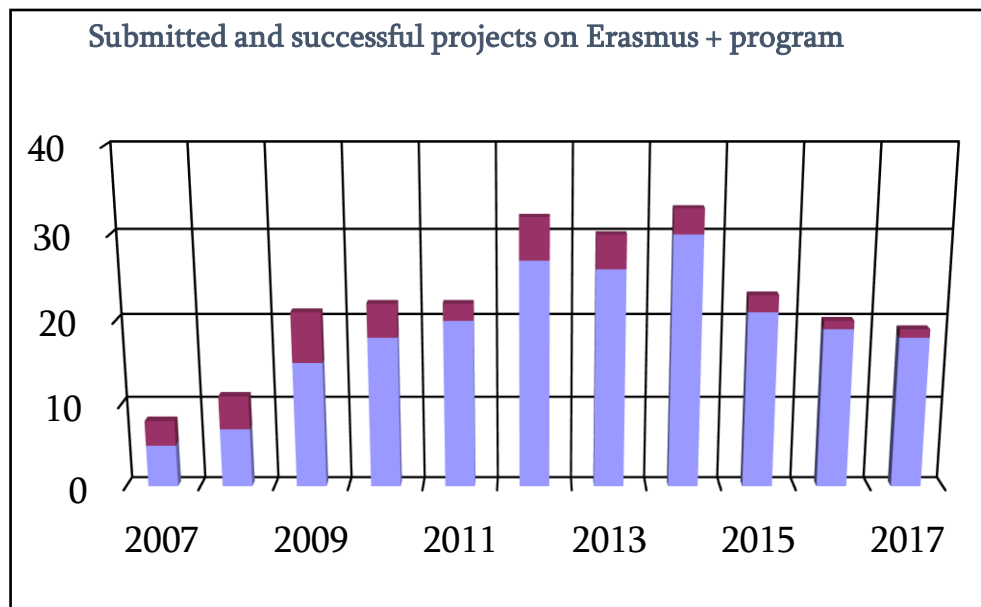
ATSU has participated in more than 15 international projects and has received over a million GEL from these projects. In 2016, the University became the project coordinator of Erasmus + which deals with the development of student ombudsman service. The university coordination has increased the university international awareness. 10 computer labs have been established in the university with the help of these international projects. With the assistance of the Swedish Royal University and the British Embassy in Ukraine, Akaki Tsereteli State University has been awarded a "DELCAM" license key that costs a million pounds.

Funds raised by international projects
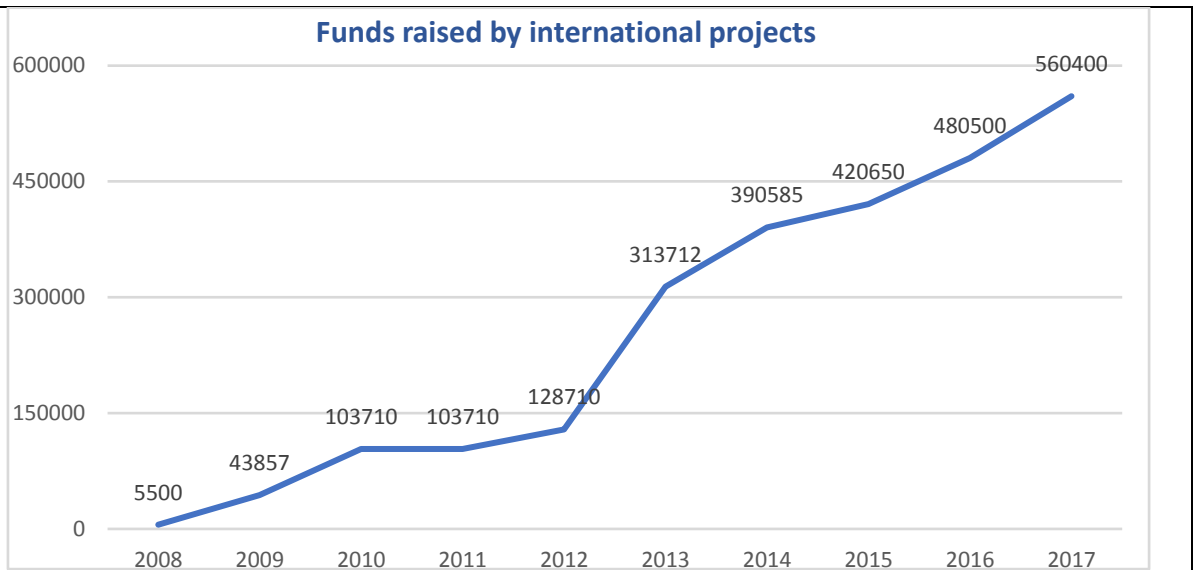
International mobility and exchange programs. Within the framework of international mobility, ATSU provides exchange programs with up to 10 partner universities for all stages of students and academic / administrative staff.
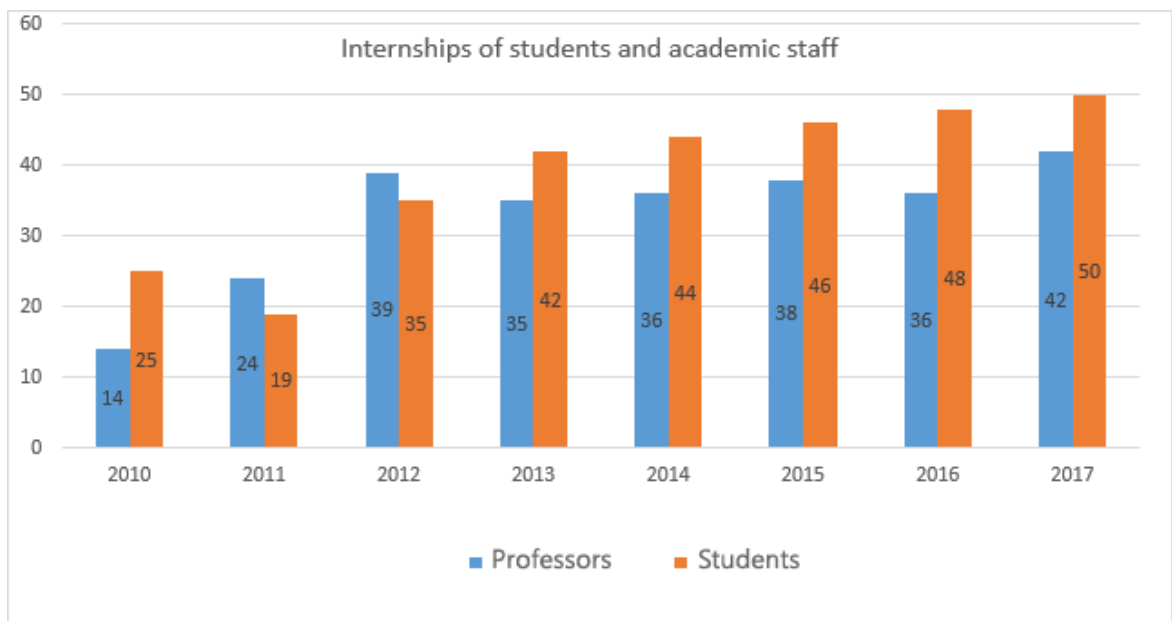
International mobility was implemented within the framework of the Erasmus + projects ATSU was involved in. For this reason, the dynamics of mobility of university students and academic personnel had a dramatic increase from 2012 to 2016, but the decision of the European Commission to expand the list of countries involved in projects had a huge impact on the decrease of student's mobility number.

Information about exchange programs for students, academic and administrative personnel is spread through web-pages, information stands, corporate e-mails and Android applications.

· Development of educational programs and creation of new foreign language programs. Within the framework of international projects, educational programs have been developed and improved: MAHATMA, MathGear, BME. ATSU implements English-speaking educational programs and cares for attracting international students. The number of international students

increased in 2016-2017. The process was encouraged by the development of new English language programs, especially in the field of medicine. Currently there are 4 English language programs at the university.

Number of foreign students in 2010-2017

Year	Number
2010	45
2011	35
2012	70
2013	125
2014	188
2015	195
2016	250
2017	408
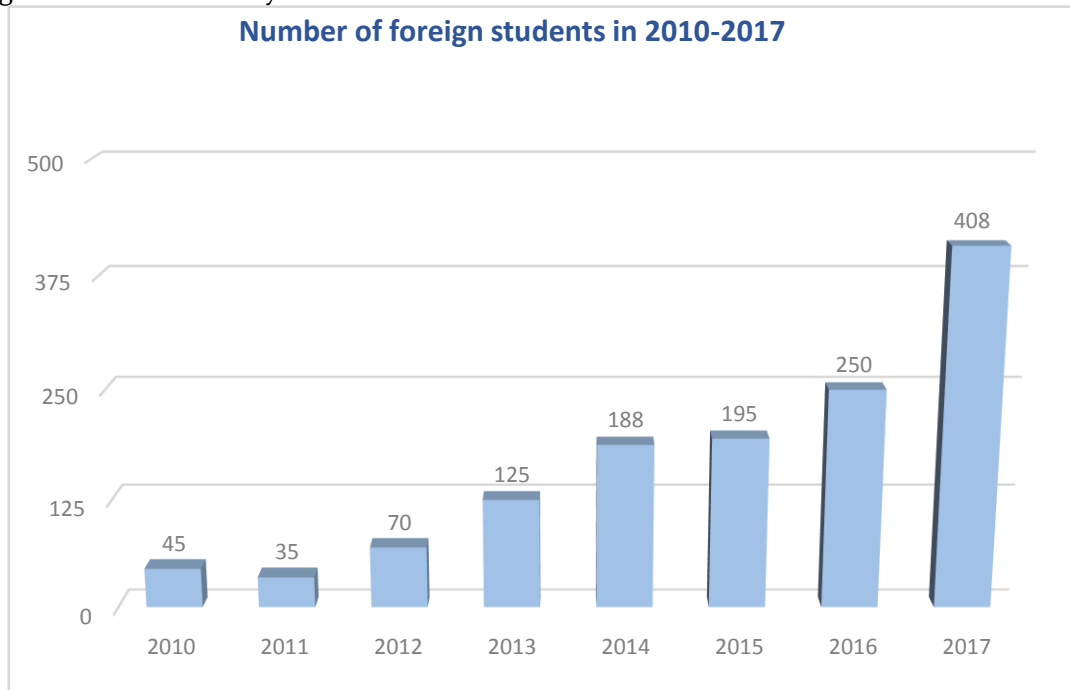
- Cooperation with Diplomatic Missions Accredited to Georgia and Embassies of Georgia. The Turkish lecturer conducts lectures at the University who is invited by the Embassy of Turkey and Yunus Mere Institute. Relations with Iraq and Indian embassies have been established to recruit international students.
- Recruitment of international high-qualified academic and scientific personnel and their involvement in teaching and research processes.

- The International Relations and Strategic Development Service provides socialization and adaptation of foreign students and academic personnel by providing various services (legal advice, visa support, housing rental, language courses);
- The university has English language courses for students as well as academic and administrative personnel;
- The International Relations and Strategic Development Service gives advice to students, academic and scientific personnel on international exchange programs.

    In spite of growing indicators, the main challenge of the university is the insufficient improvement of the English language level among the academic and administrative staff. Consequently, the number of English language educational programs and courses is little.
Considering the strategic goals of the university (Strategic Direction # 2: Strengthening Internationalization) the university management board plans:
- To increase the number of Erasmus + projects up to 20 by 2024;
- To increase participation of professors and students in exchange programs;
- To develop English-language educational programs and courses;
- To offer English language learning courses to students, academic, scientific and administrative staff;
- To promote the image of the university through international university network;
- To obtain international accreditation of English language educational programs.

Evidences/indicators
- University Strategic Plan (appendix 1);
- ATSU regulations (appendix 8);
- Rector's order on panel forming concerning faculty effective management and assessment (#01-14.10 10.03.2017) (appendix 64);
- Protocols on regular meetings and discussions (appendix 62);
- ATSU regulations on faculties and units (appendix 7);
- University website;
- Rector's reports 2015-2016, 2016-2017 (appendix 5);

2.2. Internal quality assurance mechanisms

- ➤ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- ➤ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Description and assessment

Quality assurance system of Akaki Tsereteli State University is an internal assessment system of study, research and creative activities, which is guided by the "Law of Higher Education", by authorization and accreditation template, by the university charter and other normative documents and standards, which helps the university to implement strategic goals and missions. Quality assurance system is an integral part of planning, managing and monitoring, which is vitally important for the development of the university. The system is used to assess educational and research activities, to analyse assessment results and to apply them for further development of a teaching-learning process.

Quality assurance system at Akaki Tsereteli State University involves various policies, procedures and instructions/rules/guidelines, in accordance with which the university activities are conducted.

Quality assurance system is based on three basic policies and includes five major procedures.

Policy	Procedure
1. Quality Assurance Policy of Educational Programs - EP-QA	EP-QA 1.1 Procedure of initiating, planning and approving educational program
	EP-QA 1.2 Procedure of assessing educational program
	EP-QA 1.3 Procedure of developing ongoing educational programs
2. Research development policy - RE-QA	
3. Policy of improving management efficiency - ME-QA	ME-QA 3.1 Procedure of self-assessing and reporting
	ME-QA 3.2 Procedure of assessing management efficiency

The presented system has been developed in accordance with the international practice of quality management of educational institutions (IQM Handbook "Internal quality assurance management in competence based education"). It is based on the normative and regulatory requirements in Georgia, as well as the quality assurance standards and guidelines (ESG) of the European Higher Education Area.

The Internal quality assurance mechanisms at ATSU are in the process of introduction and development with the help of the external evaluation (authorization, accreditation, expertise services, and other types of cooperation) and with the support of various projects (Erasmus+, projects implemented by different funds, invited experts, various visits, and trainings).

The aforementioned approaches form the assessment system of efficiency of quality assurance mechanisms that provide to generate reliable and necessary information by using appropriate methods and tools and develop the procedures of assessment results and practice.

ATSU administration, quality assurance service, faculties, different services, students and student self-government, alumni, employers and stakeholders participate in the operational, managerial, supportive and quality development processes and procedures used in internal quality assurance. The involvement of all the active sectors in these mechanisms is unequal. At the current stage ATSU is trying to develop the existing mechanisms with the maximum involvement of all the active sectors, while the responsibilities and the degree of involvement for each sector are maximally distributed according to the competencies.

Quality assurance system is an inseparable part of planning, assessing, managing, and monitoring of the university. At the current stage the work of quality assurance service of ATSU is directed towards the implementation of quality assurance mechanisms with effective involvement of all sectors.

Quality Assurance Service cooperates with various levels of governance: the academic council, the representative council, the rector, the head of administration, the faculty boards, deans, faculty quality assurance services, heads of the departments, program coordinators, the structural units that carry out the teaching/learning and supporting functions of scientific research processes, structural entities implementing administrative and supporting functions of the university.

The work of the university Quality Assurance Service is based on the development of internal quality assurance of each faculty and their autonomy, which implies independence within agreed framework. The heads and specialists of 9 faculty quality assurance services perform the basic work of the faculty. They are involved in the activities of the consulting group created at ATSU Quality Assurance Service, which discusses and makes decisions to develop internal quality assurance mechanisms.

ATSU aims to improve and develop processes and procedures using the above mentioned system, to periodically review the efficiency of the quality system, ensure sustainable development of the quality culture with the high involvement of employees and all the interested parties.

Accordingly, internal quality assurance mechanisms are produced and permanently developed using PDCA cyclical process.

In 2015, ATSU Quality Assurance Service focused on the improvement and development of the internal quality assurance mechanisms, which involved the following issues: relevant educational policies and regulatory documents, procedures for submission and approval of new educational programs; periodic assessment of educational programs and annual reports; students' survey on teaching process and academic personnel and taking their opinions into consideration;

ensuring academic personnel's further development; developing teaching resources, information technologies and student service mechanisms, etc.
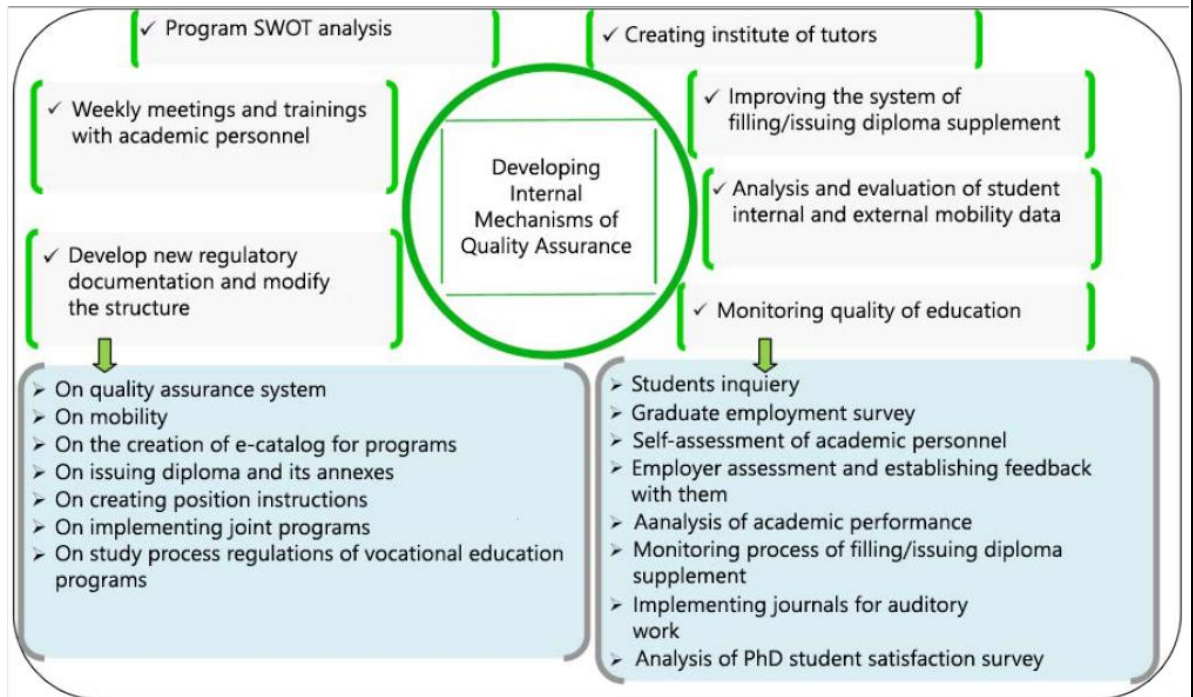
In order to develop the internal mechanisms of quality assurance, in 2016 the Quality Assurance Service focused on the use of the mechanisms of internal monitoring and evaluation, based on the results of complex evaluations of data received from polls, meetings, discussions conducted by faculties and other services.

This internal monitoring and evaluation used by Quality Assurance Service to carry out its activities, is one of the most important parts of the PDCA cycle. ATSU management makes appropriate decisions based on the quality assessment results, which are used for further development of the institutional activities.

One of the examples is the use of quality assurance cyclic process for elaborating guidelines for assessment methods and criteria (see the appropriate scheme).

As a result of the research carried out by ATSU Quality Assurance Service in 2015, it was revealed that the majority of academic personnel consider that one of their priorities is to raise their qualification in terms of modern teaching and assessment methods.

In 2016, Quality Assurance Service verified how the mid-term and final examination questions corresponded to the topics defined by the syllabuses of educational programs. It also conducted the evaluation of the forms and content of the final exams/tests questions of the courses with the relation of their results. The conformity of learning outcomes, assessment forms and criteria presented in the syllabuses was also analyzed.

Cyclical process of quality assurance
A guide for assessment methods and criteria

Analyzing results of internal quality assurance assessment - Monitoring the programs and compliance of midterm and final examination tasks with the topics defined by the syllabuses.

Selecting the Process

Last version of the guidebook

Documenting

AKAKI TSERETELI STATE UNIVERSITY

A guide for assessment methods and criteria

Quality Assurance Service of ATSU

Assessing improvement processes

Research/ Documenting

Studying the compliance of learning outcomes, assessment forms, rubric and criteria defined at the syllabuses. Monitoring of the form and content of the final examination tasks / tests. Taking into account – Order №3 January 5, 2007 by Minister of Education and Science of Georgia on "Rules for calculating credits of higher educational program" (changes in 2016.29.01 and 2016.18.08).

Assessing the final version of the guidebook by the interested ones (QAS, administration, academic personnel, academic council)

Searching for improvement opportunities

Implementing improvement processes

Kutaisi 2017

Meetings and discussions with interested persons, the need of creating a guide.

Discussing of the guidebook by the interested ones (QAS, administration, academic personnel, academic council)

Planning improvement processes

Working on a guidebook, creating working group.

In addition, in 2016, according to Order №3 of January 5, 2007 of the Minister of Education and Science of Georgia "Rules for calculating credits of higher educational program" (2016.29.01 and 2016.18.08 amendments) was substantially modified.

Consequently, the results of the assessment and the analysis showed that it was necessary to create a guide. The guide provides the aims and forms of assessing students' knowledge, discusses various methods and criteria for evaluation, gives recommendations on self-evaluation of students' personal development, and analyzes the concept of feedback as a success achievement mechanism.

In oder to develop sustainable quality culture, Quality Assurance Service bases its activities on the international "good practice" and sharing experience, which are taken into consideration to plan policies, procedures, and instructions used in the quality system. Among them, the EP-QA 1.2 lecture observation assessment policy and auditory work assessment policy used for assessing the education program were developed sharing Bath Spa University's experience. In order to facilitate the implementation of ESG standards in the development of the internal quality system, the project was developed, in the frame of which the representatives of the Czech University of Life Science University conducted a training for university quality assurance specialists. The University collaborates with London Middlesex University to develop mobility and credit recognition procedures and to implement modern approaches.

In order to implement various approaches to develop quality system, ATSU Quality Assurance Service cooperates with many funds and NGOs, designs project proposals, and tries to involve experienced specialists and use different possibilities. Through such successful cooperation and EU funding, it was possible to implement such projects that dealt with

completing strategic, monitoring and action plans, elaborating sub strategy of vocational courses, creating guidebooks for modular vocational programs, visualizing modular vocational programs, and supporting an international conference by GIZ.

Three basic policies of current quality assurance system, relevant procedures, instructions / rules / guidelines were developed by using the PDCA cyclic process. The processes presented in these documents are defined by the PDCA cycle. An example of this is the process of observation on the learning process through peer reviewing (see the relevant scheme), which is one of the components of the EP-QA 1.2 Educational Program Assessment Procedure. It is used to improve a learning process, to renew and develop current programs, as well as to ensure their compliance with the ever-changing environment.
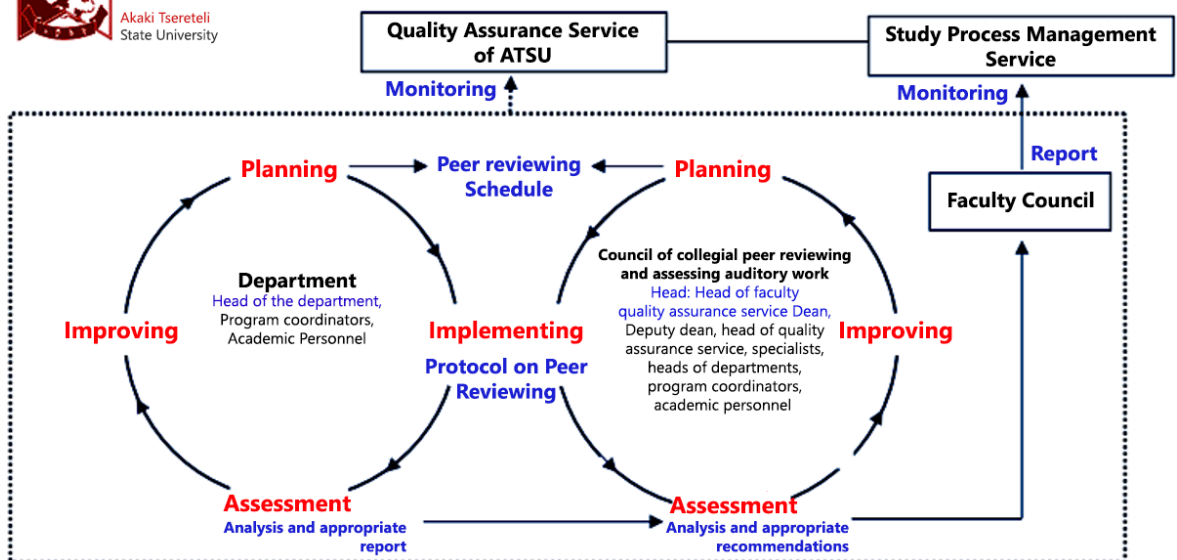
In order to improve the learning process ATSU also applies a mechanism for monitoring students' academic performance. The development of the procedure of current EP-QA 1.3 educational programs is used to evaluate academic and vocational educational programs, and to renew and develop the existing programs. For this purpose, the analysis of students' academic performance and the surveys of the main interested parties (student, teacher, employer, alumni) are applied. Monitoring and analyzing students' academic performance is carried out by the relevant faculty administration. The analysis of students' academic performance is carried out in accordance with the quantitative (including Gaussian distribution) and qualitative indicators (learning outcomes of the program). The faculty administration sends the results of the monitoring of students' academic performance and its analysis to the program coordinator and the head of the Quality Assurance Service of the faculty within a certain period of time (twice per academic year, winter semester - March; summer semester - September).

The main person/structure responsible for the survey of the main interested parties (student, teacher, employer, alumni) is the program supervisor and the head of the Quality Assurance Service of the faculty. The questionnaires are prepared by the quality assurance service of the faculty. The type and form of the survey as well as questionnaires are discussed and approved by the Faculty Board. The program coordinator conducts employers' and alumni's survey. The results of the survey are analyzed by the Faculty Quality Assurance Service. Quality Assurance

Service of the Faculty provides an analysis of the results of the survey (within a predefined schedule and timeframe) to the program coordinators and departments.

For the internal quality assurance ATSU effectively applies relevant human, information, and material resources. Human resources are represented by academic, scientific, invited, administrative and supporting staff. In this regard, it is worth mentioning that the academic staff of ATSU has many years' experience of working as experts of the National Center for Educational Quality Enhancement. The skills and abilities of the expert corps are used for "dual" internal inspection of educational programs and for trainings of academic personnel. The students' internship program which has been established by the Quality Assurance service for years is bilaterally beneficial, as it serves to apply student's abilities and to promote their professional growth.

Information resources provided by the relevant information technology infrastructure (computer hardware, software, and internet), university web site, e-services and management systems are intended for ATSU services and are continuously available for students and staff.

In order to effectively implement internal quality assurance mechanisms and introduce sustainable practice, ATSU applies its material and financial resources to share international experience and get involved in the process of internationalization. Traditionally, once every two years ATSU holds the international conference: "HENTI/High Education - New Technologies and Innovations". Two international conferences - HENTI-2015 and HENTI-2017 have already been conducted so far.

Within the framework of the international conference program, the following sections work: Global Issues and Modern Challenges in Education; Teacher Training (TT) / Training of Trainers (TOT) / Life-long Learning (LLL); Curriculum Design: Modern Principles, Methods and Technologies; Accreditation, Authorization and Quality Assurance in Education: Integration of Educational Process and Research; Internationalization and Multicultural Projects in Education Area; New Technologies and Innovations in the Process of Learning/Teaching/Research.

The scientific conferences have enabled ATSU administrative and academic personnel to be involved in an open dialogue and communication in order to generate new ideas and prospects. In this respect, the issue of internalization which is a new challenge in Georgian education, and which provides numerous new opportunities, was of great importance.

Assessment of the activities of ATSU staff (academic, scientific, invited, administrative, supporting) is distributed in various operational, managerial and supportive processes and is a bit less represented systemically.

The activities of the administration (rector, head of administration, and head of quality service) are evaluated by the representative and academic boards through annual and current reporting.

The academic and invited personnel are evaluated through the policy of completion of annual workloads (by Heads of Department and Faculty Deans), by means of peer classroom observation and student surveys.

The activities of the faculty administration are evaluated through annual and current reports made by the Faculty Board. The University Quality Assurance Service evaluates the activities of the heads of faculty Quality Assurance services and its specialists through annual and current reports.

In spite of all the accomplishments described above, in the future, the university is going to focus on improving the personnel (academic, scientific, invited, administrative, supporting) assessment system and will use PDCA-based approaches in this regard.

The number of students at ATSU is determined on the basis of:

- ✓ authorization in 2011 in accordance with the demands of authorization standards – the number of students was 11312, among them 812 for professional education (order # 82 by the Minister of Education and Science, 07.11.2011);
- ✓ university strategic development perspectives and student oriented university environment by 2022.

Considering this, by 2022 the university aims at the target number of students up to 13.000. The growth of the number of students will be based on new co-programs, attracting students by international mobility, and increasing the number of students on foreign language programs.

Generally, the process of planning student body at the university is based on bottom-up principle and the faculties are given absolute freedom to determine the number of students according to their educational programs, specificity, potential, and available resources.

Determining the number of students according to individual programs (BA, MA, PhD, professional education, Georgian language preparation course, one-level, one-year teacher training course) depends on the following principles:

- ✓ Dynamic analysis of the data on the given program within the last five years;
- ✓ Market survey about one certain educational program held within the certain periods of time, especially while initiating a new program or making changes/additions in already existing programs;
- ✓ Working places, labour market and graduates' employment analysis;
- ✓ Considering the specificity of one certain program and/or its components;
- ✓ Providing a program considering human and material resources, appropriate infrastructure and financial stability;
- ✓ Considering the interests, future perspectives of the university, its adaptation on local and regional levels and university social responsibilities, etc.

The university future vision is concerned with the development of planning student body system using the best practice and PDCA cycle.

Evidences/indicators
- ATSU Quality Assurance Concept
- ATSU Quality Assurance System (Policies)
- 2015 Report of ATSU Quality Assurance Service
- 2016 Report of ATSU Quality Assurance Service
- 2017 Report of ATSU Quality Assurance Service
- Website of HENTI-2015 - http://atsu.edu.ge/Conferences/HENTI2015/
- Website of HENTI-2017 -
  http://atsu.edu.ge/Conferences/HENTI/index.php?page=content&lng=En
- Student and Personnel Surveys

2.3. Defending principles of ethics and integrity

- ➢ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- ➢ Institution has implemented mechanisms for detecting plagiarism and its prevention.
- ➢ HEI follows the principles of academic freedom.

Description and assessment
Akaki Tsereteli State University is committed to ensuring high quality of learning/ teaching and research activities that are recognized in the international arena and are legitimate in local

context. A significant prerequisite for implementation of this vision is to provide academic integrity in research and training activities.

To achieve these goals, the following is set out at the university:

1. The code of providing academic conscientiousness aimed at preventing and managing other forms of violation of plagiarism and academic integrity principles among academic personnel and students will in its turn reduce legal risks for the university.

The university promotes adequate regulations, mechanisms, information campaigns and other means to prevent and reveal plagiarism, including:

- Students and academic staff are informed about the regulations against plagiarism: from the syllabuses (in which preparing a report or presentation is one of the assessment forms); from academic writing course; Certain groups of students from the courses of bioethics and medical ethics; From the regulations of writing master's thesis; from the provision of dissertation board; from the university charter; from the code of ethics; from academic integrity code and others.

The University holds auditory, interdisciplinary discussions on plagiarism, types of plagiarism and some plagiarism cases that ensures the development of the personnel's activities and students' learning process, which results in very few cases of violating ethical norms.

- The University has set anti-plagiarism sanctions in its normative documents. In regard of the students, there are plagiarism response mechanisms like: verbal warning, lowering the grade, failure, negative evaluation of the master's thesis, abstracts, presentation, etc.

- The internal databases of the dissertation papers are created at the university and published on the website. Internal bases for masters' and academic staff's papers are under preparation and will also be posted on the website.

- There was held a seminar "Plagiarism in the Georgian Academic area: its prevention and fighting against it" for university academic staff. The researchers and experts in this field submitted presentations about the current situation in Georgia.

- Since October, 2017 the University has involved in the Erasmus + Institutional Development Project INTEGRITY (Academic Integrity), which aims at developing mechanisms that will promote identifying, eliminating, and preventing plagiarism.

In addition to the ongoing activities the university also participates in the researches into the issues of academic dishonesty. For example, in 2015-2016 Erasmus + Office in Georgia in corporation with the Ministry of Education and Science of Georgia and some higher education institutions including Akaki Tsereteli State University, implemented a plagiarism mechanism improvement project, which aimed at researching into the problem of plagiarism and developing an effective uniform position in respect of plagiarism based on public discussions of research results that would be strengthened with relevant legal documents.

The main challenge of implementing academic integrity policy is the complexity of determining the fact of plagiarism. This is caused by the circumstances that:

- Examination of Master's and Dissertation Papers in Computerized Antiplagiarism System does not provide any desired results, since there is no centralized base of academic papers in Georgia. Neither are academic works written in Georgian language in other HEIs available, while bases in English language are impossible to check because of the language barrier.

- Resistance among the academic staff is caused by a large volume of verification;

- Existing management mechanisms are not effective because they are directed towards punishment and not prevention;

Despite above mentioned problems, the University intends to improve the effective mechanisms for prevention, detection and management of violations of academic integrity principles, and introduction of an antiplagiarism system.

2. The Ethics Code has been elaborated for students and personnel, which will determine compulsory norms of conduct at the university, the terms of disciplinary misconduct and violation of disciplinary procedures and rules. It is based on the principle of academic freedom and is prepared in accordance with the Law of Georgia on Higher Education, the Labor Code of Georgia, University Charter and other legislative and sub-legislative acts.

The Code of Ethics was approved by the Representative Board on 2 June 2011, which was subsequently renewed and approved on 23 February, 2016;

Disciplinary proceedings are carried out on the fact of violation of the Code of Ethics at the university by the Ethics Commission which consists of five members on the staff of the University, while the relevant faculty board conducts proceedings on the case of violation of the Code of Ethics by the students.

The administration of Akaki Tsereteli University undertakes relevant activities and constantly cares for the promotion and encouragement of ethical and behavioral norms.

In order to avoid disciplinary and academic misconduct (especially plagiarism) the University provides the publicity and availability of the above documents, therefore:

- The documents are available at the University website and on information boards;
- The University holds public discussions of the documents in order to increase freshmen's awareness in coordination with the Faculty Quality Assurance Service and the Tutors.
- The University systematically organizes discussions and informative meetings, which provides the staff with appropriate working atmosphere and enables students to arrange their learning process. This is confirmed by the lack of infringements of ethical norms.

3. <u>Academic Freedom</u>. In accordance with the relevant regulatory act (s) of Akaki Tsereteli State University, protecting of the principles of academic freedom is declared:

University staff and students are familiar with and share the principles of academic freedom that include:

A) the right of academic personnel and students to carry out teaching independently;

B) the right of academic personnel and students to study independently;

The Code of Ethics facilitates the academic freedom of the academic personnel and students, their participation in decision-making, equal treatment, regardless of the ethnicity, sex, social origin, political, or religious views of the individual.

Evidences/indicators
- The Code of Ethics (appendix 15);
- The Code providing academic conscientiousness (appendix 16);
- The conception of Quality Assurance (appendix 11).

Strengths
- Internal Quality Assurance mechanisms - The conception of Quality Assurance and system are worked out, outlined, implemented and is in the process of ongoing evaluation;
- The mechanisms of evaluation and improvement of educational programs are in action;
- The principles of management and their implementation, methodology are declared and shared, and the management efficiency is being improved;

- The main institutional procedures are being carried out under the guidance of certain structural units using policies, procedures, regulations and instructions in accordance with PDCA cycle;
- The procedure for election/ appointment in management bodies is transparent, fair and relevant to the law;
- Provides the Registry of Educational Institutions in accordance with the applicable legislation;
- Management uses electronic paperwork system;
- The principles of academic freedom are protected.

Areas for improvement

- Management efficiency monitoring mechanisms and assessment systems should be improved;
- It is very important for the university to improve the process of evaluation of the quality of available services and resources and to provide timely implementation of the decisions based on this evaluation;
- Mechanisms for attracting foreign students and personnel should be improved;
- All sectors should be effectively involved in the implementation of quality assurance mechanisms;
- The mechanism for the student body planning should be improved and evaluated in accordance with PDCA cycle;
- With appropriate regulations, mechanisms, information campaigns and other means avoids plagiarism and reveals plagiarism facts.

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes.

3.1. Design and development of educational programmes
➤ HEI has a policy for planning, designing, implementing and developing educational programmes.

Description and assessment

Most of the ATSU educational programs were accredited in 2011-2012. In this timeframe given educational programs were designed and developed in accordance with the standards of authorization and accreditation and in full conformity with the requirements of the acting legislation or normative documents.

In January 2018, the evaluation procedure of ATSU educational programs was implemented on the initiative of Quality Assurance Service. For the evaluation of ongoing academic educational programmes the assessment system of 2011-2017 was used considering the following activities:

1. The statistical indicators of program implementation:
   - The number of students in each programme;
   - The academic and invited staff within the program;
   - The indicator of graduates' employment.
2. The procedures aiming at the program improvement and quality assurance:
   - The results of external evaluation of the program (accreditation, monitoring, or invited experts) and
   - The results of internal evaluation of the program (students survey, analysis of academic achievement, peer observation, survey of stakeholders) and changes and consequences;
   - Professional development of the staff involved in certain programs and internationalization;
   - ATSU activities within the framework of its social responsibility;
   - Practice and research/creative/performing projects
   - Material resources of the program.
3. Program SWOT analysis.

University and faculty Quality Assurance services gave recommendations on the future developments of programs considering the indicators mentioned above.

The faculty discussed and decided on the following optimization of some educational programs that were introduced to and later were approved by ATSU academic board.

As a result of the above described process ATSU introduced 92 higher educational programs for 2018 authorization application, among them 39 BA, 43 MA, 4 one-level, 4 PhD, 2 one-year programs.

At the beginning of 2018 ATSU Marketing and Event Management Service conducted PhD students survey. The Quality Assurance Service analysed and assessed the results. Considering the current situation ATSU declared some new approaches considering doctoral programs. They took into consideration the demands of modern standards, and much attention was paid to the international experience of the professors involved in the programs, publications in international refereed journals, national and international scientific projects, and program internationalization.

Number of Academic Educational Programs at ATSU
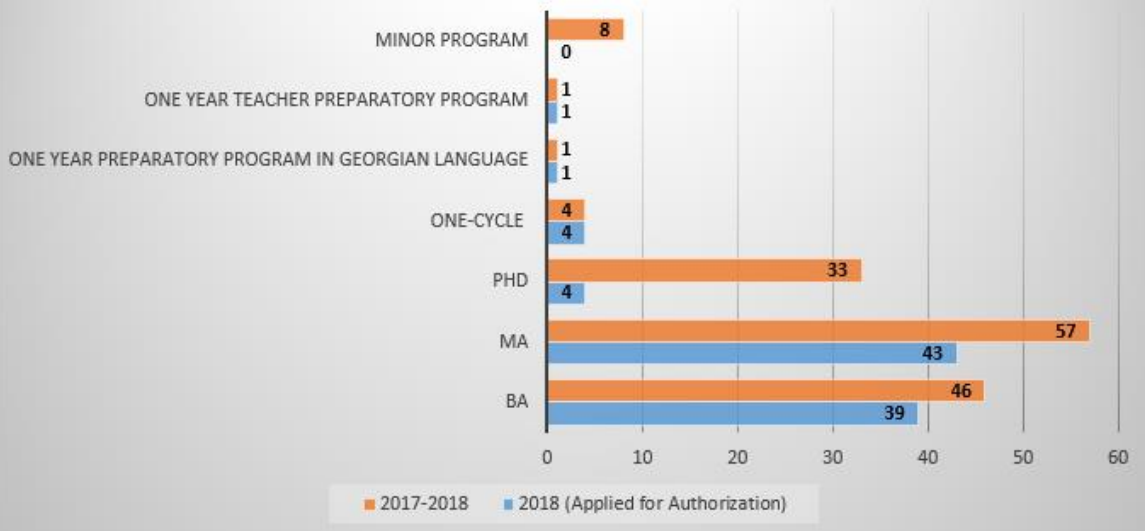
In the near future ATSU plans to work out joint, co-programs with a high quality of internationalization sharing research potential, infrastructure material, finances, and human resources of the institutions involved.

Planning, elaborating, implementing, and developing educational programs is the core duty of ATSU internal Quality Assurance Service.

By 2016 at ATSU, a scheme for the evaluation of the ongoing educational programs as well as for the design, assessment, and approval of new programs had been developed. The scheme was based on PDCA cycle and applied "double expertise" of programs. The latter referred to the evaluation process conducted by the Heads of the Quality Assurance Service of the Faculties and by the academic personnel of ATSU, who were experts of the Center for Educational Quality Enhancement.

Chart for Designing, Assessing and Approving a New Educational Program

Chart for Designing, Assessing and Approving a New Educational Program
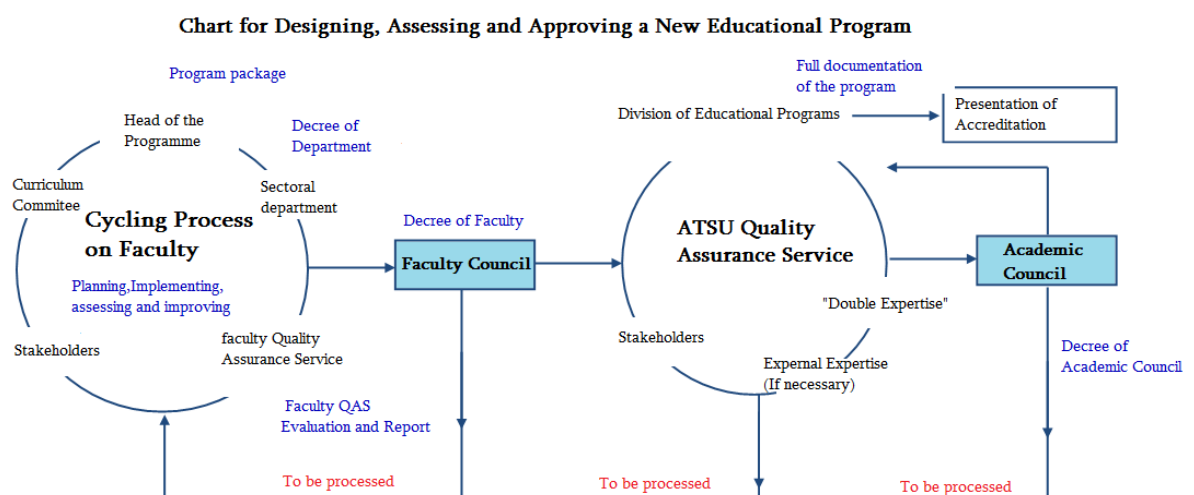
In 2017 ATSU did tremendous work in order to improve the policy of planning, designing, implementing and developing educational programs. The performed work included the updating

and revision of the existing scheme with the involvement of all stakeholders (departments, faculties, services and administration). As a result, the policy EP-QA was developed in order to ensure the quality of educational programs. The policy is implemented at ATSU by means of the following three procedures.

Policy for Quality Assurance in Educational Programs– EP-QA

The policy of the assurance of the quality of educational programs is based upon meeting the interests of the university community in terms of educational activities, considering key external factors, and ensuring full correspondence with external factors of educational programs. It is oriented towards the integration of learning-teaching and research processes and internationalization as well.

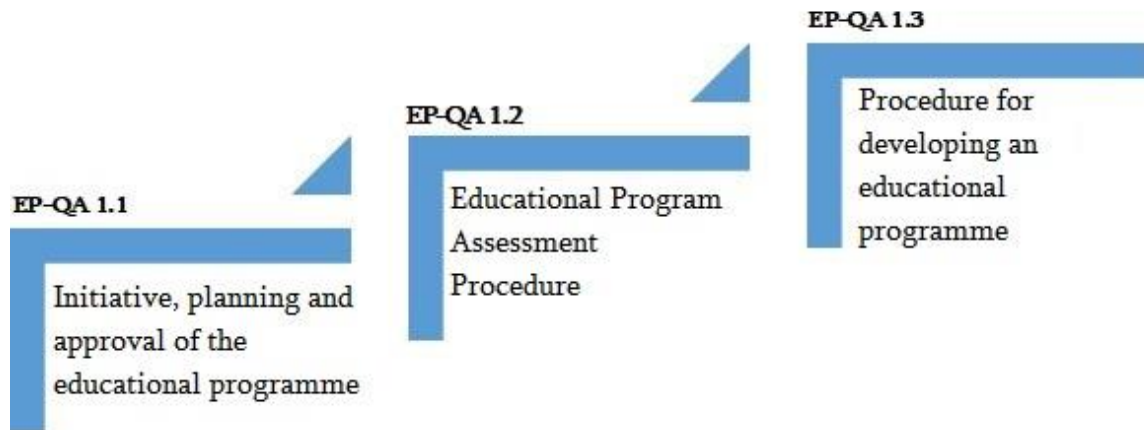**The procedure for the initiation, planning and approval of educational programs (EP – QA 1.1.)** aims at determining tools and requirements for initiation, design and approval of new academic and professional education programs and persons responsible for implementation of the procedures.

The present policy was prepared and developed with a high involvement of academic staff and of all the stakeholders and it encompasses mechanisms for the assurance of a continuous process of the four major interrelated elements of the PDCA cycle (planning, implementation, assessment and improvement).

The procedure for the initiation, planning and approval of a new educational program involves three stages: 1) the initiation phase of the concept of the educational program; 2) the design phase of the educational program; 3) the follow-up phase of the educational program.

The design of a new educational program can be initiated by: the council of the university faculty, the department; the university academic and scientific personnel, university students and doctoral students; administrations of Georgian and foreign universities (in case of the implementation of a joint program); all the stakeholders (public, commercial, non-governmental, and vocational organizations).

The group members responsible for the design of the program include: the initiator of the program idea (or the representative); academic, scientific and administrative personnel of the faculty and/or the department; students or/and representatives of students' union; staff of other faculties and/or the department (in case of the design of an interdisciplinary educational program); representatives of partner universities (in case of the design of a joint educational program); employers and alumni.

Accordingly, the represented procedure ensures a collaborative involvement of all the stakeholders in the process of the design and planning of the program.

The procedure for the assessment of the educational program (EP-QA 1.2) describes activities/events essential for the assessment of the acting academic and vocational educational program as well as various indicators and criteria employed for the assessment. The assessment resulting from the implementation of the procedure is used to renew and develop acting programs. Furthermore, it is used to ensure their full correspondence with a constantly changing environment.

The following activities/events are employed for the assessment of ongoing academic programs: 1) surveys of major stakeholders (students, teachers, employers, alumni); 2) analysis of students' academic performance; 3) analysis of the alumni employment; 4) analysis of the development of the persons involved in the program (academic, scientific and invited staff); 5) analysis of the integration of research findings into the learning process; 6) analysis of the enhancement of the material-technical base 7) analysis of the process of a peer observation process.

The following activities/events are employed for the assessment of vocational educational programs: 1) surveys of major stakeholders (students of vocational educational programs, vocational teachers, employers, alumni); 2) protocols of class attendance; 3) questionnaires for the evaluation instruments; 4) periodic reports by internal support groups.

The procedure for the development of ongoing educational programs (EP – QA 1.3) specifies activities which are essential for the development of ongoing academic and vocational educational programs, the ways of their implementation, responsible persons, as well as determines a number of activities that should be done to make changes to the program and the instruments to approve these changes.

The activities/changes essential for the development of a new educational program can be initiated by: Quality Assurance Services of the university and faculty; the head of the program; the department; the council of the faculty; academic and scientific personnel of the university; university students and doctoral students; administration of universities of Georgia and foreign countries (in case of the implementation of a joint program); other stakeholders (including public, commercial, nongovernmental and vocational organizations).

Since 2011 it has become quite a common practice that a self-evaluation report is produced annually for all accredited higher educational programs, which was reviewed at the departments, faculties, and at the Quality Assurance Services of the university. As a result of the analysis of self-evaluation of educational programs conducted during the last few years, the Quality Assurance Service of the university states that all the programs do not experience positive changes and development at the same pace. There are certain programs, which are very sensitive, and there are some programs, which seem less efficient at responding to the problems, while some even don't follow all the procedures. ATSU believes that a system of monitoring and evaluation that will improve the process of making reasonable decisions in a timely manner should be employed effectively. We take the view that all of that is attainable with the application of new procedures elaborated in 2017, in which the accountabilities accorded to the head of the program are renewed and it clearly states that the role of the head of the program is crucially important in respect of the improvement of the program. The university is planning to revise hours allocated to the supervision of the program and to modernize it in accordance with the description of the work-related responsibilities delegated to the heads of the programs.

The Quality Assurance Service also designed a self-evaluation form for educational programs, which gives detailed data which in its turn is oriented towards quantitative data. This form

enables us to demonstrate the dynamics of the program development clearly and to identify its strengths and weaknesses.

The educational profile of the university in its long-term perspective implies the optimization and unification of a set of programs. The key challenge of the university is to carry out the optimization of programs in accordance with market demands and the employment opportunities of the graduates as well as in terms of program internationalization.

In terms of the change or suspension of the educational programs, ATSU takes into account students' legitimate interests, consults on choosing an appropriate educational program, assists in internal and external mobility, and credit recognition processes within the internal mobility.

In 2011, when some of the existing programs were suspended and modified, students of these programs were transferred to newly modified programs taking their interests into account. Similarly, in order to develop newly modified programs it is intended and planned to cooperate in advance with the students. After accreditation of the program it will help students to secure their legitimate interests and complete their studies at Akaka Tsereteli State University.

Due to the students' high interest towards the mobility rules and procedure itself, the Quality Assurance Service of ATSU has created a video providing the guideline to this process. By giving the information to students about the rules and procedures of mobility in this form, the students' general understanding of the mobility process and the possibilities of using mobility tools has improved.

We strongly believe that the process of upcoming accreditation and the comprehensive activities organized and carried out by ATSU will significantly contribute to improving the educational programs.

The use of external evaluation mechanisms is the part of the implementation and the development of the policy of educational programs. For this reason, the university cooperates with the National Center for Educational Quality Enhancement, with different international organizations and educational institutions. In December 2017, within the framework of the project STUDY IN GEORGIA, formative assessment of one-cycle program of medicine "medicine+PBL" was carried out. The Experience received from the evaluation process as well as its results is important for the university as they will be taken into consideration when the activities for the assessment and improvement of the current programs will be planned.

Evidences/indicators
- Concept of the Quality Assurance Service of ATSU (appendix 11);
- 2015 report of the Quality Assurance Service of ATSU (appendix 5);
- 2016 report of the Quality Assurance Service of ATSU (appendix5);
- ATSU Educational Programs (appendix 18)

3.2. Structure and content of educational programmes

- ➢ Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted.
- ➢ With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Description and assessment
While preparing the program ATSU is governed by the current legislation and ECTS –the European guiding principles on Credit Transfer and Accumulation System. ATSU applies the policy for the quality assurance of educational programs- EP-QA, which is a set of relevant procedures and instructions/rules/guidelines. One of the instructions for the higher (academic)

educational program is how to prepare and develop the program through the application of ECTS credits. It represents an institutional framework, which corresponds the current legislation.

At ATSU the credit value of a Bachelor degree program is no less than 240 credits. One credit corresponds to 25 hours of the workload. In a Bachelor degree program, it is admissible to have a combination of a major (no less than 120 credits) and a minor (60 credits) based on the following principle: a) a major and free component; b) a major, a minor and free component; c) a major and two minors. Upon completion of a minor, an academic degree is not awarded to a student. The credit value of a minor has to be 60 credits.

A Master degree program comprises 120 credits, 20-30 credits of which can be earned through a Master's paper.

A doctoral degree program encompasses no less than 180 credits; the total credit value of the learning component/components of the educational program does not exceed 60 credits.

A curriculum and its components are planned at ATSU through the application of credits and with the focus upon learning outcomes and the related workload, learning activities and learning methods as well as with that of the evaluation process criteria. Other supplementary documents prepared (course catalogue, study contract, transcripts) make it possible to apply ECTS credits and develop the quality.

General and field-related competences achieved by a student are documented in a diploma supplement. The respective information on a minor (if any) is provided in a diploma.

At ATSU there are the following regulated academic higher educational programs: law, medical, pedagogical and maritime studies. The learning outcomes of these programs are based on the field-related characteristics elaborated on the basis of the qualifications framework; the allocation of the courses of study/credits fully complies with the requirements of the field-related standards (if any). No less than 75% of the regulated educational program is devoted to the acquisition of competences essential for the regulated profession.

At ATSU the credit value of Medical degree educational programs is 360 credits and that of the educational program of Dental Medicine is 300 credits. Teacher training educational program is a part of Bachelor degree program or is implemented as an independent program, being taught for at least one academic year. It covers 60 credits. A graduate is awarded a Teacher Training Certificate.

The learning outcomes of the educational program are based upon the profile of the program, and correspond to the level of the higher education and the qualification to be awarded. The learning outcomes clearly describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course of study.

In the curriculum of the educational program, the learning outcomes of the program and its educational components are represented in the form of a matrix to demonstrate to what extent they are interlinked and interrelated.

In spite of the above mentioned, the Quality Assurance Service of ATSU regards that in the future to ensure better learning outcomes of the educational program it is essential to maintain the following criteria:

- Learning outcomes must adequately reflect the context, level, aim and the content of the educational program;
- The report on the learning outcomes must be laconic, and it does not need to be too detailed;
- Learning outcomes must be provided in logical sequence;

- Learning outcomes must be easy to understand and measurable considering the results, achieved by a student upon the completion of the program;
- Learning outcomes must be attained through the workload indicated;
- Learning outcomes must be connected to corresponding learning activities, evaluation methods and criteria.

The process of the evaluation and the development of educational programs at ATSU occurs through the improvement of logical connection between all the components of the program. The approach of the Quality Assurance Service of ATSU is that decisions regarding the process of the preparation and development of a new program as well as decisions concerning ongoing educational programs should derive from the complex assessment methods. The accepted and established practice at ATSU – surveys of a majority of interested people (students, teachers, employers, graduates) and the analysis of academic performance, serve as a foundation to actual planning and implementation of the program, leading to the learning outcomes of an average student within a reasonable period of time provided in the program.

Most Bachelor's programs of ATSU are made up of a combination of majors (no less than 120 credits) and minors (60 credits) maintaining the following principle: major, minor and free components (30 bachelor program). In addition, there are programs with a combination of a major and free (elective) components (16 bachelor programs).

At ATSU There is a special regulation for the selection of an elective subject and module, student allocation into the additional (minor) programs (resolution of the academic council # 8 (17/18)). Students enrolled at university select the additional (minor) program, module and the elective subject by keeping the principle of the freedom of expression, transparency and unbiased competition on the website of the university learning process management service.

Under prior agreement with the administration of the corresponding faculty, academic personnel of the program provide interested students with the information regarding the additional (minor) program, module and the elective course.

Credits are awarded to the components of the educational program on the basis of learning outcomes and the workload essential to achieving the given outcomes.

At ATSU the practice of awarding credits for the program components is not fully developed, because it is based upon insufficient data and, in most cases, upon unmeasured data. Taking into consideration specifics of the field-related issues in order to determine the amount of components requires the following: consultations with specialists and the involvement of all interested parties. From the year of 2006 at ATSU under the acting regulation it was accepted that credits awarded for the program components were to be a multiple of 5 (the number of weekly contact hours was rigidly fixed for 5 credits), leading to 2.5, 5 and 10 credits to be awarded for the courses. The established practice has changed, though within programs in action there is still suchlike distribution of credits.

Until today there has not been conducted a thorough monitoring over the distribution of the credits awarded for the program components at ATSU. Prior to that, it only had a fragmentary nature and it was neither performed with the application of the relevant methodology. In this process, the decisive role of students was employed to a lesser degree.

In 2017 with the initiative of the Quality Assurance Service of ATSU there was written a project, which will be implemented at the Faculty of Medicine. The project covers piloting of certain approaches. As a result of that, a methodology for the amount of credits to be awarded for the program components will be developed, in which a range of criteria and parameters will be taken into account, including: the number of weekly contact hours allocated for the course unit, preparation of lectures/seminars and the records produced upon them, the volume of

independent work. According to this project, ATSU will develop a form for the assessment of the educational component, which will be individually completed by a student.

ATSU is a multi-profile university. The learning-teaching methods applied in the programs of the humanities and pedagogy significantly differ from the approaches of engineering, agrarian and medical areas. Specification of the field is taken into account whilst considering the application of the learning-teaching methods in the educational program. For example, unlike the programs of other areas, the program of the area of medicine includes practical work, working in clinics and so forth. Lab practice and production practice are widely used in the programs of the area of engineering, and the same applies to practical works and field practice in the field of agrarian sciences.

ATSU has elaborated the rule for the development of a student's individual curriculum plan, through the application of which the university caters for students' diverse demands, needs and academic preparation, their continuous involvement into the educational process, the possibility to carry out educational process into adapted environment and providing human resource if needed. From this point of view, resolution of the academic council #30 (17/18) about the approval of designing curriculum plan is operating from December 5.2017. The following are included through it: the procedure of designing the individual curriculum plan for a student; the registration procedure of a student; academic workload; the procedure of designing individual curriculum for students with disabilities and special educational needs; evaluation system of the students who learn   according to the individual curriculum; the evaluation of the student's individual curriculum plan.

An individual curriculum plan for a student represents a study plan, its content and volume developed in compliance with the level of preparation of a student's interests and academic preparation.

An individual curriculum plan can be elaborated within the framework of a full academic program as well as for separate courses no later than two weeks prior to the start of a semester.

In designing the individual curriculum plan for students in terms of the evaluation of the student learning activities, a credit-unit is used, which indicates the workload to be completed by a student to earn subject credits, expressed in a unit of time - hours. One credit corresponds to 25astronomical hours.

While designing the individual curriculum for students the university considers the legislative demand that student compulsory workload comprises only 60 credits in one academic year. However, it is admissible to register no more than 75 credits in one academic year, no more than 40 credits per semester.

A student writes a notification letter to the rector of the university requesting the elaboration of an individual curriculum plan and in the letter s/he indicates the study courses, which s/he wants to complete in the academic year.

On the basis of the request written by a student, the academic council of the university upon recommendation of the council of the faculty takes a decision regarding the elaboration of an individual curriculum plan for him/her.

The Dean of the faculty pursuant to the Rector's legislative act in agreement with the Educational Process Management Service approves the academic calendar of an individual curriculum designed for a student; the calendar incorporates midterm and final examination schedules as envisaged in the syllabi.

Evidences/indicators
- The concept of ATSU quality assurance; (appendix 11);
- The Quality Assurance Service of ATSU, Report 2015; (appendix 5);

- The Quality Assurance Service of ATSU, Report 2016; (appendix 5);
- The Quality Assurance Service of ATSU, Report 2017;
- The rule for governing the process of the selection of an elective subject, module and student allocation at the additional (minor) programs at ATSU, (Resolution of the Academic Council #8 (17/18)
- http://www.atsu.edu.ge/images/pdf/debulebebi/mainori-%E1%83%90%E1%83%A0%E1%83%A9%E1%83%94%E1%83%95%E1%83%98%E1%83%A1-%E1%83%AC%E1%83%94%E1%83%A1%E1%83%98-2017.pdf

3.3. Assessment of learning outcomes

> HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Description and assessment

The university uses the following criteria for assessing students' achievement: European Credit Transfer and Accumulation System (ECTS) (Brussels; 2005.14.02); Law of Georgia on Higher education (2004.21.12) and Order №3 of the Minister of Education and Science of Georgia of 5.01.2007 on "The rule of credit calculation for higher education programs" (taking into account the changes of 29.01.2016 and 18.08.2016) and the regulation of Akaki Tsereteli State University (order №01-04-76; 21.10.2016).

Credits can be obtained only after a student achieves planned learning outcomes. The maximum grade for the course is 100 points.

The system of assessment recognizes 5 types of passing grade: A (excellent) –91% of maximum grade and over; B (very good) – 81-90% of maximum grade; C (good) – 71 -80% of maximum grade; D (average) – 61-70 % of maximum grade; E (satisfactory) – 51-60% of maximum grade.

There are two fail grades: FX (unsatisfactory) - 41-50% of maximum grade, which means that some more work is required to pass and the student has the right to retake the examination once after independent study. F (fail) – means that considerable further work is required and the student has to study the module again; in the case of FX, an assessment makeup examination cannot be scheduled earlier than 5 days after the final examination.

Assessment of students' work consists of midterm and final assessment. Final examination cannot be assessed with more than 40 points. Minimal competence for midterm assessment cannot be less than 18 points. The minimum pass grade for final examination can be on the scale of 15 to 25 points (varies according to the specific educational program).

The grade of makeup examination cannot be added to the final examination grade. The grade of makeup examination is the final assessment grade and is reflected in the final assessment of the learning component of the educational program. If a student's overall point is 0-50 including the makeup examination, final assessment is F – 0 point.

From the overall assessment (100 points) of the educational program midterm assessment equals 60 points, which includes student's participation during the semester (different components of assessment) – not more than 30 points; midterm examination – not more than 30 points. Final examination – 40 points.

The scientific-research component of MA and PhD programs at ATSU – MA and PhD dissertation is assessed only with final assessment.

MA dissertation is assessed only with final assessment – 100 points. In case of FX assessment student has the right to re-submit the revised dissertation during the next semester, and in case of F assessment student does not have the right to re-submit the same dissertation.

PhD dissertation and the research component of an educational program (including colloquium) are assessed in accordance to the current legislation of Georgia. The assessment system is the

following: Excellent (summa cum laude) – excellent dissertation; Very good (magna cum laude)– result that exceeds the requirements; Average (bene) – dissertation which meets the main requirements; Satisfactory (rite) – result which meets the requirements despite of shortcomings; Unsatisfactory (insufficient)–dissertation which does not meet requirements because of its shortcomings; Fail (sub omni canone) – dissertation which does not meet the requirements.

In the case of unsatisfactory(insufficient)assessment a PhD student has the right to re-submit the revised dissertation during the following year, and in the case of Fail (sub omni canone) assessment a PhD student does not have the right to re-submit the same dissertation.

A PhD student receives 120 credits for the research component after successful defense of the dissertation.

The provider of the educational component assesses the student in accordance with the learning outcomes stated in the syllabus using different components and methods of assessment. ATSU uses different assessment methods and relevant criteria that are clearly described in syllabi.

Work carried out at ATSU confirms that the university aims to improve approaches to student assessment step by step via PDCA cycle and to ensure the use of transparent criteria. Educational programs are updated every year and each change is reflected in the annual self-assessment report. The main changes are made to improve the assessment system. For example, in September, 2016 academic council approved the educational programs for 2016-2017. Educational programs were updated to comply with Order №3 of the Minister of Education and Science of Georgia of 5.01.2007 on "The rule of credit calculation for higher education programs" (taking into account the changes of 29.01.2016and 18.08.2016.) and using cyclic process (Plan- Do- Check- Act).

Foreign language syllabi of every Bachelor's degree program throughout the university underwent changes which implied updating course materials according to the levels and revising components of the assessment system. The changes made in educational programs were discussed in relevant departments.

In April, 2016 representatives of Quality Assurance Services of all faculties presented information on the outcomes of the internal assessment at the Quality Assurance Service meeting (minutes №9 of QAS meeting). It was said that "student survey and meetings with tutors reveal that students want to achieve real learning outcomes and gain more competencies in foreign languages. Bachelor's degree programs allocate 15 credits for foreign languages. Foreign Language Centre is actively involved in improving the teaching/learning process. The results of these efforts are evident, but there is more to be done. The issues of student attendance, filling class registers by teachers and continuous assessment require constant attention. Continuous assessment needs to be improved, which is linked directly with the implementation of measurable learning outcomes. It will result in the increase of student participation and attendance at the classes." Meetings with the Head and the teachers of Foreign Language Centre were planned. In June, 2016 the Head of Foreign Language Centre N. Zviadadze presented the information about the changes in assessment components in foreign language syllabi of Bachelor's degree programs at the Quality Assurance Service meeting (minutes №12 of QAS meeting).

All the changes either planned or done is based on specific research results. Among them are the ones carried out by the quality assurance service (2011-2012), the research done by the language centre using Gaussian Distribution (based on the data of 2013-2014, 2014-2015 academic years. For the last seven years, since the academic years of 2011-2012 the core literature has been changed three times to make learning more student oriented. In 2016-2017 academic years the project under the name of "The improvement of the learning process as a monitoring result" was carried out, funded by the faculty of Humanities. The aim of the project was to find out

methodological needs in teaching English. The project was implemented by the methodology team of the department of English Philology. The target group was the academic staff of the English Philology Department and ATSU Language center. The team attended 30 practical lessons, the research results were analyzed and a specific strategy of improving English language teaching was defined.

According to the above mentioned strategy the modernization of the English Language Course took place. In 2017-2018 under the initiative of the Language Centre and the Department of English Philology, with the involvement of the university library and funded by the faculty several English Language courses were renovated and the Blended Method was introduced. The advantage of this method is uniting information and communication technologies in one blended block, which benefits the effective communicative teaching and is the best way to insure the feedback. The latest "Pearson Publishing" textbooks (Speakout intermediate with MyEnglishLab, Speakout pre-intermediate with MyEnglishLab, New Language Leader with MyEnglishLab) were purchased with the help and support of the organization "English Book in Georgia" The fact that the textbooks are accompanied by "Language Lab" makes them even more effective and convenient. It also represents an important source for conducting certain researches and helps us with the analysis of teaching and learning process and provides us with valuable data.

Changes in Assessment Components in Foreign Language Syllabi, 2016

Improve the Syllabus of Foreign Languages by Levels, Change the Evaluation Components, Strengthen Mid-Term Assessment Component.

Internal Assessment Plan - Schedule of Quality Assurance Service and other mechanisms of management.

Development/improveme

planning

Events for Improving Foreign Language

Assessement/Auditi

Implementation

Analyze and Assessment of student surveys, analyze the student academic performance, evaluate the results of meeting with people involved in the process and other stakeholders.

Student surveys, meeting with tutors, meeting and discussing with stakeholders.

Educational programs of the academic year 2017-2018 were updated to reflect the regulations adopted by the university on learning process and evaluation issues. According to the analysis submitted by the Quality Assurance Service, the university moved to one midterm examination system and 18-25 points (according to the programs) was defined as the minimum pass score for midterm assessment. Consequently, assessment methods and criteria were changed and improved in the syllabi of educational programs.

Improvement of the Assessment System and

Assessment Related Regulations, 2017

- Student survey;
- Academic Performance Analysis;
- Academic staff interviews;
- The results of observation of the learning process through peer review
- Training Courses' Results of Monitoring Mid-Term and Final Assessment .

Recommendations Based on the analysis of QAS

University Regulation on Mid- Term Assessment

- Change approval on the Academic Board;
- Revision of prepared changes;
- Meetings and cooperation with the Study Process Management Service.

- Processing syllabus of Study courses in accordance with the new change
- Revision of changes made by Head of the Programme and QAS.
- Review the updated package on departments and faculty council.
- Approval of the updated package by the Academic Council.

Updated package of educational programme

A student is informed about the assessment system functioning at ATSU and assessment related regulations, since the resolutions of the Academic Council which determine the assessment system at the university are uploaded to the university website. In addition, the Heads of Faculty Quality Assurance Offices, group supervisors, tutors regularly inform students about the assessment system.

ATSU believes that creating videos and posting them on the Internet is a good way to explain the academic process and the existing regulations. The first video was created for the freshmen of ATSU and it provided the minimum required information for quick adaptation to the learning environment. The video was shown at the meetings with the freshmen, on the screen installed in the central hall of the university, it was uploaded to the Internet and social networks, effectively used by tutors. There is a welcome trend of growth in the number of foreign students in ATSU. For these students Quality Assurance Service prepared a video in the English language which is available on the Internet.

The Electronic Dean's Office system at the University facilitates administration of the academic process. A student has an opportunity to constantly monitor their own profile, academic record, get acquainted with educational programs, syllabi and specific features of each course (based on the prerequisites and special requirements). It also provides an opportunity to select optional subjects, program specialization, additional (minor) program, and register to retake a failed course.

Students also have the opportunity to use corporate mails and all the preferential packages (available for ATSU), which will be registered at the time of their initial registration at the University. This mail allows students to receive all the information, including their academic records, through the electronic system of academic process management using a personal code that is sent to all students individually and ensures its confidentiality.

Continuous assessment of a student is open and transparent as it takes place in the presence of the group. Students have the right to appeal against the results (using the relevant function of the electronic dean system or submitting the application to the Student Services section) and demand an explanation from the teacher.

Examination process is centralized for Bachelor's Degree, single-level (Georgian and English), Master's degree and Minor Academic Programs. The examination is administered by the Examination Sector of the Department of Academic Process Management.

ATSU has an effective system of appeals. Resolution #10 (17/18) of November 10, 2017 of the Academic Council determines the procedure for examination result appeals. A student who disagrees with the results of the final examination of the semester has the right to submit a justified appeal with a demand of revising the results to the Vice-Rector, Dean of the relevant faculty within a week after official results are made available (third and fourth-year students submit their appeals to Student Service Centre while first and second-year students – in Electronic Dean's Office).

Student appeals are reviewed within 2 days by the board which is formed by the Faculty Dean on the recommendation of the Head of the Department and submitted to the Vice Rector. The appeals board makes a decision, writes the minutes and if the appeal is successful, submits it to the Vice Rector for approval. The information is then passed on to the Electronic Dean's Office and reflected in the electronic management system. The appeals board has the right to change the student's examination mark (but not lower it) or to leave it as is. This decision is recorded in the minutes signed by the members of the board and submitted to the Vice Rector as the Head of the appeals board.

Evidences/indicators
- Resolution #5 (17/18) of the Academic Council on the System of Assessment, 15.09.2017
- Educational Programs (appendix 18);
- Results of the student survey conducted by HEI (appendix 13,19,20,60);
- Protocols of Quality Assurance Service (appendix 65);
- Report on activities by Language Center (appendix 66);
- The Quality Assurance Service of ATSU, Report 2015 (appendix 5);
- The Quality Assurance Service of ATSU, Report 2016 (appendix 5);
- Information video clips:
  https://www.youtube.com/watch?v=3Es3sWi9h6I
  https://www.youtube.com/watch?v=LXPfUxOAeu4
  https://www.youtube.com/watch?v=683qDzhKZjY
- Resolution #10 (17/18) of the Academic Council of November 10, 2017 on the Procedure for Examination Result Appeals;
- The Rule for Completing Different/in Debt Credits, Conditions and Fulfillment of Financial Liabilities by students Resolution # 9 issued by Academic Council

☐ **Strengths and Areas for Improvement**
   Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
- Methodology for planning, development and implementation of educational programs;
- Program planning, development and implementation is a collaborative process and all parties participates in it.
- Rules and procedures for approving, modifying, and abolishing programs;
- Educational programs catalog serves to inform interested individuals about university educational activities. Program Catalog is updated according to the changes in the program. It is available for all interested individuals and is available on the website of the university.

- Educational programs catalog serves to inform interested individuals about university educational activities. Program Catalog is updated according to the changes in the program. It is available for all interested individuals and is available on the website of the university.
- There is transparent and fair assessment system of learning outcomes relevant to legislation in the university.

Areas for improvement

- While making a decision on planning, designing, implementing, developing and suspending academic programs, the HEI maintains the demands of the labour market, alumni an employer feedback; the results of student and graduate surveys; the results of monitoring of students' academic achievements (according to learning outcomes of the program), consultations with professional associations; best international and local practice;
- It is advisable to increase the correlation between the size of program components and students' workload in accordance with a certain methodology;
- It is desirable to improve correspondence of learning/teaching methods used within educational programs with the specificity of the field and achieving program learning outcomes;
- It is advisable to improve the structure of educational programs to assure their flexibility and give students freedom of choice and consider their needs.

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic/scientific/invited/administrative/ support) are highly qualified, so that they are able to effectively manage educational/research/scientific/creative/performing and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management
- HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.   - HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Description and assessment

Akaki Tsereteli State University is a Legal Entity of Public Law and has an obligation to comply with the "Labor Code" of organic law of Georgia as well as "Law on Higher Education", "Law on Legal Entities of Public Law", and "On Public Service" while designing and conducting procedures of human resource management.

University administration, which includes the Human Resources Management Office, is responsible for designing the procedures and policy for management of human resources.

For conducting specific procedures, the following entities are responsible within their scope of competences:

- University Administration;
- Human Resources Management Office;
- Faculty Dean Offices;
- all the structural units of the university.

In terms of Good Governments, university human resources management system depends on the following guiding principles:

<u>Achievement based</u> approach. Making key decisions (hiring, payment, rewarding, promoting etc.) on the basis of the competences of an individual, taking into consideration his/her contribution to the university.

<u>Fairness.</u> Any kind of decision is supported with grounded arguments and objective criteria for decision-making.

<u>Equality.</u> A tantamount approach is applied to every employee. No different attitude and biased approach of any kind is acceptable on the basis of gender, ethnicity or other.

<u>Reasonability.</u> Depending on the organizational interests, the decisions are made reasonably, as a result of in-depth analysis. When there are alternatives, the best option is selected for financial and other rational benefit.

<u>Transparency.</u> In the process of planning/conducting any of the functions of human resources management, the organization employs and open and public approach. All kinds of management procedures/regulations are public.

Depending on the aims and strategic goals, university gives importance to recruitment of staff members, who:

1. Will manage to perform given duties with a high quality and ensure success to the university in the competitive environment;
2. Have adequate knowledge and qualification;
3. Fully share the vision, mission, strategic goals of the university and to endeavor for the university well-being;

4. Work in compliance with university internal regulations and through the use of existing mechanisms participate in the process of university management;
5. Support harmonious balance between teaching and research processes.

The human resource management system at the university involves the processes of staff recruitment, selection, assessment, and development procedures; the following rules are developed and implemented:

- Transparent, fair, and objective procedures of approving (selection/appointment) the employees at the university, which determines recruitment/approval of academic, scientific, administrative, and support personnel that complies with the adequate qualification requirements.
- Affiliation of academic personnel.
- The regulations for approval, determination, registration, and performance monitoring norms for Teaching and Scientific-Methodic workload of ATSU academic and invited staff.

The rules of work monitoring, outcome feedback, and further improvements

Staff Recruitment

From 2011 to August of 2017, 16 competitions were held at the university, where 771 vacancies were announced. 943 applicants competed to occupy 750 posts.

Given data clarifies that working at the university is attractive for the applicants. However, due to the location of the university in the region, the possibility to recruit competitive staff having academic degree is rather limited.

Academic staff are recruited according to the directions at the faculties. However, PDCA cycle is not very much used in this process.

Academic Staff on the basis of Gender and Age

ATSU staff (Academic Staff, Invited teachers and Emeritus)

■ to 35   ■ 36-45   ■ 46-55   ■ 56-65   ■ above 65
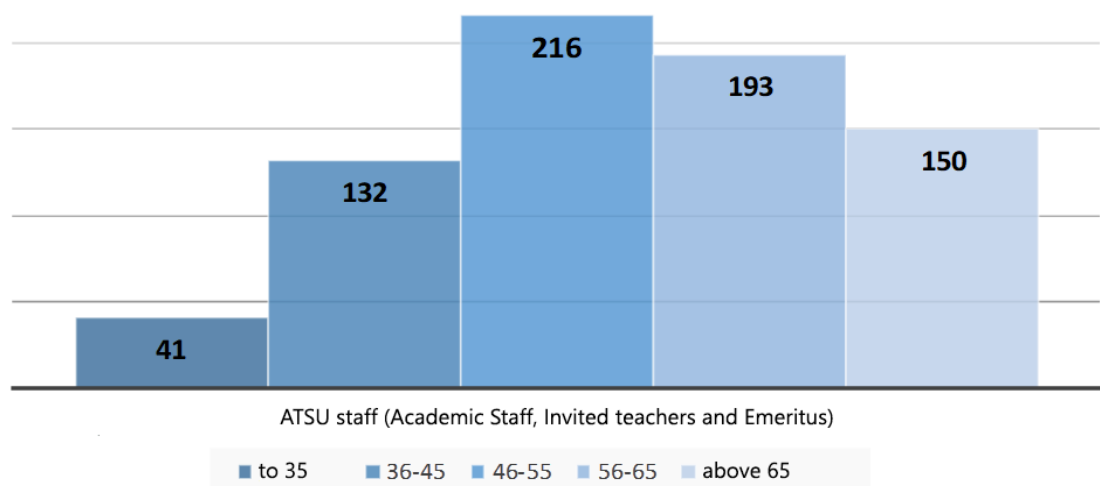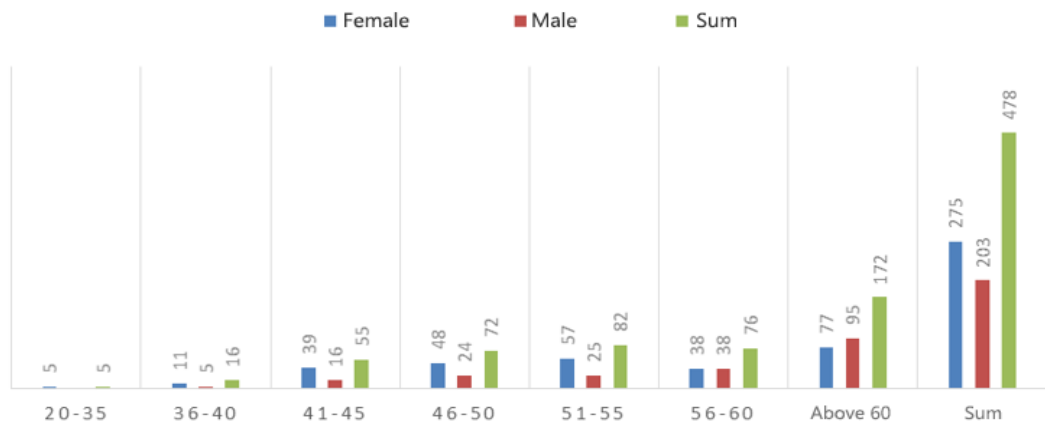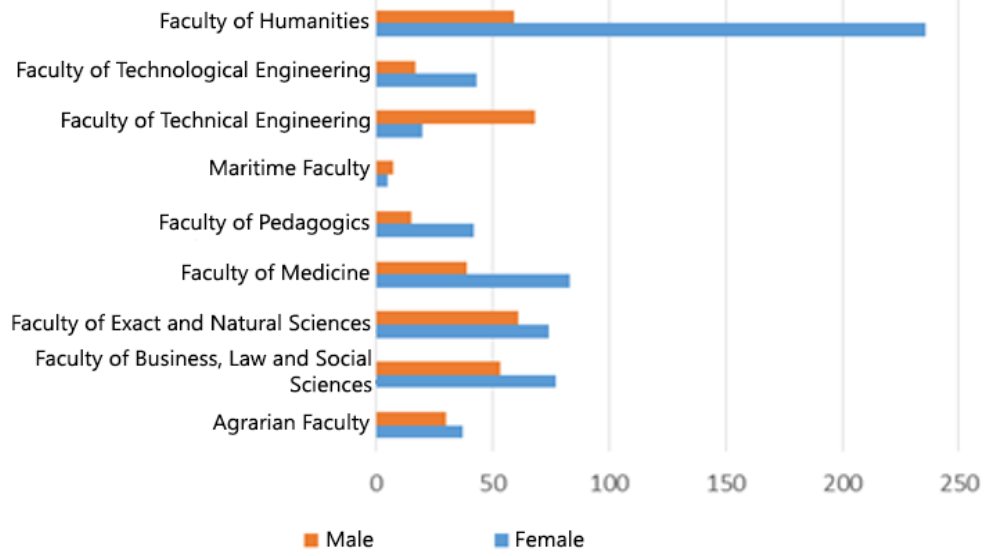
Statistics for the invited staff on the basis of age and gender
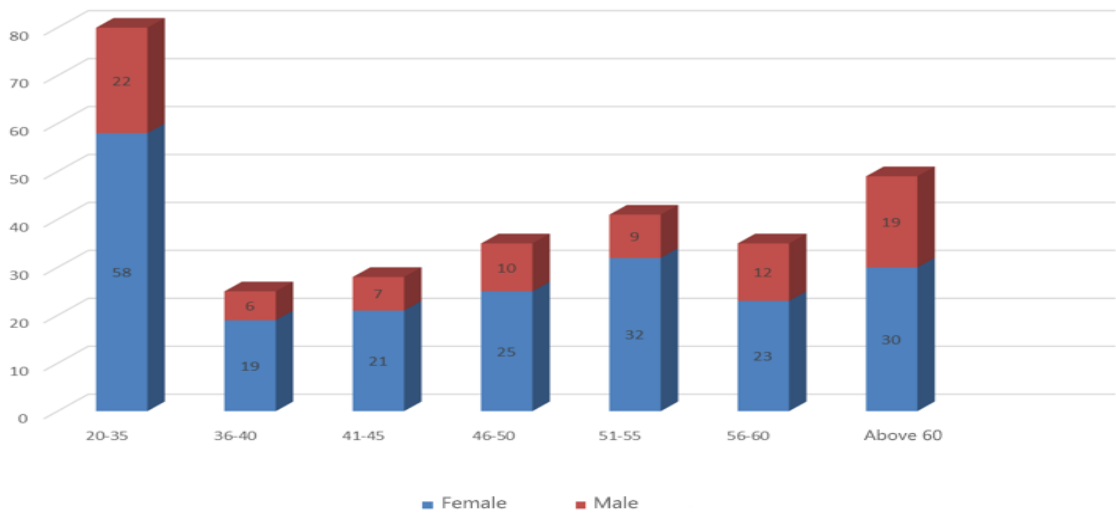
Gender and age of individuals involved in teaching and scientific activities was studied by ATSU and there are plans to develop a certain policy for staff recruitment.

PhD studies represent one of the major sources for the recruitment of young staff. ATSU has employed ATSU, as well as other HEI, doctoral students. Currently, 91 doctoral students are employed hourly and on contract. 64 out of them are ATSU doctoral students. Promotion of existing staff is also encouraged and university actively recruits new staff members outside the university. However, this is rather informally conducted.

Additional opportunities exist for the invitation and mobility of overseas qualified teachers/professors in the process of internationalization, which is carried out by the university as is currently practicable. From 2012 till today, academic and scientific staff members from approximately 194 countries (mostly Europeans) have worked at the university and this is a growing trend.

Number of International staff (academic and scientific profiles) worked at ATSU in 2014-2017
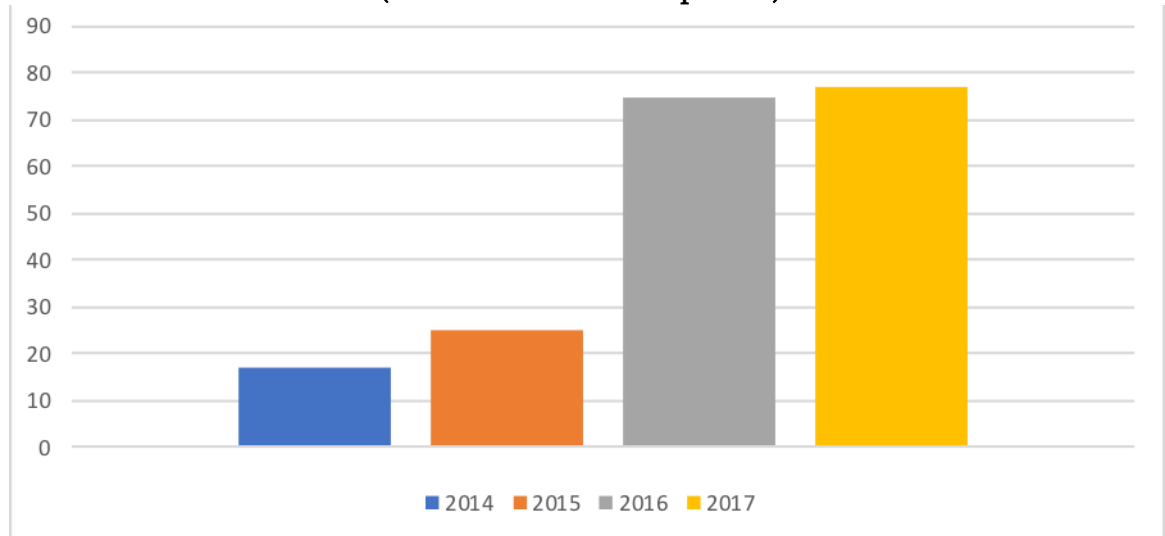
Procedures of selection and approval of the staff members

ATSU statutes and "University Election Code" (approved by the Academic Board) regulate the selection/approval process of the chairs to university managing administration and faculty managing administration as well as the director of library and faculty structural units.

There are academic, administrative, teaching and support positions at the university. ATSU administrative positions include: rector, administrative head, faculty dean and deputies, university quality assurance service heads, and faculty. The person at the age of 65 and older can neither be appointed nor elected to administrative positions.

The elections of **administrative staff** (at the faculty and university level) are carried out on the basis of defined procedures (ATSU statute and Election Code of University), the first stage of which is the setting of a university election commission and faculty election commission.

The membership of the university election commission is determined by the Academic Board on the basis of a majority of votes. The commission includes a representative of student self-government. The activities of the university election commission is regulated by the Election Code of the university. The faculty election commission also includes a representative of student self-government.

The appointment/selection of administrative staff (rector, head of administration, head of quality assurance service) is regulated by Georgian legislation as well as ATSU statute. Specifically,

The ATSU rector is elected by the Academic Board through secret ballot on the basis of the regulations established by Georgian legislation for the period defined in the statute (4 years). The registration call for the candidates of rector's position is made by the Academic Board no less

than 1 months prior to the start of the registration, on the basis of Georgian Legislation as well as its statute, in line with maintaining the principles of transparency, equality, and fair competition. The candidate should have a PhD or equivalent degree and should comply with the requirements stipulated by ATSU statute. The registration period is at least 2 and a maximum of 3 weeks. When selecting candidates, the Academic Board assesses the work plan presented by each candidate.

The Head of Administration is approved by Academic Board through a secret ballot, for the period of 4 years, in compliance with the rules regulated by Georgian Law on Higher Education. The head of administration abides by the Georgian law on "Conflicts of Interests and Corruption at Public Service". The Academic Board can nominate one and the same candidate to the Board of Representation only twice. In the case of a second rejection, the Academic Board nominates a new candidate for the head of administration position. The same person can be appointed for no more than two consecutive terms.

The competition for the position of the Head of Quality Assurance Service is announced by the Academic Board. The requirements for this post is defined by ATSU Statute, according to which, the head of quality assurance office should be a full or associate professor. The Head of Quality Assurance Service is elected for the period of 4 years and the same person can be appointed for no more than two consecutive terms. The announcement for the position of the head of quality assurance service should include the list of documents and the requirements. The requirements and necessary documents are approved by the Academic Council with the relevant order. The registration of the candidates is processed within 15 days after the announcement is issued. In 10 days after the deadline the Academic Board elects the candidate. Provided that, the head of QA service cannot be elected, Academic Board announces the competition again. The Head of Quality Assurance Service is approved by the Board of Representatives through the nomination by the Academic Board.

Faculty dean (faculty professor or associated professor) is elected by the Faculty Council for a period of 4 years. The same person can be elected for no more than two consecutive terms. Announcement of faculty dean election, registration of the candidate and election is conducted according to the ATSU statute and "University Election Code".

Deputy Dean/Deans. The number and responsibilities of deputy deans are determined by faculty statute. The Deputy Dean is approved by the Faculty Council through the nomination by the Dean.

A candidate for the Head of Faculty Quality Assurance Service is selected by the Head of Quality Assurance Service, who nominates the candidates to the Faculty Council. The Faculty Council elects the head of faculty quality assurance service within a period of 5 days after the submission of the candidates with the majority of the votes. This is formed by the decision of the Faculty Council. In case the Faculty Council cannot elect the candidate, the Head of Quality Assurance Service should present a new candidate within a period of three days.

ATSU statute defines incompatibility of positions for administrative staff, specifically: a person is not able to hold two different administrative positions simultaneously, or be the head of different structural units; the Member of Academic Council cannot hold administrative position except for the rector, or be a member of the Board of Representatives; the speaker of the Board of Representatives cannot hold administrative position; if the prerequisite for holding an administrative position is holding an academic position; and if the term of academic position is expired, the administrative position is automatically stopped from the moment of approving the results of the academic position competition.

As for **academic positions**, ATSU statute defines the rules of occupation and the election conditions of the academic position. Academic staff consists of professors and assistants. The professors comprise full professors, associate professors, and assistant professors.

Academic positions can be occupied only through an open competition, which should comply with the principles of transparency, equality and fair competition. (The Decree #16(13/14) of Board of Representatives approved on 27 January, 2017 "On the Rule of Appointment of Academic Staff at LEPL Akaki Tsereteli State University").

The rules for conducting competition is determined by the Academic Board of the university, which is approved by the Board of Representatives. The competition is announced by the rector via individual administrative-legal act. The statement regarding the competition includes the start of the call and the deadline for applications as well as for necessary documents. The competition is carried out on the basis of the principles of transparency, equality, and equity. The competition is conducted by the competition committee, which is set up by the Academic Board of the university through nominations by the rector. The rules of competition committee operation is determined by the standing order, which is worked out by the Academic Board and approved by the Board of Representatives. The date and conditions of the competition is published no later than 1 month prior to the acceptance of documents and no later than 2 months before the competition is conducted. The statement regarding the competition is published on the press (university newspaper), posted at a visible place in the university, and on the web-page. The competition committee is appointed by the rector and supervises the competition and evaluates the data of the participants. The process is coordinated by the Human Resources Management Office. The winners of the competition for academic positions are chosen on the basis of voting and then the results are submitted to the Academic Board for approval.

Professor can be a person having a PhD or its relevant degree with at least 6 years of scientific-pedagogical experience.

Associate professor can be a person having PhD or its equivalent degree with at least 3 years of scientific-pedagogical experience.

Assistant professor can be elected for the term of 3 or 4 years according to the regulations stipulated by the statute. The candidate is required to have PhD or its equivalent academic degree.

Assistant can be a PhD student for the term of 3 or 4 years according to the regulations stipulated by the statute.

ATSU Statute defines the incompatibility of positions for persons holding academic positions, specifically: a person cannot hold two academic positions at the same time. Other kinds of incompatibility of positions are defined by the requirements of a respective position and Georgian legislation.

Teaching staff includes teacher and senior teacher. A teacher is able to conduct seminars, practical, and laboratory work without holding an academic position. (Decree #122 issued on 3 August, 2017 by ATSU Board of representatives "On the Approval of the rules for conducting competitions for teacher positions").

The university has the authority to invite a specialist having adequate qualifications with an employment agreement, without appointing him/her on teacher position, for the purpose of involving him/her in the teaching and/or research process and/or for the purpose of conducting this process (the representation regarding inviting of a specialist is carried out by the Dean to the Rector, with the agreement with the Head of Administration).

Support staff includes the people within the university permanent staff, necessary for university operation.

Apart from the permanent staff the university is able to invite additional supportive staff with adequate qualifications to perform specific activities. (Decree #32 issued on 2 July, 2015 by ATSU Board of representatives "On the Approval of the rules for appointing supportive staff at LEPL-Akaki Tsereteli State University").

Academic Board has an authority to award a full professor at the age of 65 with a status of **emeritus. The emeritus** takes part in university educational and scientific-research activities without taking over administrative and/or academic positions. If a person is appointed on an administrative or academic position, he/she will be awarded with a status of emeritus after expiration of the term for the relevant position. If the person having a status of emeritus occupies an administrative or an academic position at another higher educational or research institution, the status of emeritus will be taken away from him/her. (The decree #33(13/14) approved on 12 February, 2014 by ATSU Academic Board "On the rules and conditions of awarding the status of emeritus at ATSU").

Therefore, selection of academic, administrative and certain part of supportive staff is carried out on the basis of competitions announced by ATSU.

Competition documentation includes description of work, criteria for the candidates and assessment system, as well as other issues considered by the legislation. The description of the work was reviewed in 2017 within the scope of university management optimization process.

Assessment of academic, administrative and support staff

The system of assessment of academic, administrative and support staff is already designed and implemented at the university. The tools of assessment are different for each type:

The assessment system of administrative and support staff is based on annual reports prepared by the offices. Each structural unit summarizes the results of their work and prepares an annual report, which is submitted to the management body of the university. Within the scope of this process, conducted work is assessed in terms of quantity and quality.

- Academic staff and teachers are assessed on the basis of an assessment of performance of their teaching and scientific workload envisaged by the individual workload. The academic staff's teaching methods are evaluated by the faculty dean, head of department, study process management office, and deputy rector. Initially, teaching and scholarship productivity are evaluated by the head of the department, who checks and registers the annual report reflecting each staff member's teaching and research workload. The documentation of scholarly productivity is maintained within the respective department.

Performance reports of academic staff, emeritus faculty, teachers, and invited specialists are discussed within the department, as well as by the dean and ultimately the performance report is submitted to the faculty council for approval. On the basis of the information presented by the departments, direction supervisors, heads of faculty quality assurance services and faculty deans, the Study Process Management Office discusses and registers teaching and research workload performance of academic staff, emeritus faculty, teachers and invited specialists at the end of the academic year. The Rector makes relevant decision on the quality of scholarly work on the basis of a scientific field expert panel decision.

Some kind of assessment tool can be a system of rewards. ATSU considers that this system needs to be improved and currently the criteria for bonuses are not directly tied to the assessment of quality of performed work by staff members. ATSU considers this system to be improved as the

criteria of awarding is not directly tied to the assessment of the quality of the employee work and is based on formal approaches.

Affiliation

In 2017, according to updated authorization standards, ATSU developed the rules for affiliation and determined the academic staff affiliated to it. (Decree #133 of 22 November, 2017, Approved by the Board of Representatives on the approval of Affiliation Rules).

ATSU reached individual agreements on affiliation. Out of 478 Staff members at ATSU, 466 are affiliated.

The university considers affiliation as one of the means of encouragement and loyalty of the academic staff. It is a part of the staff policy and management and aims at creating competitive environment within the university, increasing motivation and activity of the academic staff. Affiliation for academic staff at the university is voluntary.

The following privileges are provided to the affiliated individuals:

- ATSU affiliated persons in the elective bodies have a quota among the members suggested by faculties;
- Funds prepared handbook/methodic materials and article/publications by the affiliated individuals in the name of ATSU;
- Funds (partially/fully) participation charges of the affiliated person or the student supervised by him/her in international conferences;
- Employs financial mechanisms of encouragement: single monetary award, bonus, addition to the salary and etc.;
- Awards the status of emeritus to only affiliated individuals;
- Funds (partially/fully) research/scientific activities conducted by the affiliated person;
- Provides one-year access to any international electronic journal database selected by the affiliated person;
- Allows the affiliated person to make amendments in the annual workload – reduce pedagogical workload and increase scientific/research components.

Professional development mechanisms for ATSU staff

University has various mechanisms for staff professional development. However, they are not systemized and unified, and it does not have a unified policy look.

In spite of this, the university considers that its ongoing activities are focused on professional development of the staff. In addition, ATSU plans to improve existing practice and implement novel approaches, that results in achieving staff professional development system.

Considering the above mentioned activities ATSU employs the following staff professional development mechanism services:

- ATSU services for staff professional development;
- Within the framework of various international projects in cooperation with ATSU some mobilities/trainings/seminars/workshops are planned;
- Within the framework of various governmental and non-governmental organization in cooperation with ATSU some mobilities/trainings/seminars/workshops are planned;

ATSU Services for professional development of the staff. Major part of the mentioned services involves the following activities:

- Training and scientific conference leaves;
- Trainings and workshops planned by ATSU Quality Assurance Service;
- ATSU paid scientific-creative leave;
- Foreign language teaching courses of life-long learning center;
- ATSU scientific conference services.

During 2011-2017, 172 persons participated in the training courses and they attended 1223 different training courses, among them field, methodological and personal skill development oriented training courses.
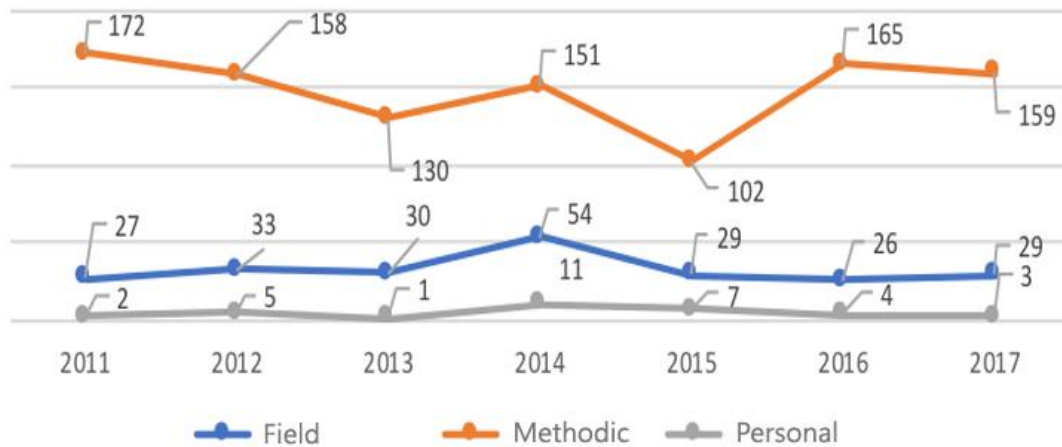
These courses were offered within the funded projects by donor organizations as well as by the university; the faculties can decide and submit their staff members to trainings courses according to their needs within the faculty finance limit.

At the same time, in accordance with the regulations of Georgian Law on Public Service, the university has an obligation to work out a plan of staff professional development and to direct a part of its budget for this purpose. Accordingly, the university directs some part of its budget to staff development and funds scientific-creative leaves.

ATSU Quality Assurance Service conducts trainings and workshops aiming at staff professional development. In 2015, the office initiated a meeting cycle on 10 important issues: 1. Educational programs, recommendations by accreditation expert panel; 2. The awarding qualification and program volume with credits; 3. Program admission requirements, program objectives and their compliance with learning outcomes; 4. Foreign language programs, joint programs, program internationalization; 5. Curriculum, syllabus, competence map; 6. SWOT analysis of an educational program; 7. Learning outcomes; teaching methods and their relation to the assessment system; student assessment system; 8. Teaching and learning methods; 9. Internal quality assessment system and control; 10. Necessary documentation for educational program approval. Availability of core literature at the library.

The above mentioned meetings were conducted by local and invited experts. The target group included deans, heads of the departments, program supervisors and other stakeholders. About 150 people attended interactive meetings and they were sent reports of every meeting along with the attached materials. All the participants and facilitators were given appropriate certificates.

The university aims at improving staff professional development mechanisms through sequential use of PDCA cycle approaches. For example, in 2015, within the process of planning trainings and workshops ATSU quality assurance service used the participant survey method, which made it possible to analyze conducted activities. The questionnaire included the following: actuality of the issue, relevance of the materials efficiency of conducting meetings by facilitators. The questionnaire also included the desired issues for discussion to be considered by the Quality Assurance Service while planning future meetings.

Therefore, in 2016, Quality Assurance Service planned trainings on the issues that had been revealed within the previous study.

ATSU Quality Assurance Service conducted a training cycle in July, 2016. The topics of the trainings were as follows: 1. Quality culture and continuous process of quality enhancement. 2. Knowledge management within the academic area, analysis of university knowledge. 3. Course monitoring and European standards. 4. Education for sustainable development.

ATSU used an electronic registration system for the attendance of the trainings. 62 employees were registered electronically. The participants were given certificates. Heads of Faculty Quality Assurance Services attended all the training to disseminate acquired knowledge and information. In 2017, for the purpose of planning staff professional development activities, ATSU Marketing, Events and Project Management service conducted a survey of staff satisfaction, that enabled to assess the services and to plan further works.

9. Which aspect of your professional work needs knowledge enhancement? (Tick all the appropriate answers)

Category	Value
Computer Skills	54 (20,1%)
Foreign Language	154 (57,2%)
Modern methods of teaching	122 (45,4%)
Effective communication	31 (11,5%)
Art of Presentation	27 (10%)
I do not require	19 (7,1%)
Modern research methods	2 (0,7%)
Professional development	2 (0,7%)
other	5 (2 %)
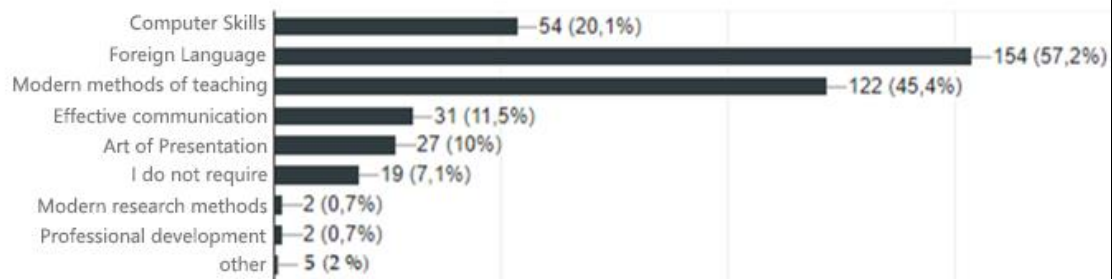
10. Which of the services provided by the university have you used? (tick all the appropriate answers)

Category	Value
Corporate e-mail	209 (77,7%)
Foreign language courses	36 (13,4%)
Training courses provided by life-long learning center	83 (30,9%)
Access to library resources	215 (79,9%)
Social support program	154 (57,2%)
Exchange programs	28 (10,4%)
Meetings with public representatives	117 (43,5%)
University web-page	234 (8...
Professional training and retraining program	60 (22,3%)
None of them	2 (0,8%)
Others	2 (0,8%)

On the basis of the survey results, the staff prioritizes the following five fields for their professional development: foreign language, modern teaching methods, computer skills, the art presentation, and effective communication.

In 2012-2017, 70 members of Academic staff were trained in foreign languages by lifelong learning center. ATSU plans to increase funds for foreign language courses in 2018 and to conduct training courses on computer skills, effective communication and presentation and the seminars on modern teaching methods assisted by QAS. From 2018, one of the priorities of ATSU will be promoting faculty administration and Quality Assurance Service opportunities to overcome the needs revealed.

ATSU paid scientific-creative leave. Academic staff member, once occupying the position for a year already, can be given a paid scientific-creative leave for no more than 6 months, on the basis of the decision made by the Academic Board. Within this regulation, ATSU employees have been at different Georgian and European universities and research institutions.

ATSU Scientific Conference Services. Since 2015, various seminars have been conducted within the formats of international conferences. The following international conferences are worth mentioning "HENTI – Higher Education – New Technologies and Innovations" – HENTI-2015

and HENTI -2017, international scientific-practical conference "Modern Technologies and environmental protection" - METEP-2016, "Economic, Legal and Social Issues of regional development" development models of national economics: yesterday, today, tomorrow".

Workshops: The role of educational institutions in the development of society; Higher medical education; Teacher training; International accreditation; Language policy; Vocational education; Seminars: Higher education and the needs of developing skills in accordance with AA/DCFTA requirements – current situation and vision; European practice of waste management and landfill investigation. Some foreign professors participated in the conferences, workshops and seminars attended by up to 500 people.

ATSU staff development is supported by **the mobility/trainings/seminars/workshops** conducted within the framework of various international projects.

Within the international mobility, ATSU carries out exchange programs with about 10 partner universities, which is one of the most effective means of ATSU staff development and is based on sharing "Best Practices" as well as performing activities focused on the enhancement of practical skills.

In 2011 – 2017, within the framework of international mobility, ATSU academic/administrative staff made about 300 visits.

Various trainings/seminars/workshops are held in cooperation with international projects. Erasmus+ program project "MA program in Educational Management: Cultivating Leaders for Educational Reforms – MAHATMA" and "BMEENA Developing Biomedical Education" are of special importance.

In cooperation with governmental and non-governmental organizations some trainings/seminars and workshops are also arranged at ATSU.

ATSU has close links with different organizations, among them: National Center for Educational Quality Enhancement; National Center for Teachers Professional Development; National Office of Erasmus +; Centre of Consultations and Trainings (CTC); International Organization GIZ; Check non-governmental organization People in Need (PIN); Foundation Open Society – Georgia".

It is worth mentioning that while planning the events, ATSU employs the approach of improving weaknesses identified through SWOT analysis. For example,

In 2015, Centre of Consultations and Trainings (CTC) conducted trainings for university lecturers and teachers on two different issues: 1. Adult teaching methods (the course was taken by 30 lecturers and teachers) and 2. Applied research in the management of the educational institutions (attended by 15 administrative staff members).

In 2016, on the initiative of Erasmus+ National Office, the seminar "Plagiarism in Georgian Educational Area: Prevention and fight against it" was conducted. The seminar discussed the current situation in Georgian academics suggesting some methods and recommendations that can be used in the process of fighting plagiarism.

In 2016, special attention was paid on the qualification enhancement and retraining of vocational program teachers and the following trainings and workshops were conducted:

- Training - "Competence Based Assessment in Modular Vocational Educational Programs" – ATSU, 5-7.09.2016, National Center for Teachers Professional Development.
- Training - "Competence Based Assessment in Modular Vocational Educational Programs" – ATSU, 18-19.10.2016, National Center for Educational Quality Enhancement.

- Training - "Vocational Education Teacher Training on The Issues of Modular Teaching" _ ATSU, 24-25.10.2016, National Center for Educational Quality Enhancement.
- Meetings with modular program supervisors and the people involved in the process of planning and implementing Modular Programs since 2016.

In 2017, ATSU defined the staff research skills enhancement as one of the priorities and organized following trainings for the academic staff and PHD students:

In December, 2017, on the initiative of ATSU "Know How Training Center" organized a training course - "Quantitative Research Methods in Social Sciences". It was conducted by American Professor Royse Jefferson George and funded within the framework of US Embassy democracy support program. The training dealt with the use of research methods via computer programs/applications including some practical advice and recommendations. About 24 participants (PhD students and young scientists) carried out statistic analysis by using Excel and SPSS programs.

In 2017, the representatives of Prague University of Life Sciences conducted trainings for ATSU Quality Assurance Service staff on the following issue - Assessment and Improvement of Scientific Research. They discussed the experience of Czech university, the ways of research development and connection between research quality and stuff payment/funding at HEI.

The ways of developing Human Resource Management System

In 2013, ATSU was transformed into non-commercial legal entity – (the decree of Georgian Government N191, 29 July, 2013), which caused changes/optimization in human resources management system. In 2015-2016, new rules of conducting competitions were introduced and in 2017, optimization and review process of academic and administrative staff job descriptions were conducted.

Considering the needs, the regulations of university structural units were improved, functions and duties of structural units and positions were demarcated and these functions and regulations were formed as positional instructions. The university staff was given their positional instructions and they signed the documents.

The electronic data base about staff was established with the attachment of formatted CVs, thus simplifying retrieving information about university personnel. Personal details of university staff as well as details about their professional development became available through their CVs. Detailed information about staff will make it possible to use their professional resources reasonably and in the case of their successful practice they will be recognized and awarded. Information about the knowledge of foreign languages was stated in CVs revealing high level of knowledge which seems a bit unlikely. Consequently, the administration decided on testing the real level of knowledge of foreign languages to plan further development of the personnel. As a result of the revision of documents the policy and procedure on human resources were collaborated. The document is an important basis for the efficient introduction and implementation of procedures on human resource management, thus providing staff recruitment, their maintenance, evaluation, and professional development. The above mentioned document was worked out by the specialists of Human Resource Management Service with the high involvement of the staff of different structural units. Some important issues are to be improved in the following priorities;

- To enhance the procedure of choosing and attracting the personnel to assure the recruitment of people with adequate skills, knowledge, experience, and values;
- To enhance the mechanisms for the development of the staff professional skills that will ensure the achievement of the university long-term aims using the resources of qualified staff;

- To work out an objective system of staff evaluation on the basis of a personal evaluation system that defines evaluation criteria and norms. Furthermore, the development of an objective system of staff evaluation is planned that will ensure future promotions, rewards, position change, lowering (demotion), or dismissal. The university strategic plan defines the aims and priorities as well as evaluation criteria for the coming year.
- To identify personal behavior standards that is closely connected with the university image formation and reputation maintenance.
- To motivate university staff, some additional reward systems were determined.

One of the major weaknesses of election/appointment procedures of ATSU management bodies is the lack of information dissemination regarding vacancies. All the information resources used for information dissemination are within the university and provide the university society with adequate information, but do not guarantee recruitment of qualified staff from outside the university. Accordingly, it is necessary to assess the efficiency of access to information sources and implement relevant mechanisms. Above mentioned activity will be realized within the framework of reviewing human resource management procedures.

According to the strategic plan (strategic direction 1 "developing the quality of teaching and research", result 1.2) the university plans to shift from quantitative to qualitative criteria of the assessment system. This process should be included in the unified system of the university assessment analysis, where all the structural units, as well as learning/teaching, scientific activities and quality systems will be assessed, results analyzed and targets defined.

Evidences/indicators
- The policy and procedures of human resource management (appendix 24);
- Order N 132/N of 9 September, 2013 of the Ministry of Education and Science of Georgia "On the Approval of LEPL- ATSU statute (appendix 8);
- The Decree #16(13/14) of Board of Representatives approved on 27 January, 2017 "On the Rule of Appointment of Academic Staff at LEPL Akaki Tsereteli State University" (appendix 27);
- Decree #32 issued on 2 July, 2015 by ATSU Board of Representatives "On the Approval of the rules for appointing supportive staff at LEPL- Akaki Tsereteli State University" (appendix 27);
- The decree #33(13/14) approved on 12 February, 2014 by ATSU Academic Board "On the rules and conditions of awarding the status of emeritus at ATSU" (appendix 30);
- Decree #122 issued on 3 August, 2017 by ATSU Board of Representatives "On the Approval of the rules for conducting competitions for teacher positions" (appendix 27);
- Decree #60 approved on 23 February, 2016 by the Board of Representatives "On the Approval of Internal Regulation Statute of LEPL- ATSU" (appendix 17);
- Decree #133 of 22 November, 2017, Approved by the Board of Representatives "On the Approval of Affiliation Rules" (appendix 31);

4.2. Academic/Scientific and Invited Staff Workload

➢ Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientificresearch/creative/performing activities, and also other functions assigned to them.

Description and assessment

ATSU has workload scheme of academic staff that is renewable on the semester basis. The workload includes teaching and/or scientific-research workload on the basis of the responsibilities attributed to them.

ATSU has annual teaching and scientific-methodic workload norms of the academic staff, emeritus, teachers, and invited specialists, where:

- Annual workload of the academic staff is 1500 hrs. It is possible to change mentioned norm with no more than 3%;
- Annual workload of invited specialists with the agreement shall be determined with 1000 hrs. (including 400 hrs. of teaching, 600 hrs. of scientific and methodic work).
- Annual workload of an emeritus is 1000 hrs. mentioned norm can be changed within 3%;
- Annual workload of a teacher is 600 hrs. (including 420 contact hrs.). Mentioned norm can be changed with no more than 3%.

The workload components of academic staff, emeritus, teacher and invited specialist include:

- <u>Teaching-contact hrs.</u>: auditory work (lectures, group work, practical and laboratory activities, PhD student supervision (no more than 15 hrs. per PhD);
- <u>Teaching-methodic hrs.</u>: checking written work, individual work with students (consultation); preparation of tests, conducting examinations and student assessment;
- <u>Teaching-organizational hrs.</u>: Supervision of department program direction; MA student supervision; PhD student supervision (no less than 65 hrs. per PhD student); supervision of seminar work within the PhD program; Supervision of educational program; teaching, entrepreneurial, pedagogical, professional, field and other types of practice; curatorship-tutoring;
- Scientific methodic work – preparation of monograph work, publication, editing, reviewing; preparation, updating, publication, reviewing, editing, translating of a handbook of lecture course; preparation/updating of educational program; conducting joint research; preparation of a syllabus; preparation/publication/translation/reviewing of scientific articles, organizing/supervising/participating in scientific conferences; membership of editorial boards; students preparation for scientific conferences, supervision of students scientific circles; submitting/participation of scientific grant projects; reviewing/assessment PhD works, membership of expert panel of Faculty and other kinds of activities;
- Other activities- participation in various seminars and trainings; internships and similar activities, which are proved with appropriate certificate, diploma and etc.; various kinds of activities directly related to the teaching process.

Workload of academic staff is planned in the form of individual work plan at the beginning of the academic year with the use of specifically designed electronic form (Excel file). The form envisages renewable workload for semesters, which includes spring and autumn semesters.

Academic Staff plans teaching-methodic work during the academic year on the basis of defined norms by ATSU (the Decree #29 (17/18) of Academic Board approved on 5 December, 2017 "On Approval, Determination, Registration and Performance Check Rules for Teaching and Scientific-methodic workload of ATSU Academic Personnel, Emeritus, Teachers, Invited Specialists through Employment Agreement and Hourly Paid Staff").

The mentioned normative document is designed with highest consideration of maximum hours of workload and gives an opportunity to calculate various types of performed work through hours. Each activity has defined norm of hours as well as maximum ones, which serves the thorough performance of given functions and obligations by the staff.

ATSU takes into consideration the workload of the academic staff among all the HEI, where they hold academic or scientific positions.

With the aim of refining and improving the document, during the last years, ATSU Study Process Management Office initiates the changes in the decree On Approval, Determination,

Registration and Performance Check Rules for Teaching and Scientific-methodic workload of ATSU Academic Personnel, Emeritus, Teachers, Invited Specialists through Employment Agreement and Hourly Paid Staff". To this point, the administration, all the faculties and quality assurance service present their ideas regarding the norms, which rely on the experience and evaluation of previous year. Presented opinions are discussed at the administration and presented to the academic Board. The Board discusses and approves changes in the norms.

Therefore, the mentioned process is conducted through PDCA cycle, which is a good example for the improvement of other working documentations.

ATSU study process planning and staff workload normative system as well as administrative acts envisage the specifications of educational programs, according to which educational component hours are different as well as the number of admitted students. (for example, practice (teaching, entrepreneurial, pedagogical, medical field component, laboratory works and etc.)).

For the purpose of maintaining programs sustainability, while planning the number of academic, scientific and invited staff, ATSU refers to the international practice for Joint and English Language programs. The use of this practice for all the programs requires complex analysis of great deal of statistical and qualitative data, which is not a practice at ATSU yet. Despite this, while calculating financial sustainability of educational programs ATSU employs its individual approaches described in financial and material resource documents.

In 2017, 95.5% of ATSU academic staff agreed to be affiliated to ATSU, through which they confirmed that they hold an academic position only at ATSU. Accumulation of the information about the affiliated persons, placing the data on the respective database and periodic monitoring within their competences was entrusted to Human Resource Management and Study Process Management Offices.

Evidences/indicators
- Decree #29 (17/18) of Academic Board approved on 5 December 2017 "On Approval, Determination, Registration and Performance Check Rules for Teaching and Scientific-methodic workload of ATSU Academic Personnel, Emeritus, Teachers, Invited Specialists through Employment Agreement and Hourly Paid Staff" (appendix 30);
- Affiliation agreements with ATSU (appendix 29)

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
• Human resource management policy is worked out and implemented in accordance with current practice and legislative demands;
• Regulations on university structural units and instructions on structural units and positions were reviewed and revised on the basis of PDCA cycle;
• Transparent and Objective personnel election / appointment procedure is implemented;
• Participation in decision-making processes on academic, scientific, research and other important issues;
• The number of academic / scientific personnel and their workload determines the implementation of educational programs and execution of scientific and other duties attributed to them.

Areas for improvement
• To work out the proactive system of academic and support personnel at the university;

- Further development of the policy oriented on personal development;
- To provide the usage of the results of the personnel assessment and satisfaction survey results in personnel management process;
- To develop the methodology of planning the number of academic, scientific and invited personnel considering t the best international practice;
- To improve the system of fair and effective payment and encouragement based on work assessment results of the staff.

5. Students and their support services

HEI ensures the development of student-centred environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services.

5.1. The Rule for obtaining and changing student status, the recognition of education, and student rights
➢ For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.   ➢ HEI ensures the protection of student rights and lawful interests.

Description and assessment

In accordance with the academic degrees (bachelor's degree, single-stage academic programs, master's, doctoral degree, vocational) ATSU employs the regulations approved by the Academic Board on obtaining, suspension and termination of a student status, mobility, granting qualification, student rights, and regulations.

Obtaining a student status at the first (bachelor's degree) level of higher academic education and single stage educational programs is based on the results of the National Exams and mobility regulated by Georgian legislation.

Obtaining a student status at the second (master's degree) level is based on the results of National Master's exams by Georgian legislation. Apart from this, the institution organizes Internal university exam / exams in a major subject of the field and a foreign language.

Obtaining the status of a PHD student is determined by doctoral program provision. Namely, the university entrance examinations involve exams in a major subject of the field and in a foreign language.

As for the students of vocational studies, they gain status based on the results of professional testing organized by the National Assessment and Examination Center. The further step of the vocational program implies passing internal exams organized by the university.

A person can obtain the status for a one-year educational program of teacher training, if he/she has already passed the subject exam, or is certified and takes internal university exams.

Students cannot remain suspended longer than 5 years. A student status is terminated after 5 years of suspension of the status. The grounds for suspension and termination of a student status are defined according to the Legislation. Mainly, the status of the student is suspended on the basis of non-payment of the fee or a personal statement. At the faculty of Medicine if a student of a single educational program fails three his/her Qualification exam three times his/her status is terminated. Since 2013 when financing educational programs were endorsed, there have been many cases of students not attending lectures. As a result, they could not get credits and the university administration decided on the status termination in case of not earning 30 credits out of the whole amount of one semester credits. The student status termination is mainly caused by missing lectures or not being involved in syllabus determined activities.

Considering social conditions in the country the university simplified student tuition fee payment. Since 2012, certain changes have been made in the contract signed with students. If a student had to pay the tuition fee twice an academic year before, now he/she is obliged to pay the tuition fee four times a year divided into four parts no later than the following dates: a. The first part of the sum _ no later than September 30; the second part of the sum_ no later than

December 30; the third part of the sum_ no later than March 30; the fourth part of the sum_ no later than June 30;

The university offers a kind of financial support in paying the tuition fee to different categories of students. Based on a student satisfaction survey, students do not express any dissatisfaction about the students' tuition fee payment policy at Akaki Tsereteli State University.

ATSU students are able to restore a student status within 5 years since the status termination. The Dean of the Faculty restores a student status within 5 years after the suspension of the status; within 10 years after the termination of a student status, it is possible to reobtain it in accordance with the legislation after passing national exams.

At ATSU Student mobility is carried out twice per calendar year within the set time limit endorsed by the National Center for Educational Quality Enhancement. A number of students enrolled by mobility is bigger in summer mobility period than in winter. Mobility is carried out within one cycle of higher educational institution; the number of enrolled students via mobility always exceeds the number of students willing to be subject to exclusion. Apart from this, internal mobility is available twice a year. Under the internal mobility regulations, the right to get vacant places is given to students from the second semester. The process is observed and carried out by the mobility assistance credit recognition sector of Quality Assurance Service.

Academic year	*Enrollment* by *mobility* process	Exclusion by mobility process
2012-2013	257	88
2013-2014	223	164
2014-2015	257	136
2015-2016	190	105
2016-2017	187	111
2017-2018	129	94
Overall	**1243**	**698**

Because of the high interest of students, ATSU Quality Assurance Service prepared a video-guideline about the mobility process and procedures, which is uploaded on the internet. The access to the information simplified preparation steps for the mobility process and gave students an opportunity to use these mechanisms in a timely fashion.

ATSU is always open to support different educational organizations to conduct informational meetings, particularly those concerning students' international mobility. Meetings about Erasmus+ programmes are held every year. Representatives of embassies and universities of different countries (Sweden, Latvia, Estonia, Lithuania, Czech Republic, Poland, Hungary, Germany, Austria etc.) meet ATSU students to provide them with information about exchange programs.

The practice of recognizing credits gained by students abroad is comparatively new for ATSU. Aiming at developing mobility and credit recognition procedures and implementation of modern approaches, ATSU takes part in Erasmus+ programme "Paving the way to interregional mobility and ensuring relevance, quality and equity of access" (PAWER). Within the framework of the project, with the help of British, Italian, and Polish colleges, ATSU plans to develop guidelines to support and improve international mobility and credit recognition procedures. The project aims at conducting trainings for academic and administrative staff. Thus, within the framework of this project, 5 members of the staff have attended trainings in HEIs in Britain, Poland, and Hungary.

In the process of mobility, ATSU Quality Assurance Service recognizes education received at universities in Georgia. The Faculty Commission prepares an official document on the recognition of credits. The Credit compatibility is determined on the basis of resolution. In accordance with the recognized credits as well as prerequisites of the program and considering that the student can acquire (earn) no more than 75 credits per year, student enrollment semester is determined.

The qualification on obtaining student status, status suspension and its termination, restoration, mobility, granting qualification, and the rule of education recognition is granted according to the Decree of the Academic Board, November 10, 2017 No. 12 (17/18) No. 12 (17/18). Qualification Commission approved by the rector makes a decision on granting a qualification to the student.

ATSU provides protection of student rights and legitimate interests. Students rights and obligations are defined by the decree of the Academic Council based on internal guidelines and codes of ethics. A student enrolled in ATSU goes through administrative registration and signs an agreement. The agreement is issued in two copies. The form and sample of the contract approved by the Academic Board, is available on the University website.

Within the framework of Erasmus+ ongoing project, ATSU develops students' ombudsman service which led to create students' legal interest ensuring service. ATSU students are unlikely to apply to Ethics and Integrity Commission concerning their problems, so that existing problems are not discussed and proper decisions are hardly ever made. Within the framework of the development of ongoing project- Students' Ombudsman Service, the mechanism for openness and defense of students' interests were created. It will be applied for the improvement of student-oriented environment concerning all services offered by the university.

The University tries to provide a student-oriented environment. Students are able to plan the learning process by using individual curriculum. There is a special regulation for elaborating individual learning tables which provides the best possible conditions for program assimilation. Students are provided with syllabus and educational materials according to their needs.

The university provides students with an academic calendar via the corporate mail and university website. The students are informed about the learning process, courses, appeals, extra credits, assessment, midterm, and final exams through the electronic system to assist in managing the learning process.

Information is public and placed on the university website available to students and other stakeholders.

Evidences/indicators

- Decree on regulations about supporting university students while covering financial liabilities. Decree of the Representative Board №5(13/14), 18.10.2013; (appendix 35);

- University web-site;
- The results of student survey (appendix 13);
- The samples of the contracts signed between ATSU and a student (appendix 32);
- Video-guideline about mobility process and procedures;
- https://www.youtube.com/watch?v=683qDzhKZjY

5.2. Student support services

➢ HEI has student consulting services in order to plan educational process and improve academic performance.
➢ HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development.
➢ HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives.
➢ HEI has mechanisms, including financial mechanisms to support low SES students.

Description and assessment

For planning academic process and improving academic achievements ATSU employs the consultation services. Among them are Students' Need Oriented Services (described below in details) and a study process itself which implies giving students consultations within the framework of an educational component. Every single syllabus contains information about contact hours, as well as consultation hours suggesting the appropriate time and place for meeting by the professor. The students can find this information either in the syllabus or on the department information board. These consultations serve for the improvement of students' academic achievements and encouraging their scientific-research activities.

Various student-oriented services are available at ATSU. The following units are responsible for providing and developing these student-oriented services:

- Student support and development service centre;
- International Relations and strategic development office;
- University structural units;
- Faculties;
- Student self-government

The main structural unit providing student-oriented services is a Student Support and Development Service Center founded in 2014 within ERASMUS+ project at ATSU. The main objective of this Service is consulting and supporting students. Students can apply to Student Support and Development Service Center office located in the first building of the campus and by using corporate email address info.students@atsu.edu.ge that is available twenty-four hours and ask for appropriate service, apply, ask any questions subject to reply within a working day.

Student-oriented services can be divided into developing, informative, supporting, and consulting services.

ATSU offers the following student-oriented services:

· **Service of communication with the academic and administrative staff.** The service aims at solving some academic, financial and other problems faced by a student and providing effective communication between a student and university structural units. Students Support and Development Centre staff help students to identify the problem, define the structural unit responsible for the problem and consult them on filling in the document. A student receives the answer concerning the application results within three working days at the Faculty Secretariat or Dean's office.

Since 2014 up to now, more than 50 000 applications have been submitted at Student Support and Development Service Centre.

·   **Tutor's Service.** There has been a Tutor's Institute functioning at ATSU Quality Assurance Service since 2016, which aims at:

a) providing information about the university services, innovations and activities, organizing freshmen meetings with the university faculty administration and consulting on some technical details;

b) providing proper consultation and technical support to plan the learning process, to form the individual educational profile to improve their academic achievements;

c) arranging informative meetings and giving presentations on the needs revealed from students enquiries at the beginning of a term;

d) providing adaptation of students with disabilities in the learning process;

e) integrating foreign students in the learning process;

f) providing integration of students enrolled through the mobility in the learning process.

There are about 60 BA and MA students involved in the Tutors Institute and 5-10 tutors can be appointed to each faculty to support and consult students. A tutor can be a PhD, MA, or BA successful student, who is competent at learning process management and has experience working with students.

Within the structural optimization of the university from 2018 the provider of the above mentioned service will be Student Support and Development Services.

- **Students Career Development Service**. The aim of this service is to support students and alumni future employment. This service is provided by the student support and development service center with the help of student self-government and lifelong educational center to:

a) inform students about vacancies through the continuous monitoring of the job market;

b) attract potential employers for cooperation;

c) organize meetings with employers to exchange information and make close links between students and employers;

d) organize special training-courses to support career development;

e) support students with disabilities form socially vulnerable and internally displaced families;

f) organize and participate in employment forums;

g) inform stakeholders and students on the available vacancies and career development supporting activities via corporate mails, smart phone application ATSU News and university official Facebook page.

- **Faculty Consulting Service.** ATSU faculty secretariats serve students, inform and consult them about planning learning process and their academic achievements, their assessments and earned credits. This enables students to assess their strengths and weaknesses and plan the strategy to improve learning outcomes before the final assessment. Students are also able to change the course via mobility. Information about mobility is public. The Quality Assurance Service, Mobility Assistance and credit Recognition Sector of Akaki Tsereteli State University are responsible for students' internal mobility. A student can determine the compatibility of the covered courses and earned credits with the desirable academic direction.

Services offered by student self-government.

Student self-government is the unity of students that participates in the process of the university management and functions independently. The student self-government consists of students parliament unifying all student members of faculty boards elected on the basis of equal and secret elections. Apart from this there is a president board that consists of the heads of the following

departments and clubs (Science, Culture, Sport and Social Studies Departments) and the following offices function at ATSU Student Self Government:(Press and Student Relations Office, Tourism Office (Excursion Bureau), Legal service, Foreign relations and information dissemination service, Strategic Development Service, Human Resource Management Service, Special Issues Service).

Student Self-government Services offer the following services:

- Social fund events (e.g. student aids; trade fair for books and handmade items; books for orphanages and public schools; charity events for juveniles; social demonstration called "No to Violence";
- Education training modules (e.g. creating successful career; sales management, interpersonal communication; presentation skills; photography; effective communication; importance of crop rotation in agriculture; software; project writing;
- Educational and cultural events (e.g. student days, "what? where? when?" quiz game, project-competition for the ideas);
- Sport competitions: internal university championships in football, volleyball, chess, basketball, billiard, etc.
- Supporting ATSU students across the country for the purpose of integration and internationalization. (e.g. taking part in international theatre festivals; Batumi Black sea league; student exchange programmes between ATSU Healthcare faculty and Tbilisi Medical Academy; World championship in "programme designing" that takes place in Tbilisi; Educational Programme "Youth Politics and Involvement" in Istanbul; Exchange programme between ATSU, Sokhumi and Ilia State Universities; 5th International conference in Stomatology – "EMSA".

Student oriented electronic services.

To carry out teaching/learning and scientific activities the following electronic systems are available for ATSU students:

- Corporate E-mail– the use of corporate e-mail is obligatory for planning teaching/learning process and for official communication with lecturers. Corporate e-mail is also used for accessing other electronic resources. E-mail addresses are automatically given to all the freshmen during the registration process.
- Portal. Since 2015-2016 electronic study portal has been available for students

(moodle.atsu.edu.ge) This electronic portal offers ATSU students 111 electronic courses in: Business Administration (31); English language and Literature (5); Medicine (40); Pedagogy (14); Faculty of Exact and Natural Sciences (1); Law (6). Among them are 16 courses in English. Besides, one may find Doctorate (4); Master (2); foreign language (2) competitive tests and the training courses for the usage of electronic study portal.

- Smartphone Application –ATSU NEWS. In order to inform university students, academic and administrative staff and other stakeholders, an app called ATSU NEWS was created on android platform. This app delivers information operatively about ongoing news and events at ATSU. From 2017-2018 Academic Year iOS version of this application is planned to launch. This new version will greatly increase the number of consumers.

Student oriented informational services. For being informed in a timely fashion, the university offers students the following activities and resources:

- Introductory(informative) meetings with freshmen. At the beginning of each academic year and at the initiative of Akaki Tsereteli State University rector, the services (Students Support and Development   Service, Akaki Tsereteli State University Library, ATSU Innovative

Laboratory Fab-Lab, Multimedia laboratory, marketing, project and event management Service, Department of International Relations, Information Technologies Service) and the faculty deans offer introductory(informative) meetings to freshmen to get aware of university services. As a result of the meetings, tutors give students detailed information regarding syllabus, study materials, assessment systems, and others;

- <u>Diverse resources for information dissemination.</u> Students have an opportunity to use diverse resources to find out ongoing processes, teaching/learning and scientific activities, social, cultural and sport events taking place at the university. In addition, students can get further information at Dean's office or by means of corporate email or Electronic System for management of the learning process. Besides, they may get some information via smart board placed at the University Hall, smart phone app ATSU NEWS, University newspaper, Website, Tutor's Service or freshmen orientation video made by Quality Assurance Service:
https://www.youtube.com/watch?v=fEt84eRJ5Bw&t;
https://www.youtube.com/watch?v=LXPfUxOAeu4.

Students development services

Student oriented services aims to support creative and innovative students' initiatives in different areas and offer them personal development oriented services.

<u>Supporting students' activities.</u> The university cares about student development and accordingly different projects and events are held regularly by the academic and administrative staff. These events and projects will be developing in the future. ATSU promotes students' activities and their involvement in projects held all over the country, mainly:

- The University promotes students' initiatives (public lecture, trainings, seasonal schools, conferences, etc.) During the academic year the university supports up to 500 student initiatives;
- Every year student (bachelor, master) scientific conference is held. In recent years (2016-2017) due to the students' growing interest and upward trend of the number of sections, the student conference lasts for two days. In 2018 student (bachelor, master) 18th scientific conference will be held in May.

Student Conference 2012-2017

Students' Presentations
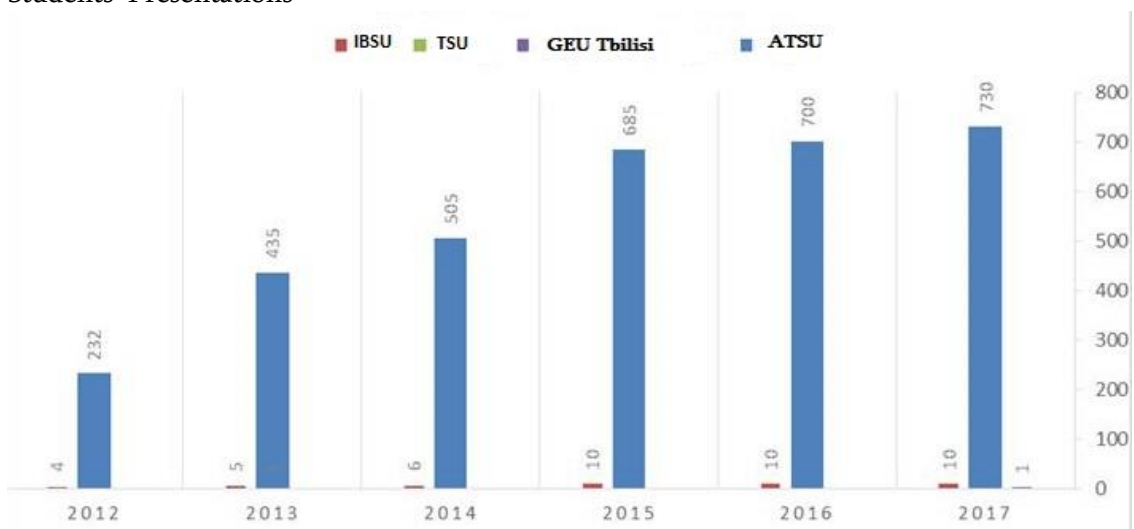
- Every year a project for students is announced by the rector that enables students to implement their ideas. On the initiative of the rector the annual project for students "Me and University" is announced that aims at increasing students' involvement and motivation in the development of the university and cooperation between university administration and students. The project enables students to improve their leadership and group work skills. The following initiatives have already been supported within the project: "This space is yours, ours and mine", online magazine "ATSU student research", ATSU bicycle parking space, etc. At present within the framework of the project three applications are being processed.
- Every year the University conducts scientific picnic. Creative students, interested in science are involved in it.
- The University periodically carries out employment forums;
- The Center for Culture, Sports and Youth Affairs of the University annually performs the Artistic Week for students interested in art and culture;

Sport and cultural clubs. There are the following clubs that support students' sport and cultural activities at ATSU: Dance Club, Folk Song Club, Football Club, Basketball Club etc.

Sport and Cultural Events 2011-2017
Students involvement
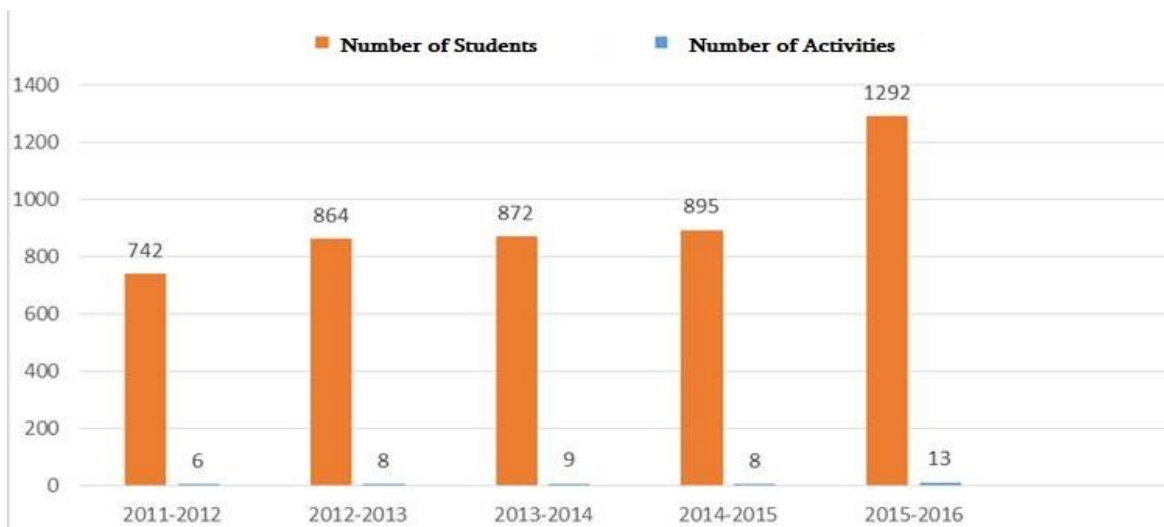
- The function of existing clubs or the formation of a new section is preceded by preparatory works, specifically: provide students with information at the beginning of the academic year either directly or via corporate e-mails, social networks and information fliers. The research for measuring student readiness index in the involvement of sport and culture activities is conducted by the Center for Culture, Sports and Youth Affairs of the University.
- Student internship programme- is a service of ATSU offices and departments that takes place in public sector within the framework of government internship programme. Government internship programmes started in 2014 in which 82 students made the internship programme and among them 8 students were employed. Forty-one students continued study on the further level.

ATSU Service- Students internship programme 2014-2017

- Foreign Affairs and Development office;
- Legal Consulting Clinic;
- Lab of Natural Sciences
- ATSU Library
- Lab of Environmental Protection Engineer
- Lab of pharmaceutical preparations technology
- Lab of Food Technology
- Food and Agricultural Commodities lab
- ATSU Lifelong Learning Center
- Information-Communications Technology Lab
- Built-in systems Lab
- Laboratory of Pharmaceutical Chemistry
- Lab of Chemical Technologies
- Department of Pedagogy
- Lab of Quality Control in Environmental Components
- Lab of Landscape Design
- Lab of Wine Technology
- Marketing, Projects and Event Management Office
- Quality Assurance Service

Psychology Consulting Service.   The aim of the Psychology Consulting Service functions functioning at ATSU is to give psychological support to students. If needed, this service gives quality psychological support for the students on sensitive issues, such as interpersonal communication problems, depression, anxiety, social problems, etc. This service has been functioning since 2015, when ATSU invited a Dutch psychologist living in Georgia. That was a positive step and from 2017 students' psychology service has been renewed at the Students Support and Development Service Center.

Social support services

Considering the needs of socially vulnerable students ATSU supports them in different ways, namely:

Flexible tuition fee payment. The University offers flexible scheme for tuition fees. The students are allowed to pay tuition fees at their convenience, divided into four quarters with respect to relevant proportions and terms. If a student fails to pay the tuition fees in a given time, he addresses the head of the administration with the application and asks to postpone payment of the tuition fees. In addition, if the tuition fee schedule approved by the contract is no longer favorable for a student, he/she is able to change the fee payment terms, which will be discussed by the commission. The information about the tuition fee schemes and mechanisms is transparent and flexible and students are informed about it in their first academic year by means of the contract signed during the registration.

Financial Support.   The University announces financial support twice a year (per semester) to help the socially-vulnerable students to cover their tuition fee, namely:

a) a student from the family of a soldier killed in the battle while defending the state sovereignty and territorial integrity of Georgia;

b) a student, who is an internally displaced person;

c) a student who is a member of a large family (with four or more children);

d) a student who is an orphan;

e) a student whose family is registered in the unified database of socially vulnerable families and the rating score is equal to or less than 70,000;

f) a student with disabilities and chronic illnesses who needs constant medical treatment;

g) a student with three and more children;

h) a student family when spouses are students of ATSU;

i) other students on the basis of the rector's decision.

According to the data of the first term of 2017-2018 academic year, 78 students applied for the help and 71 students got the financial aid on the basis of the Commission approved by the Representative Council. The information about the financial assistance for the financial liabilities of the University is publicly available on information boards, official website, as well as in the student support and development service center, where students receive detailed information about financing and make an application. Assistance of socially-vulnerable students is regulated by the university decree elaborated and approved by Akaki Tsereteli State University Representative Council.

ATSU student self-government also provides financial support to socially-vulnerable students.

<u>Providing Student Accommodation.</u> University has its dormitory with 50 equipped rooms. The dormitory can house 120 students. Mostly this dormitory is used for foreign students, but it is also available for socially-vulnerable students.

Services for ensuring accessibility

Akaki Tsereteli State University takes into consideration individual requirements of students with disabilities and special educational needs and provides accessibility in the following ways:

● The University provides an individual curriculum to meet the requirements of a student with special educational needs;

● Students are provided with syllabus and learning materials according to their needs, which may include: the use of e-learning elements in the learning process;

● The university offers adaptive evaluation format to students with disabilities and special educational needs: oral, written, testing or electronic;

● Offers university space and services adapted to special needs, etc.

The regulations of developing student's individual curriculum at ATSU is public available on the official website of the university.

Internalization Supporting Services

Akaki Tsereteli State University International Relations and Strategic Development Office offers services   supporting internationalization to students body (including foreign students) on each university level.

For this purpose, International relations and Strategic Development Office carries out the following activities:

● Coordinates International exchange programmes;   ●

Consults students about ongoing opportunities and procedures;

● Helps students to get Faculty consulting in the process of creating learning agreement;

● Helps students to establish links and get involved in international events and programs.

Akaki Tsereteli State University International Relations and Strategic Development Office offers the following support services to foreign citizens, university applicants, and future students:

·   Promoting visa reception; The service sends an invitation letter to a foreign student to get a visa; The visa application process is carried out in compliance with the Georgian legislation;

· Housing; The International student is informed about the university dormitory and apartments, which can be rented in Kutaisi;

· Orientation Days; The aim of the orientation days is to help students solve some social and technical problems (opening bank account, purchasing (buying) phone number; introducing them around the city and university campus; meeting the faculty administration and lecturers). (Orientation days are arranged in some days after student's arrival and last for 5 working days

· Getting a residence permit; Preparation of necessary documentation for residence permit in the Public Registry;

· Insurance; Getting in touch with insurance companies if the need arrises;

· Georgian Language Course; Student orientation on Georgian language course.

Alumni Supporting Service

Alumni Supporting Service aims at supporting Alumni reintegration and involvement in planning, implementing and evaluating learning, scientific and socio-cultural processes ongoing at university. It also supports making links between Alumni members and generating and exchanging new ideas.

In October 2017 ATSU Alumni Network Service was created in Student Support and Development Center to realize the goals mentioned above. Two-Hundred Alumni were registered in the network from October 2017 to January 2018.

 Since October 2017 ATSU Alumni Network has carried out the following activities:

- E-portal "alumni.atsu.edu.ge" was created;

- Official Facebook Page was created https://goo.gl/A7EJ5S

- Promo video was designed https://www.youtube.com/watch?v=Y0u_LD8-M-c

- In the framework of advocating campaign "Sharing Knowledge" ATSU Alumni conducted the circle of Alumni presentations;

- Alumni meeting with school students: "The necessity of Higher Education and its Opportunities".

    Considering the fact that this process has just started, one of its drawbacks is the low awareness of the process. The formation of student service system was formed step-by-step and was based on university traditions, its social responsibilities, access to different international projects and ideas, legislative requirements and local initiatives. Hence, service suppling units were distributed in different structural units and their cooperation and effectiveness was complicated.

The analysis of existing systems while preparing for University authorization revealed some problems concerning student services:

1.	Different structural units with different labour systems and styles were responsible for carrying out services.

2.	Examining the quality of the services provided by current structural service units with unified system is one of the difficulties. The offices presented annual reports based on the statement of facts, rather than deep understanding of ongoing processes.

3.	Despite the usage of different channels for the dissemination of information, the awareness about student services among students is still low. Students are much more aware of sporting and cultural, financial and sociological support services, being more interested in these issues.

4.	Despite ongoing active processes at ATSU, students' low interest, lack of initiative and indifference is noticeable.

In September 2017 they decided to unify all student services in one area and to expand services offered by Student Support and Development Service to solve the above mentioned problems.

The center prioritized the following directions: Students' Career Support Centre, Students' Psychological Support Centre, and ATSU Alumni Network. Furthermore, they are going to establish the Students' Ombudsman Institute to protect students' legal rights. They also planned to conduct relevant research to identify the problems connected with student support services, and grow their involvement and awareness. On one hand, it is important to develop the university policy concerning student services, that will help to concentrate already existing student services under the umbrella of Student Support and Development Service Centre through reorganization. On the other hand, the formalization of service implementation system and the shift to procedural principles, will support the elaboration of their quality assessment system.

Evidences/indicators

- Order on individual curriculum elaboration
- http://atsu.edu.ge/index.php?option=com_edocman&view=document&id=244&catid=36&Itemid=438&lang=en
- E-platform alumni.atsu.edu.ge.
- Official Facebook page of the University Alumni https://goo.gl/A7EJ5S
- Promo-video https://www.youtube.com/watch?v=Y0u_LD8-M-c
- 2011-2018 activity report of ATSU Student Self-Government;
- Official Facebook page of ATSU Student Union;
- Working programme of 2012-2017 ATSU student conferences (appendix 34);
- ATSU website;
- ATSU official Facebook page.

Strengths

- For each educational level, the rules for obtaining, suspension and termination of student status, mobility, granting qualification, issuing educational documents, and recognition of education are developed.
- Certain consultations and support for the planning the learning process and improvement of academic achievements are provided;
- Trainee and practice programs are implemented;
- Support and encouragement of student initiatives and extra curriculum activities – (sports, art, educational activities) are provided;
- Student's socio-economic situation is taken into account and various supporting activities (scholarship, flexible scheme of tuition fee payment and other privileges) are carried out.
- Student oriented services are implemented functioning up to present;
- Student rights and legislative interests protecting mechanisms are implemented.

Areas for improvement

- Career support service
- Involvement of potential employers in the program elaboration and their participation in trainings and practices relevant to educational programs;
- Research on academic and professional advancement of students and graduates;
- Electronic system for management of the learning process

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities.

6.1. Research Activities
➢ HEI, based on its type and specifics of its fields, carries out research/creative activities.   ➢ Ensuring the effectiveness of doctoral research supervision.   ➢ HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field.

Description and assessment

Considering its mission, Akaki Tsereteli State University as a multi-profile Higher Educational Institution, providing the unity and quality of educational, research, and business processes, strives to produce emerging professionals. Accordingly, it supports the integration of teaching, research, and economics, and cooperates with economic agents; carries out the activities in research and development fields aiming at economic, technological, industrial and other types of innovative development.

Since 2018 the research development policy has been introduced based on the analysis of research activity practice and the best international experience. Educational and research activities at ATSU are regulated by research development policy that aims at defining expectations and limited approaches of fundamental and applied research by academic personnel and students as well as assessing and improving the research quality.

The university academic board is responsible for the elaboration of research development policy and monitoring of their implementation results. The university scientific board coordinates the implementation of research development policy and evaluation and enhancement processes.

While carrying out research activities, academic freedom is regarded as the university obligation to implement the approaches and demands that provide the right for the university academic and student body to independently conduct research and creative activities.

Research activity is understood as an effective instrument for social responsibility, providing for the development of the city, region, and country, thus solving certain problems the society faces.

In accordance with the university mission it is necessary to conduct internationally recognized research activities, to accumulate knowledge, and to use effective research components in results oriented learning/teaching processes, to cooperate with other universities, research, governmental, nongovernmental, and business sectors.

The internationalization of research activities is regarded as the exchange of knowledge and modern technologies as well as an effective instrument of applying human, financial, and material resources.

Considering all above mentioned approaches, people involved in research activities will:

1. be tolerant towards other's opinions, beliefs and values;
2. provide protection of principles of academic conscientiousness, assist the prevention of plagiarism;
3. be honest, fair, and obligatory towards themselves as well as other people, among them students, involved in research activities;
4. provide team work in their activities;
5. care for and protect the environment and the possessions of the university.

The university promotes research activities, finding funds, elaborating experimental design, collecting and analyzing data, using equipments and facilities, and applying results to protect scientific ethic norms.

The quality of university research activities defines the connection between teaching and scientific research, involvement in the international scientific area, strengthening opportunities for the young generation.

Scientific research is carried out in the departments and scientific-research faculty units.

In 2012 a scientific-research centre was established at the University and in accordance with the university strategic development plan it aimed at supporting the integration of scientific-research activities, scientific-research and teaching processes; assisting the establishment of deposit/lodgment, patenting, commercializing research outcomes and introducing innovative technologies; the main principle of the scientific-research centre is to protect human rights and freedom in scientific field.

In 2013-2014, in coordination with scientific-research centre, the university announced internal grant competition and financed 20 fundamental and applied research.

The scientific-research centre carried out patenting and licensing activity and assisted innovations. In 2011-2017 ATSU personnel received/presented 33 patent-license proposals, which mainly belong to engineering, technology, and agriculture fields.

In 2016, the ATSU scientific-research centre was modernized. It was mainly caused by the following: one of the biggest challenges of the development of higher education and science in modern Georgia is maximum rapprochement between research and teaching, improvement of the quality of implementing research outcomes in the teaching process and practical use of research outcomes, internationalization of research, involvement of students in research activities, etc.

The realization of all this is appropriate at the level of the main educational unit – the faculty, where accumulated knowledge is applied to the upbringing of new generations, highly qualified specialists and where it is possible to direct the research to the surrounding needs and to university priorities at the same time.

Due to this, the supervision of research directions at the ATSU scientific-research centre gradually moved to faculty administration and faculty board/council. It is known that there was a significant growth in faculty financing: in 2015 – 200 000,0 GEL; in 2016 – 600 000,0 GEL; in 2017 – 1 000 000 GEL. At the discretion of the faculty boards, part of this sum may be spent on financing research activities according to current needs and faculty priorities.

University administration has prepared a statute of university scientific-research unit and the rules of its assessment, which makes it possible for the faculty to plan, realize, assess, and improve research activity.

The resolution about the establishment of a **scientific-research unit at the faculty** was issued by university representative board on February 2, 2017. According to this resolution, by creating a scientific-research unit at a faculty, the university aims at assisting the formation of scientific-research profile of the faculty, further developing scientific-research activity, planning research processes in prearranged directions, raising students' involvement in scientific-research activities and fully integrating outcomes in teaching process.

Faculty scientific-research unit is authorized to carry out: fundamental and applied scientific research; consulting and expertise activity according to the regulation of Georgian legislation; organizing conferences and other scientific events; cooperation with scientific-research institutions in Georgia and abroad; participation in international scientific events; participation in preparation and implementation processes of faculty educational programs, also assisting students' research papers; enrolling students in scientific-research grant projects, national and international conferences and different scientific-research events.

Currently, the following research units at the university carry out research activities:

- Kartvelology scientific-research centre;
- Agrarian scientific-research centre.

Kartvelology scientific-research centre was created in May, 2017 and has been working in two main sub-directions: the study of Kartvelian dialectology, ethnography and folklore; the study of history and cultural heritage of Georgians living abroad. The centre employs 4 professors, 4 associate professors, 1 PhD student.

Agrarian scientific-research centre is working on the topic: the use of bio-ecological methods in citrus hybrid seedlings and distinguishing perspective forms among them. The centre employs 1 professor, 1 associate professor, 3 emeratuses, 3 technical personnel. The research is carried out on the demonstration plot for citrus plants of Agrarian Faculty.

The departments at faculties carry out fundamental and applied research. The research is mainly carries out by academic personnel and PhD students both as a team and individually. It must be noted that scientific-research activity is specific to different faculties and, therefore, is not equally developed. A number of faculties actively carry out scientific research with the support of national and international scientific funds, others plan to develop this research in future.

For the last 10 years, university academic personnel have been involved in 130 scientific-research projects, both as grant holders and partners, including: 32 – international research projects; 66 – nationally funded projects; 32 – internal university grant projects.

Akaki Tsereteli State University is involved in more than 40 ongoing researches funded by different donors. Among them are: 23 – international research projects; 17 - nationally funded projects.

Since 2017, each faculty has worked out a faculty scientific profile, which presents the description of scientific work fulfilled in last ten years, SWOT analysis of scientific-research work and defines the main scientific-research directions/sub-directions of the faculty.

Faculty scientific profiles prove that the university implements fundamental and applied research/creative activity, which contributes to the scientific, social, economic and cultural development at regional, national and, partly, international level.

In the scientific-research profiles, the faculties defined the priority scientific research and assessed the priority from national and international visibility. However, such assessment has a relative character to some extent and is not based on a methodology of assessment which will systematically take into consideration qualitative and quantitative data.

The priority directions of the research profile of the Faculty of Business, Law and Social Sciences are the following: economic and social problem of regional development; urgent theoretical and practical problems of the development of modern law in Georgia. The researches mainly concern national priorities.

The priority directions of the research profile of the Faculty of Humanities are the following: Kartvelology, History-Archaeology, Linguistics, Literary Studies, Philosophy, the Study of Arts. The researches mainly concern national priorities.

The priority directions of the research profile of the Faculty of Exact and Natural Sciences are the following: the theory of functions, differencial equations; super-symmetrical quantum mechanics, integrable and super-integrable systems; electronic business; neurophysiology. The research is mainly visible at the national level, researches in mathematics and physics are visible at an international level.

The priority directions of the research profile of the Faculty of Pedagogics are the following: the theory and history of pedagogics; methodology of teaching the Georgian language and literature; methodology of teaching Mathematics; methodology of teaching Natural Study; inclusive education. The research is mainly visible at the national level.

The priority directions of the research profile of the <u>Faculty of Medicine</u> are the following: behavioral science, psychiatry; allergology, molecular and clinic immunology; higher medical education; pharmacy. The research is mainly visible at the national level.

The priority directions of the research profile of the <u>Faculty of Technical Engineering</u> are the following: transporting processes; materials, technological processes and cars, constructions; electric power systems. The research is mainly visible at the national level.

The priority directions of the research profile of the <u>Faculty of Technology</u> are the following: environmental technologies, engineering and safety; the evolution of clothing and leather items, design, technology and the study of materials; food technologies and food safety; special textile technologies and the study of materials; the technology of chemical, pharmaceutical and biologically active substances. The research is competitive and visible at the national level; it is also characterized by international visibility (environmental technologies).

The priority directions of the research profile of the <u>Agrarian Faculty</u> are the following: mechanization of the selection of subtropical and other agricultural crops (considering soil, climate and other conditions), protection and cultivation of plants by providing their technical assistance and working out the technologies of preserving and processing herbal raw materials; identifying the peculiarities of growth and development of decorative plants, landscape and ecological assessment of the environment, working out rehabilitation methods and identifying tourist-recreational resources in order to develop stable tourism and countryside tourism in Georgia. The research is mainly visible at the national level.

The priority directions of the research profile of the <u>Faculty of Maritime</u> are the following: managing erosion risk processes along the Black Sea coastline; studying wave movement in river mouths; studying alluvium transportation. The research is evaluated as competitive at the national level with the potential of international visibility.

Integration of research outcomes in the university teaching process is revealed in activities within both Master's and PhD programs, also the annual improvement of educational programs. University research units participate in the process of developing and implementing academic programs.

The research outcomes, publications, scientific and methodological textbooks of academic personnel are given in the syllabi as additional scientific literature, they are used as a basis for students' (Masters, Doctoral students) qualification papers.

In academic programs, the integration of research outcomes are provided:

- within the scientific and research component of PhD program and Master's thesis of Master's program;
- by availability of periodical publications, international electronic databases for students;
- by involving professors and researchers of the research units in the study process;
- by involving doctoral students in the study process within a component of doctoral program – assistance;
- by extracurricular activities of master's and doctoral students (training and seminars);
- by students' (Bachelor and Master) research which are presented at annual student conference;
- by exchange programs for students and personnel;
- by laboratory practical work and practice components presented in Bachelor's, Master's and one-level programs;

For effective integration of research and teaching, it is planned to improve material-technical base and scientific-research laboratory in order to develop the involvement of Master's and PhD students in research and creative activity. This is one of the priorities and tasks of the future strategy of the university.

Additional resources for integrating research in academic programs are as follows:

- extra-curricular activities for MA and PhD students (trainings and seminars);
- exchange programs for students and staff;
- international electronic base and publications available for students.

Akaki Tsereteli State University has distinctly defined functions of a supervisor of doctoral student/researcher. According to the resolution #1 of September 5, 2007 of Akaki Tsereteli State University, "about the definition of the main principles of managing PhD Studies at Akaki Tsereteli State University"

PhD program is supervised by:

- Akaki Tsereteli State University professor;
- Akaki Tsereteli State University associate professor;
- Akaki Tsereteli State University emeritus;
- A professor of accredited university of Georgia, who is a member of faculty dissertation board;
- A professor of a foreign top-rated university, who is a member of faculty dissertation board.

The scientific supervisor of a dissertation must have relevant experience and important publications in the field of the doctoral student's dissertation thesis.

The workload of university academic and scientific personnel provides efficient and high quality supervision of PhD thesis/creative projects, high quality papers and projects. One professor may supervise no more than three PhD students simultaneously.

According to №3(17/18) resolution of September 15, 2017 of academic board of Akaki Tsereteli State University, a PhD student's scientific supervisor is assigned 80 hours (no more than 15 contact hours and no less than 65 study-organizational hours per one PhD student). According to №35(12/13) resolution of November 30, 2012 of academic board of Akaki Tsereteli State University, a PhD student's scientific co-supervisor is assigned 20-30 hours (with corresponding contact hours).

High standard of assessing and defending dissertation thesis is provided by public, transparent and fair procedures.

The administration of PhD program includes the faculty, PhD department and Faculty dissertation board.

The University PhD department provides: a) working out the united PhD admission rules and presenting them to academic board for approval; b) transparency of PhD entrance exam procedures; c) monitoring the implementation of PhD programs; d) technical assistance and monitoring of PhD thesis defence.

The faculty dissertation board is the body which awards PhD degree. The dissertation board consists of all professors and associate professors of the faculty. Besides, the dissertation board may invite other PhDs.

The defence of the dissertation is public, assessment procedures and criteria take into account the specifics of the field, is transparent and fair.

The curriculum of PhD programs defines the procedures of defending and assessing dissertation thesis and assessment criteria.

The scientific-research component - the dissertation thesis at ATSU is assessed by one concluding assessment.

The assessment of dissertation thesis and scientific-research components of the educational program (including colloquium) is relevant to the current legal regulations in Georgia. The following assessment system is used in the given case: excellent (summa cum laude) – excellent work; very good (magna cum laude) – the result which exceeds all the requirements; good (cum laude) – the result, which exceeds the requirements; medium (bene) – work of average quality, which meets main requirements; satisfactory (rite) – the result, which, despite some flaws, meets the requirements; unsatisfactory (insufficient) – work of unsatisfactory quality, which doesn't meet the requirements due to some

significant flaws; absolutely unsatisfactory (sub omni canone) – the result, which doesn't meet the requirements at all.

In case of unsatisfactory (insufficient) assessment, the PhD students can present a revised dissertation thesis during one year, but in case of absolutely unsatisfactory (sub omni canone) assessment, the PhD student loses the right to present the same dissertation thesis.

The 120 credits allotted on research component are earned after the successful defence of the dissertation thesis.

The procedures of assessing and defending dissertation thesis are defined in #1 resolution of September 5, 2007 of the University academic board "about definition of the main principles of managing PhD" (resolution №58(16/17), with 17.07.2017 changes). The document defines prerequisites of presenting dissertation thesis for public discussion before the dissertation board as well as the procedures of defending and assessing the thesis.

Public, transparent and fair procedures are conducted by highly qualified academic and scientific personnel, namely, the procedures of defending and assessing the thesis take into account the decision of reviewers and members of dissertation board (each member) about presenting the dissertation thesis according to relevant form. To provide the dissertation thesis of high standard, the thesis conception takes into consideration gradual and consistent processes, which implies systematization of research processes, presentation of research mid-reports and regular feedback from the supervisor. At the stage prior to defence, there is a mechanism which provides presentation of a dissertation thesis relevant to the standard.

The curriculum of PhD programs clearly presents the assessment system of scientific-research components (including colloquiums) of dissertation thesis and educational programs and prerequisites of presenting the dissertation thesis for public defence in front of the committee.

In 2011-2017, 101 dissertation theses were defended at ATSU.

PhD thesis defence index in 2011-2017
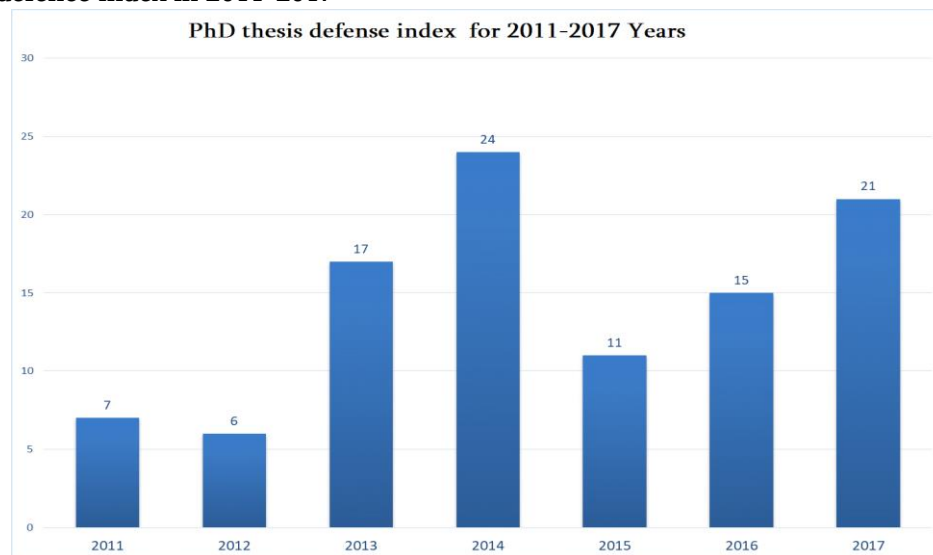
Further information about the dissertation theses from 2012 till present time is given on the University web-page: http://atsu.edu.ge/index.php?option=com_content&view=article&id=87&Itemid=304&lang=en

Evidences/indicators
- ATSU regulations (appendix 8);
- Resolution #1 of Akaki Tsereteli State University (5.09.2007), "about the definition of the main principles of managing Doctoral Studies at Akaki Tsereteli State University" (appendix 40);
- Research development policy (appendix 11);

- Scientific/creative activity of HEI academic and scientific personnel (appendix 18, appendix 25, appendix 37);
- Workload and function of academic and scientific personnel (appendix 30);
- Defended PhD theses
- http://atsu.edu.ge/index.php?option=com_content&view=article&id=87&Itemid=304&lang=en

6.2. Research support and internationalization

➢ HEI has an effective system in place for supporting research, development and creative activities.
➢ Attracting new staff and their involvement in research/arts-creative activities.
➢ University works on internationalization of research, development and creative activities.

Description and assessment

Scientific research and creative activities are carried out at the departments (within faculties) and scientific research units. Their work is based on the university research development policy.

Scientific-research and art-creative works at the university are performed in faculties (departments) and scientific-research units.

Establishment and functioning of scientific-research units of faculties is regulated by the ATSU Resolution # 102 (02.02.17) on Approval of the Project of Scientific-Research Unit at Faculty. Scientific-research units are financed from the Faculty budget and have their Charter.

Scientific-research and art-creative works are performed by the academic and invited staff in departments of faculties.

The financial support of the research is provided from different sources: the budget of the faculty; Funds allocated from various scientific funds for grant projects; NGO funds and funds of international organizations; University payroll budget, which provides funds for individual scientific research; studies conducted within the Master and Doctoral Programs.

A significant amount of scientific-research and artistic-creative works in the faculties of the University are funded by grant funding of the Rustaveli National Science Foundation. For example, in 2008-2017 in the field of engineering and technology the Foundation supported 23 scientific researches, engineering and technical faculty - got 5, agrarian faculty - 3, maritime transport faculty - 2. Projects were implemented with the support of ATSU by partial funding of projects, supporting the preparation of grant application (review, evaluation and handing it in), effective administration (among them financial), and helping in report presentations.

Scientific-research and art-creative activities in ATSU are performed by international scientific funding. In this regard there is a good practice in the field of environmental technologies of the Faculty of Engineering Technology, where, since 2011, studies have been financed by 3 international grants: 1. "Research on Seasonal municipal solid waste, waste recycling and Abluent Equipment in regard with ecological data. According to the National Scientific Foundation of the Swiss National Fund program "Scientific Cooperation between Eastern Europe and Switzerland SCOPES 2009-2012" 2. "Mining the European Anthroposphere - MINEA". COST-European cooperation in science and technology. With the support of the EU program Horizon 2020. 3. Exchange of Knowledge for the Cooperation of the Regional Cyclic Economy in the Field of Inter-Baltic Partnership - PECEC. Baltic Sea Cooperation, Swedish Institute.

Individual scientific-research and art-creative works of current academic and invited personnel at various faculties of the ATSU (Department) are supported by the University salary budget.

ATSU has regulations for the annual teaching/scientific workload for invited specialists, academic personnel, teachers and emeritus, (Decree of the Academic Board# 29 (17/18) of 5 December 2017 on "Approval of the Rules for determining, approving, recording, and implementing norms/standards of teaching and scientific-methodical workload for academic personnel, emeritus, teachers, contract specialists and specialist invited on hour rate basis). One of the components of the Workload Draft is

scientific-methodical work, including the following activities: writing, editing, publishing, reviewing monographs; Preparation, updating, editing, reviewing, translating a lecture course or textbooks; preparation and updating of educational programs; implementation of Joint Studies in methodics; preparing a syllabus ; preparing, publishing, translating, reviewing scientific articles; organizing and participating in scientific conferences; membership of scientific editorial board; preparing students for scientific conferences; supervising students scientific circle; submission and participation in scientific grant project; reviewing and assessing PhD thesis, membership of Faculty Doctoral Committee and other scientific activities.

The University facilitates academic and scientific personnel / scientific-research entities to conduct research and improve research infrastructure and provide consultation on legal issues, obtaining funding sources, preparing grant application with its evaluation and presentation. It facilitates effective administration of grants and helps in reporting process.

The university research activities are supported by the University Structural Units, PhD Department, Office of International Relations and Strategic Development.

The above-mentioned offices and services coordinate and support the University, its structural units and academic personnel within their competences:

- ✓ Attracting and implementing scientific research projects. The process is regulated by relevant documents;
- ✓ Identifying fundamental, applied and innovative scientific-research priorities at the university;
- ✓ Specifying the work of international and national scientific funds for the staff of the university, to familiarize them with the competition conditions and to organize the training on preparing grant application;
- ✓ Establishing relevant contacts in order to develop scientific research and implement innovative projects;
- ✓ Creating a unified informational database of scientific-research activities at university;
- ✓ In case of necessity identifying priorities of research in scientific-research directions and conducting consulting activities of general character in the field of scientific consultation by recognized scientists of this field;
- ✓ Preparation of memorandums, contracts and agreements;
- ✓ Coordinating activities in the field of international relations to help the management bodies and educational structural units of the university;
- ✓ Registration of scientific trips for the university staff and analysing results.

International Relations and Strategic Development Service supports mobility of academic personnel and doctoral students within the framework of international exchange programs; the service facilitates the establishment of links between foreign researchers and professors and specialists.

Akaki Tsereteli State University conducts joint research / artistic / creative project / activities with foreign partners. It is involved in EU scientific research programs, has institutional cooperation with international research / creative centers, and is involved in various international scientific / artistic and creative activities.

Faculty of Humanities has close links with various Georgian, European, American universities as well as universities from Eastern countries or scientific-research centers; various international scientific associations, communities or institutions; Departments of Cultural and Public Relations of different embassies in Georgia, which is confirmed by publications in international editions, including Google

Scholar and the Russian Bibliographic Database (РИНЦ) in Russian database (which is relevant to assessing the Russian scientific profile).

Professors of archeology and invited staff are actively involved in international projects that are funded by international organizations and research centers. (Archaeological research of the of Institute of Archaeology of Warsaw University in Kutaisi, Edinburgh University Expedition in Western Georgia, 2017, archaeological excavation of the Gali Monastery in Cyprus Republic, and various international expeditions on the territory of Georgia.

The following projects are implemented in the field of research of the Georgian language: the National Corps of the Georgian Language (Donor Organization - Volkswagen Foundation), Jewish Identity in Georgia at the Dawn of Globalization (Donor Organization - Volkswagen Foundation), Planning and Implementation of Language Policy in European Countries (donor organization - EU fund), Language policy in post-Soviet Latvia (donor organization-state Education Development Agency, Republic of Latvia), The speech of Georgian Jews in Israel (Donor-Shota Rustaveli National Science Foundation).

The following projects have been implemented in general linguistics: The impact of ongoing transformation processes on linguistic and ethnic identity: Urums and Pontolian Greeks in Georgia (Donor Organization-Volkswagen Foundation), the linguistic policy of Georgia and EU countries in the epoch of globalization (donor organization-EU fund).

To connect teaching and research and to promote joint researches by PhD students and academic staff an interdisciplinary course for MA students in philosophy and Georgian Literature - The Idea of Justice in Georgian Intellectual Area - is going to be formed. The course will be implemented by ATSU and Ilia State university academic staff and PhD students.

The German language department is actively involved in joint studies with the relevant department of the Friedrich Schiller Institute. Within the framework of this partnership, at the moment, academic personnel are working on the project "Dictionary of German-Georgian invariants. Grammatical and communicative aspects "(Vergleichendes deutsch-georgisches Wörterbuch der nicht flektierbaren Wörter.) Grammatische und kommunikative Aspekte" - Professor Peter Galman, Director of the German Institute of Linguistics).

An international travel grant in the field of French language has been awarded for the participation in International Conference at Paris-Sorbonne University "Expressing Consequences in Grammar" (donor organization - Shota Rustaveli National Science Foundation), Conference Grants were financed by AFELSH.

Completed and current grant projects in the Russian language are: MHRD-UGC e-PG Pathshala: Russian Studies Project (2016-2018) (Ministry of Education of India), Internship in Czech Republic: at Muracek University (Brno), at Karitas College (Olomouc), Radio Liberty (Prague);in other organizations (donor-organization - Visegrad and Czech Ministry of Foreign Affairs).

Five International Scientific-Technical Conferences were held at the Faculty of Engineering and Technology with the participation of scientists from Poland, Lithuania, Slovakia, and CIS countries: "Non-classical tasks of mechanics" (2012); "Energetics: Regional Problems and Development Perspectives" (2015,2016), III Georgian-Polish Conference "Transport Bridge Europe-Asia" "2017", "Agricultural and Transport Vehicles" (2017), International Scientific-Practical Internet Conference 'Problems of Regional Tourism and Development Perspectives" (2017).

In recent years the quality of internationalization of programs and joint research projects has increased. ATSU and Caspian State University of Technology and Engineering named after Sh. Yesenov (Aktau, Kazakhstan) has signed a Memorandum, which aims to conduct joint research in mechanical engineering and preparation of doctoral students in accordance with the current needs and actual problems of Kazakhstan. For this purpose, a Russian-language doctoral program was created, and doctoral students from Kazakhstan enrolled for this program, three of them defended doctoral thesis

in mechanical engineering and technology. Involvement of academic personnel from Silesian Technical University (Poland) is planned for further development and internationalization of the program.

In November 2017 a workshop on revolving energy was conducted by emeritus Professor Dr. Hemid Nezhad from Miniapolis University (Minnesota, USA). The workshop was organized by the Millenium Fund" Professional Education for the Development of Economics".

In the last ten years, 9 International grant projects have been implemented at the <u>Faculty of Exact and Natural Sciences</u>; academic staff of Mathematics Department collaborates with Brno University (Czech Republic); academic staff of the Faculty publishes scientific articles in high-profile international editions, including the journals with Impact Factor. International research in the field of theoretical physics is conducted jointly with foreign partners: Mikheil Ioffe, Alexander Andrianov, Vladimir Vereshagin, Ekaterina Kolevatova - St. Petersburg University, Russia; Francesco Canata - Bologna University, Italy; Luis Miguel Nieto, Javier Negro - University of Valladolid, Spain, Professor David Nishnianidze, Akaki Tsereteli State University; Professor David Nishnianidze's h-index = 12, RG score = 23,34; Citation - 675;

Academic staff of the Geography Department participates in international projects with the following partners : Austrian Development Agency. APPEAR Project No.1176;

The information Technology department has been holding the international Scientific practical conference "The Internet and the Society" (www.inso.ge) since 2001. In 2017 VIII International Conference "The Internet and the Society" was held.

The International Partner of<u> the Faculty of Maritime and Transport </u>is Rize Recap Tayyip Erdogan University. The project "Monitoring of sea water quality, sediment migration and hydrodynamic characteristics in the areas adjacent to Poti Port" was carried out within the framework of the international grant. Academic staff of the Faculty is actively involved in the work of international conferences and forums.

<u>Faculty of Business, Law and Social Sciences</u> has been actively pursuing research on economic and social problems of regional development since 2006 and has been conducting various scientific and practical conferences on the following issues: Local Budget and Transparency (2008); Globalization, World Crisis and South Caucasus (2009, held together with Kutaisi University); Regionalization, Modern Regional Economic and Social Processes (2010); Conference dedicated to the 80th anniversary of the University and 20th anniversary of the faculty (2013); Economic Policy and Business Process Management (with the Faculty of Business Engineering of Georgian Technical University, 2015-2017); Economic, Legal and Social Problems of Modern Development (2015, 2017).

The international partners of<u> the Faculty of Educational Studies are: </u>Masaryk University (Brno, Czech Republic); Kiev M. Dragomanov National Pedagogical University (Ukraine); International Non-Governmental Organization "Arbiter-Samariter-Undiad (ASB).

Academic staff of <u>the Agrarian Faculty</u> participates in 3 international projects: "Sustainable Tourism: Entrepreneurship in Rural Areas and Heritage. Cooperation between Georgia, Kyrgyzstan and Norway"; "Long-Term Trainings for Practicing Agronomist" - USAID / REAP; The project implemented by the Government of the Czech Republic and the state-funded NGO -PIN project "Increasing the quality of teaching at Akaki Tsereteli State University".

The university uses mechanisms to attract young specialists (undergraduates, graduates and postgraduates) interested in research which implies their involvement in scientific/creative activities by supporting their initiatives. Masters and doctoral students are involved in scientific research; graduate and doctoral students of ATSU are sent to attend various workshops and seminars within international research projects, the University supports participation of doctoral students in international conferences, participation in bachelor's, master's and doctoral level students' scientific

activities (summer school, seminars, conferences, congress). Students conduct their own qualification work on the basis of relevant scientific research units and departments, which enable them to be engaged in the research process and in the implementation of the university research agenda.

For example,

✓ In the spring semester, 1 staff / doctoral student and 1 tourism master program student conducted a one-month study in Norway, 1 MA student is to conduct research in Norway in the 2018 spring semester (1 month) to complete his/her master's thesis, in the 2017/18 academic year 1 student studied and successfully completed the autumn semester at University college of Southeast Norway; 4 students and 3 professors of tourism program participated in summer schools in Norway and Kyrgyzstan.

✓ 3 students of the Engineering-Technological Faculty within the framework of the project "Knowledge-Sharing in the Field of Inter-Baltic Partnership for Circular Economic Partnership - PECEC" funded by the Swedish Institute was conducted on November 15-23, 2017 in Latvia and Estonia.

✓ Within the framework of International Scientific Project SWC-ENV-IND, a doctoral student, G. Abuladze was sent to the Kaunas Technological University in Lithuania (2010) and Taras Shevchenko State University in Ukraine (2011) for training, and by 2012, within the framework of a grant, she had 1-month internship at the University of Paul Scherrer in Switzerland.

Strengthening the internationalization process within the framework of the ERASMUS + Program concerning credit mobility will increase the participation of young researchers and academic personnel in international mobility and other exchange research projects.

In order to attract and support the young staff into research, the university plans to improve the relevant base and system in order to maximally develop the involvement of Master and PhD students in research / creative work.

Future vision of ATSU in attracting and supporting younger staff research is focused on improving the quality of existing doctoral programs. In this regard, the University plans to optimize educational programs based on educational profiles developed by faculties in 2017. In this process, the University will be guided by the declared principle that is expressed by the development of more joint / complex (local and international) programs. The University plans to strengthen Doctoral Programs through Internationalization. Since 2012, ATSU invited Professor Gintaras Daanasci of Caunas University to co-facilitate the program "Environmental Engineering" PhD. The successful 5-year history of cooperation shows the need to use such practices in other doctoral programs, which will be considered in the process of Modernization of Doctoral Programs.

Evidences/indicators
- University Charter (appendix 8);
- Research development policy (appendix 11);
- Strategic Development Plan of Akaki Tsereteli University (appendix 1);
- Personal data of academic personnel (appendix 25);
- Project agreements with international and local donors (appendix 41);
- Ongoing implemented and planned researches at ATSU (appendix 37, (appendix 42);

6.3. Evaluation of Research Activities
➢ HEI has a system for evaluating and analysing the quality of research/creative- activities, and the productivity of scientific-research units and academic/scientific staff.

Description and assessment

Improvement of higher education and integration into the European educational space is largely dependent on the degree of scientific research, integration of learning and scientific research at all levels of higher education.

Problems existing at the university can be characterized in accordance with the main findings of the research "Support to improve the quality of Doctoral Studies in Georgia "held in 2014: "Problems derived from academic and financial resources, reflecting both the process and results, cannot be solved all at once, but some systematic steps should be taken in this direction. It is important that the academic society see the need for development, improvement of the situation and is ready for changes. Critical attitude towards its own space and its own work is a good basis for its own development."

The quality of   scientific research at the university, determines connection between teaching and scientific research, its involvement and place in the international scientific area, and strengthens opportunities for young generation.

Consequently, at the current stage, it is of upmost interest for ATSU to develop a long-term strategy for improving the quality of scientific research, based on thorough analysis of the experience of European universities in academic and scientific research assessment.

In 2015-2016 academic year, ATSU assessed its present state in the following way:

"Today, the university does not have   well-defined indicators and instruments to evaluate the quality of scientific research, hence, it is not possible to accurately determine the long-term strategy for the improvement of scientific research and to plan relevant activities for the development of sectoral directions."

Since then, the University has been working actively on the development of the system for quality assessment and analysis of research/creative work. In July 2016, a grant project - "Strategic Planning for the Improvement of Quality of Research in Regional Universities" was prepared and presented to the fund "Open Society Georgia".

The University believed that studying the current situation and searching for the ways of problem solving, discussing the plan and agreeing with the stakeholders, initiating a new cycle of assessment and enhancement would be an important step towards the improvement of the quality of the research. Accordingly, four main tasks were to be solved:

1. Identifying general indicators for quality assessment of scientific research;

2. Forming the information base reflecting the current scientific potential at ATSU;

3. Formulating the methodology for data analysis and assessment for the use of sectoral scientific direction evaluation;

4. Elaborating a long-term strategy for the improvement of research quality with regard to subject specifications.

The project was not financed by donors, but the implementation of the planned project activities began later with the university own forces and with the help of other organizations (CTC, PIN). The following project activities are worth mentioning:

Ø In 2017, the ATSU's renewed strategy was launched, with one of its priorities to improve the scientific-research work;

Ø A document   on assigning scientific-research units to faculties was introduced. (Resolution 102 (02.02.17); Activities of the faculty Scientific-Research Centers are evaluated according to the procedure described in the resolution.

Ø A document has been developed for the purpose of determining, approving, recording and completing the standards of the scientific-methodical workload of academic personnel, emeritus, teachers, and invited specialists (Decree # 29 (17/18) of the Academic Council of ATSU, 5 December 2017). The document determines the procedures of primary assessment of the individual workload of academic personnel, emeritus, teachers and invited specialists.

Ø In November-December 2017, the Marketing, Projects, and Events Management Service of ATSU conducted a study aimed at collecting information about "Job satisfaction and research engagement of ATSU academic staff".

https://goo.gl/forms/pArlECUVZScRmrPl1

268 respondents from nine faculties of the University participated in the survey. The university published a report on research outcomes. The results of the evaluation will be taken into consideration for further development of research / creative activities.

Ø In 2017, ATSU Quality Assurance Service developed the concept of quality assurance, based on three key policies. One of them is the research development policy which defines key principles of scientific research activities

Akaki Tsereteli State University's Research Activity Assessment System is one of the mechanisms of internal quality assurance of the university and includes the assessment of academic personnel and assessment of research activities of scientific-research centers.

Assessment instruments and procedures defined in the relevant rules and regulations are used while assessment. Data on research activities of academic personnel and scientific-research centers is updated on a regular basis and placed on the university website.

Using the assessment system of research quality enables to assess the quality of research activities as well as ATSU staff scientific productivity. The assessment takes place periodically and is based on qualitative and quantitative indicators.

The mechanism for assessing the research activities of the academic personnel imply the following criteria:

- information through reports;
- initial data resources: Web of Science/Book Citation Index; Scopus Scolar; Google Scholar; Clarivate Analytics;
- data and reports of LEPL Shota Rustaveli National Science Foundation;
- estimation by colleagues or some other independent researchers.

The faculty Quality Assurance Service analyses the data of the faculty reflecting it in certain reports later sending to the university Quality Assurance Service.

The following criteria (indicators described in research development policy document) are used to assess the quality of research activities and scientific productivity of the personnel:

- scientific article;
- grant projects;
- educational/creative projects;
- scientific conferences/symposiums (participating and/or organizing);
- published textbooks and monographs;
- copyright, patent, priority utility model;
- implementation/commercialization of scientific research activities;
- expertise/ consulting;
- integration of teaching and research.

An annual self-assessment report is defined as an evaluation tool for academic personnel. Faculty quality assurance service analyzes data collected on the basis of self-assessment and describes it in

relevant reports, which are submitted to the rector, to the Quality Assurance and Human Resource Management Offices of the university, and, if necessary, to all authorized persons or collegiate bodies.

The university Quality Assurance Service prepares a report on university scientific research activities and scientific productivity of the personnel based on data from the faculty Quality Assurance Services. The report is sent to:

- The Rector;
- University academic board;
- Human resource management service
- All authorized persons or collegiate bodies (if required).

Human resource management service coordinates sharing the best practice revealed through the results of the assessment of the university scientific research activities and scientific productivity of the personnel. The mechanism of assessment of research activities of academic personnel as well as scientific-research units implies operating results and making decisions on the basis of result analysis.

At the end of each year, the university submits a report on the current scientific-research issues.

The University Research Assessment System is a development-centered, continuous process and is based on the PDCA principle.

The research quality assessment procedure implies the elaboration of quality evaluation tools/indicators and their continuous enhancement as well as development of recommendations for the improvement of research quality.

The assessment system of academic personnel is at the planning stage with defined assessment procedures and tools.

Evidences/indicators

- Quality Assurance Concept and Research Development Police of Akaki Tsereteli State University (appendix 11);
- Academic personnel CV (appendix 25) ;
- Report on the research carried out(appendix 27, appendix 42);

Strengths

- Implements fundamental and / or applied research / creative activities contributing to the scientific, social, economic and cultural development at regional, national and / or international levels;
- Complex research /development /artistic-creative activities are presented and/or planned;
- Clearly formulated functions of a Doctoral student / Researcher;
- Public, transparent and fair procedures for evaluation and defence of the dissertation thesis;
- Public, transparent and fair procedures for research financing;
- Research development policy in correlation with the strategic plan.

Areas for improvement

- Assessment and effective reporting systems on research and creative activities;
- Promotion of joint research activities in cooperation with international partners;
- Academic and research personnel competencies (project proposals, foreign languages, submission of articles in refereed journals, research design) to integrate in the international scientific area;
- Effectiveness of the mechanisms of attracting young scientists and their career development;
- Master and Doctoral Programs with the co-supervision of foreign and local professors.

7. Material, information and financial resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1. Material resources
➢ The institution possesses or owns material resources (fixed and liquid assets) that are used for achieving goals stated in the Mission Statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.   ➢ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.   ➢ Health and safety of students and staff is protected within the institution.   ➢ HEI has adapted environment for people with special needs.

Description and assessment

According to the description of January 1, 2018, Akaki Tsereteli State University legitimately owns 22 buildings. 16 buildings are used to carry out the educational process, the others are applied for non-educational purposes: for the dormitory, sports facilities, clubs, warehouses, inventory placement, etc. The real estate is registered in the database of LEPL Public Registry and has relevant cadastral codes. In the schemes the study area and supporting area are separated from each other. The study area of the university consists of classrooms, scientific-research laboratories, conference halls, library areas (except the book fund), and professors' rooms. In order to improve the study area, the classrooms and foyers have been repaired and educational and research laboratories have been re-equipped in all the university buildings in accordance with the requirements of the faculties throughout the past six years. Some laboratories, purchased and re-equipped for the purpose of expense optimization, serve several faculties (e.g. the Chemistry Laboratory is applied by the faculties of Natural Sciences and Technological Engineering as well as the Medical Faculty). At this stage the number of rooms is sufficient for university students. The laboratory infrastructure used in the buildings is properly arranged, equipped with furniture and facilities necessary for studying. Considering the specifications of educational programs, educational and research laboratories are most often located in the buildings in accordance with the arrangement of the faculties.

The university has laboratories relevant to ongoing educational programs, among them natural sciences, geology, computer, clinical skills, pharmacy, pharmaceutical technologies, food technologies, leather-shoe, design, transport; the room for imitated trials, etc. Expeditions, practical classes and trainings are held for students in the research bases of the university (e.g. the village of Nosiri, Senaki Region) to enlarge the practical knowledge and develop additional skills. The university uses scientific-research and clinical laboratory-bases of partner organizations and documents of agreements have been signed with these partner organizations. The transportation means of the university ensure transportation of students and staff during business trips, expeditions, student recruitment activities, thus making the university more popular. According to the educational programs, the faculties have determined material resources available for each program. If required, the volume of additional resources is indicated to be considered while forming the coming year budget.

The laboratories are equipped with facilities and materials necessary for teaching and research. They are annually purchased and renewed in accordance with budgetary projects (statements)

submitted by the faculties considering their financial resources. The laboratory reactive materials are kept in a special store room under the responsibility of a lab assistant.

From 2012 to 2017 the dollar amount of lab equipment and research facilities purchased tripled.

2012-2017
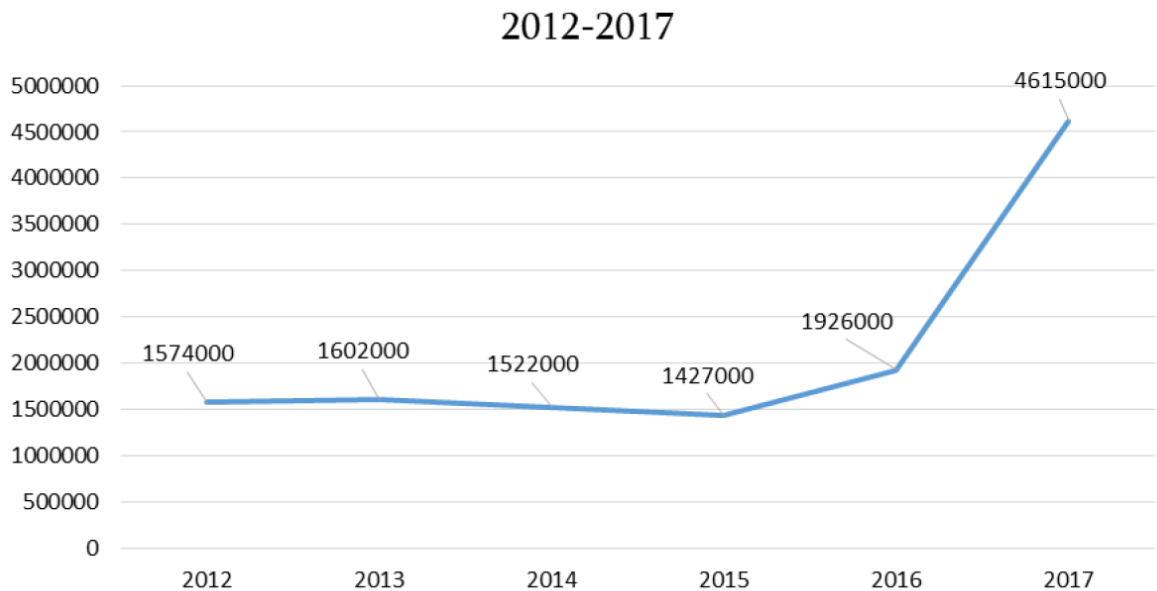
All the university buildings have a foyer, recreational areas, classrooms, sanitary units, scientific-research laboratories, conference halls, library, group work space, and administrative areas. Safety norms in laboratory areas are directly controlled by the department head/program supervisor and generally controlled by the department of material resource management.

The measures and actions taken by the university in this respect throughout the past six years correspond to the university mission, educational and research objectives and a planned number of students' enrollment. The university plans to equip and renew the classrooms and research labs in accordance with the strategic plan of the university for coming seven years to improve the quality and to increase the number of students in the future.

HEI offers the environment to implement educational activities: continuous power supply, sanitary units, natural light possibilities, and central heating system.

All buildings and facilities of Akaki Tsereteli State University are provided with power supplies. In order to develop a continuous power system, the construction of the relevant power system was considered while building a new library in 2017. The mentioned system began functioning in 2018 and fully meets the standards of the university building in 59, Queen Tamar St. Besides, the institution owns diesel generators which, if needed, are used for other buildings.

Every building has its sanitary units. Special water reservoirs supply water closets that are ventilated through the joint system of heating and ventilation. The university has worked out a special system of purchasing that ensures quick repairing of damaged equipments (flushing system, door lock, taps, etc.)

In all buildings the rooms have natural as well as artificial lighting. Electricity supply system fixed years ago cannot meet the increased demands for electricity (increased in the number of electrical facilities and computer techniques). For this purpose, throughout the past 6 years, new electrical wires and underwriter's knots were installed during the repairs of the internal

perimeters and rooms of the buildings, which at this stage makes it possible to provide artificial lighting in the rooms.

The central heating system is installed in I, II, III, IV, V, VII, X, XI, XIII, XV, XVIII, XIX and XXII buildings of the university. Throughout the past 6 years the central heating system was gradually installed in six buildings, including four buildings in 2017. At present the central heating has not been installed only in VIII, IX, XIV and XX buildings. Currently the laboratories in these buildings are heated through conditioners and electric furnaces. Certain classes are conducted in the buildings with central heating.

Considering the activities carried out throughout the past 6 years the university rooms are provided with natural as well as artificial lighting. Taking into account the capacity and conduction of the university, it is important to regularly renew and repair the sanitary units. For this purpose, the sanitary units of II, III and IV buildings and the dormitory were repaired at the beginning of 2018. Throughout the next 3 years some outdated water closets are planned to be renewed and repaired. In order to completely ensure and regulate continuous power supply, a relevant system in 98, Akhalgazrdoba Street is going to function within the framework of the club rehabilitation plan and the mentioned problem is supposed to be solved. Continuous power supply is going to be installed in other buildings and the central heating system rehabilitation is planned in the other four buildings within the next 5 years.

The university protects safety and health of the students and personnel.

The university has developed and the Representative Board has approved the mechanisms of firefighting safety, medical aid and discipline. To ensure fire safety, throughout the past 5 years all the buildings have been equipped with fire-fighting stands with detailed instructions of their application. Evacuation plans approved by the competent body are displayed. Fire-fighting stands are re-equipped and fire extinguishers are recharged annually. Every building has evacuation exits. In most buildings at least one of the doors is not made of iron. For the purpose of ensuring security and proper training, we conducted a simulation of evacuation in October 2017 by involving the Emergency Management Service of the city. Students as well as staff participated in the simulation and gained the experience of managing the emergency situations. In the nearest future such events are planned to be held annually in other university buildings.

In order to ensure the first aid, the university has qualified medical staff. The university has well-equipped first aid medical rooms. In 2016-1017, the physician's office located in Queen Tamar Street and Youth Street was fully arranged (renewed) and is constantly supplied with cold and hot water. Specific equipment was purchased based on their needs. The staff of the medical rooms provide the first aid and call the ambulance if necessary. The annual budget and purchasing plan of the university involve the expenditure for medicines and equipment. For the purpose of purchasing medicines, the administration annually reviews the report submitted by the medical staff on materials spent during the previous year (period). The report provides information on the most requested medicines and equipment. For instance, according to the report of 2017, most frequently requested drugs were Captopril, Corvalol, Vamelan and Noshpa, and the equipment - the blood pressure gauge. Naturally, at the beginning of 2018, the report submitted by the responsible person of the physician's office included an increased demand for relevant medicines and equipment for the purpose of purchasing. The new requirement was considered during the purchasing process. The purchased goods will be given to the physician's office for further use based on the existing regulation.

Discipline is ensured in the whole campus. The university buildings are located in Kutaisi at seven different locations, in Poti and the village of Nosiri in Senaki Region. Taking into account the size and the functions of the land and buildings the security service is provided by the

university security staff as well as the non-departmental security service. In the buildings located in #59, Queen Tamar Street and #21, T. Tabidze Street the security service is provided by a service company. In December of each year we carry out the purchasing procedure for receiving the relevant service. Purchasing conditions as well as the subsequent contract specify the terms for a service company. This is an integral part of the contract signed with a service company.

In other buildings of the university discipline is ensured by the security staff employed under the agreement by the department of material resource management. The security staff are informed about their duties and they sign the agreement with the university to occupy the position. All university buildings and adjacent territories are protected all around 24-hours.

To maintain order, the university has installed surveillance cameras on the internal and external perimeters of the buildings. For the first time in 2012 the video control system was installed at the administrative building of the university. The system included several surveillance cameras. In the following years we were gradually purchasing the equipment. It was not until 2017 that a new video control system (worth approximately 51 000 GEL) was installed in five locations of the university, with at least four surveillance cameras in each one. The equipment purchased during this period exceeds the capacities of the previously available equipment with its power and volume. This year we plan to install a video control system at Poti faculty, to add cameras to the current systems of other buildings and to extend the coverage area.

The university has an adapted environment for people with special needs.

In order to create an adaptive environment, a number of activities have been planned and carried out. Since 2012 special attention has been paid to the environment adaptation process. By 2011 the university adapted environment met the requirements by about 5%, but today the standard requirements are satisfied by 90%.

The Dynamics of Improvement of Adaptive Environment
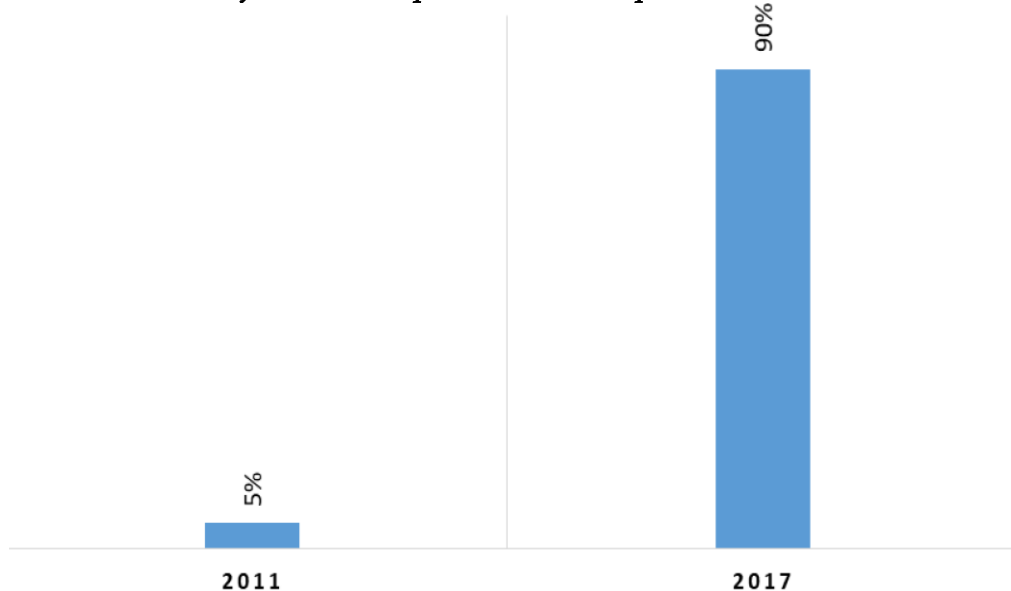
In order to meet the general standard of an adapted environment, the university has developed and implemented a plan throughout the past five years in accordance with the specifics of the PWSN in the following order:
- providing ramps for PWSN;
- providing water closets for PWSN;
- providing elevators for PWSN;

As a result of the above mentioned activities, the following services have become available to the PWSN in the university:
- access to the classrooms;
- access to the laboratories considering their educational needs;
- access to the computer classrooms;
- access to the student services;
- access to the library;
- access to the administration and relevant services.

In the university buildings, namely in I, II, III, IV, V, VII, VIII, IX, XI, XIII, XVIII, XIX, XX buildings and the library building there are ramps, which provide access to the ground floor areas. In 2017 elevators were installed in II building and library buildings, which provides access to any service on any floor. From any university building it is possible to have access to the administration, chancellery, library, classrooms, computer classrooms, student services, financial services, student self-governance, sanitary units, physician's room and parking lots. Adapted sanitary units are located on the ground floors of IV, VII, VIII, IX, XI, XVIII, XIX, XIX, XX buildings and library buildings; physician's rooms are located on the ground floors of III, VII, XIX, XX buildings and first of XIII and XVIII buildings.

By the beginning of 2018 the university meets minimum needs for the services of people with special needs. The learning process for students with special needs is planned (at various locations) allowing them to use the adapted environment.

Since 2017 the university has been purchasing transport means for students with special needs.

The university has a plan for further arrangement and development of the adapted environment for students with special needs, which includes building additional elevators and sanitary units within the period of 5 years.

Evidences/indicators
- Tangible/intangible property (appendix 43, appendix 44);
- Internal design drawings (appendix 67);
- ATSU budget (appendix 57);
- ATSU strategic plan ((appendix 1);
- Reports by the head of ATSU administration (appendix 5)

7.2. Library resources

> ➢ Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Description and assessment

The Scientific Library of Akaki Tsereteli State University was founded in 1933 by academician Giorgi Akhvlediani and is currently one of the richest libraries in Georgia.

Collections of libraries of Muskhelishvili and Sokhumi subtropical universities are united in the Foundation as Akaki Tsereteli State University Library. The development of the library and the funds spent on books has been significantly increased in recent years.

Books (purchased)

Year	Value
2012	72620
2013	89118,3
2014	87731
2015	102096
2016	146537
2017	189016

Periodical Editions (purchased)

Year	Value
2012	18174
2013	28072
2014	30750
2015	27872
2016	28083
2017	29995

Books (donation)

Year	Value
2012	1506
2013	2059
2014	3771
2015	2890
2016	4437
2017	3560
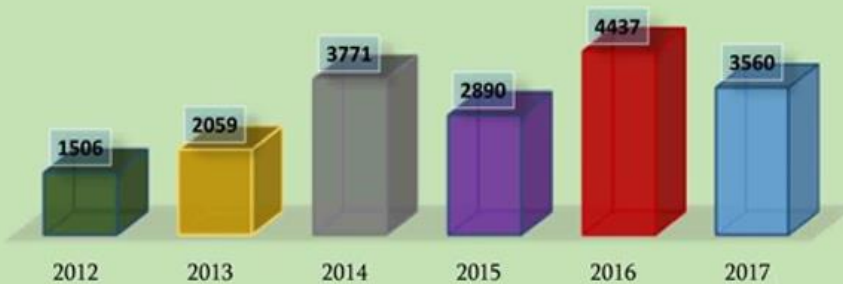
Periodical Editions (donation)

2012	2013	2014	2015	2016	2017
2341	2344	2354	814	961	804
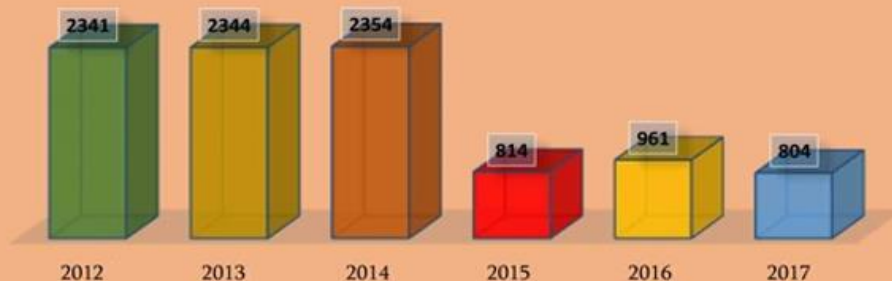
In diagrams 2012-14 rate of donation is higher, because unceasing process of journal donation in library of the university in 2001-2014 years (JDP- Journal Donation Project), in which program the library was giving 5 types of journals.

The university library has 11 reading halls with 292 places:
- Reading Hall (90 places) - I corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (10 places) - II corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (40 places) - II- B corps, Kutaisi, 59, Tamar Mepe Str.
- Reading Hall (10 places) - III corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (10 places) - III corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (10 places) - III corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (15 places) - III corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (35 places) - IV corps, Kutaisi, 59, Tamar Mepe str.
- Reading Hall (30 places) - VII corps, Kutaisi, 98, Akhalgazrdoba Avenue
- Reading Hall (20 places) - XIII Corps, Kutaisi, 24, Akhalgazrdoba Avenue 2nd Lane
- Reading Hall (16 places) - XVIII Corps, Kutaisi, 21 A, Chavchavadze str.
- Reading Hall (21 places) - XIX Corps, Kutaisi, 53Shervashidze Str.
- Reading Hall (5 places) - XX Corps, Poti,11, 9 April str.

In 2017, significant investments were made in improving and upgrading the infrastructure of the Akaki Tsereteli State University Library. A new library building was built, where apart from the administrative rooms of the Library there are 3 reading halls (one of which is used as a conference room), free zones, group and individual work rooms. Library depository is equipped with modern anti-fire protection system (automatic fires burning system, new technology gas NOVEC 1230).
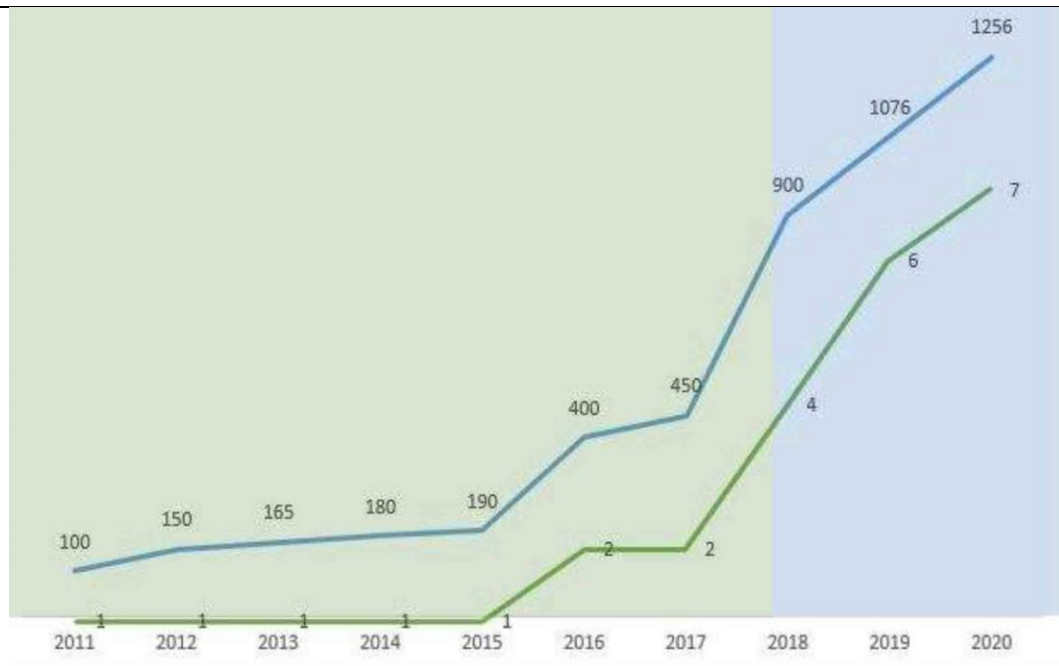
In 2018 four new reading halls are going to be opened:
- Reading Hall (50 places) - VII corps, Kutaisi, 98Akhalgazrdoba Avenue
- Reading Hall (30 places) - XI corps, Kutaisi, 98, Akhalgazrdoba Avenue
- Reading Hall (30 places) - XXII corps, Kutaisi,18, Tabidze Str.
- Reading Hall (30 places) - XXII corps, Kutaisi, 18, Tabidze Str.

The university library works six days a week (Monday-Saturday 9.00 a.m. - 19.00 p.m.), but after the new library starts functioning working hours will change according to the needs of readers (the library worked on Monday - Saturday from10:00 a.m.- to 17 p.m.).

Library readers / customers have the opportunity to use both card and electronic catalogs (search for the desired library materials from distance).

Three types of card catalogs are presented in the library: alphabetical, systematic and subject.

Since 2011, the Electronic Catalog http://atsu.library.ac.ge has been functioning and it is an integrating library system (ILS-Integrated Library System) and comprises the following functions:

- Resource listing / inventory
- Web Catalogue (OPAC-Online Public Access Catalog)
- Circulation
- Reporting
- Synchronize with other analogs.

The e-catalog comprises Gutenberg library, which is one of the oldest and biggest libraries in the world (fully digitized) enabling our readers / consumers to find books using one window principle. Electronic catalog is based on MARC21 standards. There are 38600 units, but it is expected to increase the quantity data caused by the growth of human resources.

From 2018, launching of the circular function is planned, which implies the control of the library units, their withdrawal and return and current status (unit is engaged, available, is being processed, etc.). Besides, the function enables to add or delete readers and some other procedures.

The university library has an ample book fund and a diversity of electronic resources.

- **book fund (printed)**

The books in the library fund now covers about 1000000 units and is being enriched with purchased and presented library materials. The library book fund corresponds with the literature used by different Educational Programs.

> ➢ **Electronic resources and the library**

In addition to the printed versions, the library has electronic resources such as e-books, audio books, audio-video lectures and study materials, periodical editions and etc. The electronic library of Akaki Tsereteli State University (http://library.atsu.edu.ge) includes diversity of electronic literature. It can be accessed from the university library and from other locations. Today the library contains 760 e-books, and 1012 readers / users have been registered (e-Library has been functioning since April 2017).

> ➢ **Electronic databases**

The Akaki Tsereteli State University Library provides access to diverse electronic resources combining thousands of scientific journals and books. Currently, all electronic databases are available only from the university computer network, but in the future, we plan to make electronic resources available for readers / customers. The library offers the bases use training for readers (only in 357 trainings: academic sponsorship 400, student - 2000, doctorate - 100, another interested person - 500).

- **The library subscription**

The library provides all interested readers / customers with inter-library services that use temporary collections from other libraries that are not available in our library.

- **Ordering electronic books in the reading room**

The reader can order e-book in the desired reading hall. Nowadays, only two reading rooms (I Corps and IV Corps) are available, but we'll be able to host all the halls in 2018. Akaki Tsereteli State University takes care of the improvement and development of library services. To this end, it permanently produces surveys and surveys. In November 2017 a survey was conducted on the satisfaction and involvement of academic personnel of academic personnel, and in December "the study of ATSU engagement and satisfaction."

What are the services university has offered to you and you have used already or are using? (Indicate all the appropriate answers)
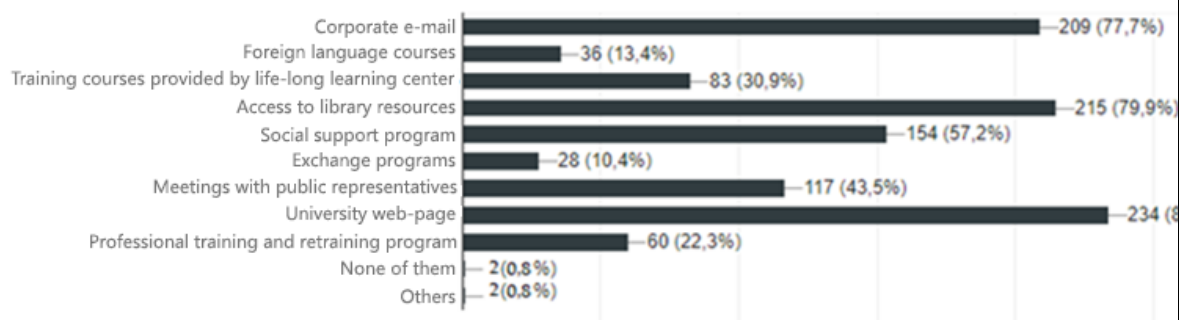
79.9% of respondents have access to library resources

Akaki Tsereteli State University takes care of the improvement and development of library services. To this end, it permanently produces surveys. In November and December 2017, a survey was conducted on the satisfaction and involvement of academic personnel and "the study of ATSU engagement and satisfaction".

Surveyed students about library and reading halls

■ Series 1

33,8%

29,8%

23,0%

12,2%

1,2%
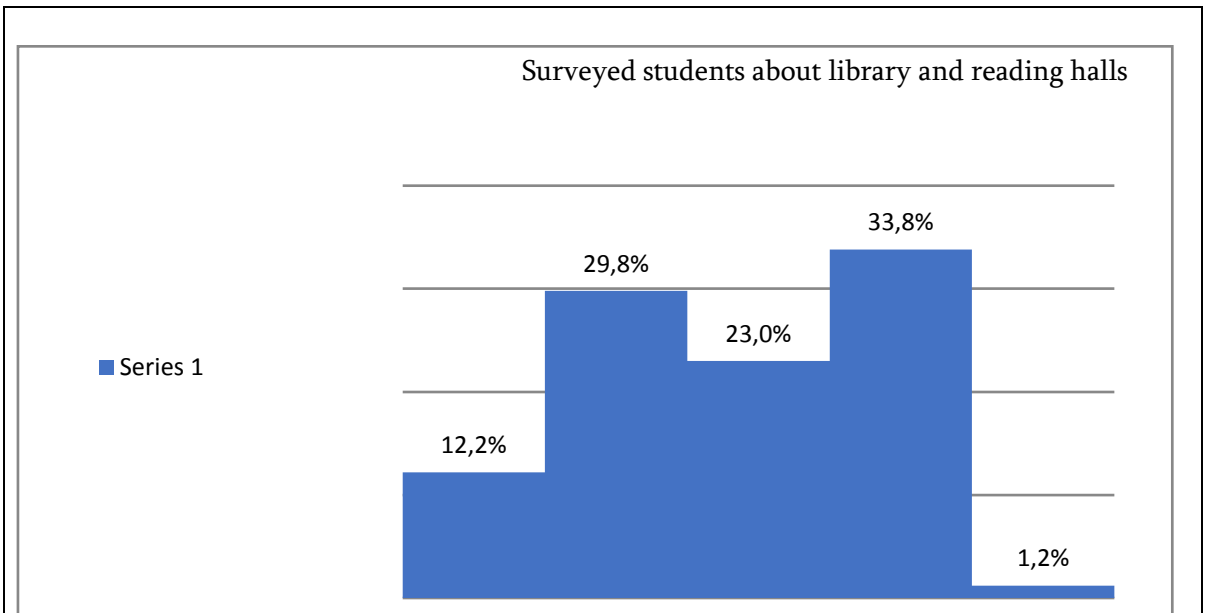
Library and reading halls activity

How would you assess ATSU infrastucture?

■ 5 ■ 4 ■ 3 ■ 2 ■ 1

Library

12,2% 31,0% 32,40% 12,2%

Reading Hall

19,0% 29,8% 25,60% 12,0%
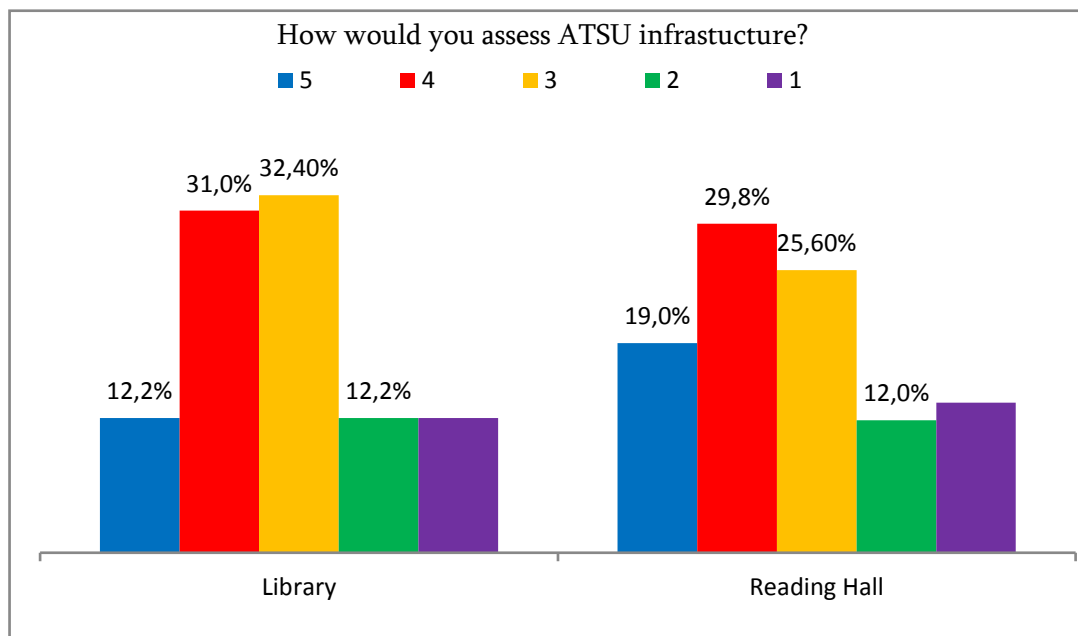
Evidences/indicators
- the library regulations (appendix 7);
- the library rules (appendix 52);
- Library website
- http://atsu.edu.ge/index.php?option=com_sppagebuilder&view=page&id=27&lang=en
- University web-site http://atsu.edu.ge
- The library reading hall with appropriate equipment
- E- library http://library.atsu.edu.ge
- E-catalogue http://atsu.library.ac.ge
- E-databases
- http://atsu.edu.ge/index.php?option=com_sppagebuilder&view=page&id=28&lang=en
- Inventory books (appendix 48);

7.3. Information Resources

- ➢ HEI has created infrastructure for information technologies and its administration and accessibility are ensured.
- ➢ Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place.
- ➢ HEI has a functional web-page in Georgian and English languages.

Description and assessment

In addition to increasing demand for information technologies, the University Information Technology Infrastructure is being increased/expanded/altered. This is an uninterrupted process that requires continuous observation and working in the study mode.

By 2011 the university infrastructures included up to 500 units of computer equipment, and today it has been increased to 900.

Dynamics of computer hardware procurement 2011-2017

	2011	2012	2013	2014	2015	2016	2017
Computer	24	70	60	0	157	130	115
Notebook	3	2	0	47	1	0	40
Printer	16	25	17	12	33	24	20
Projector	10	10	15	11	25	20	20
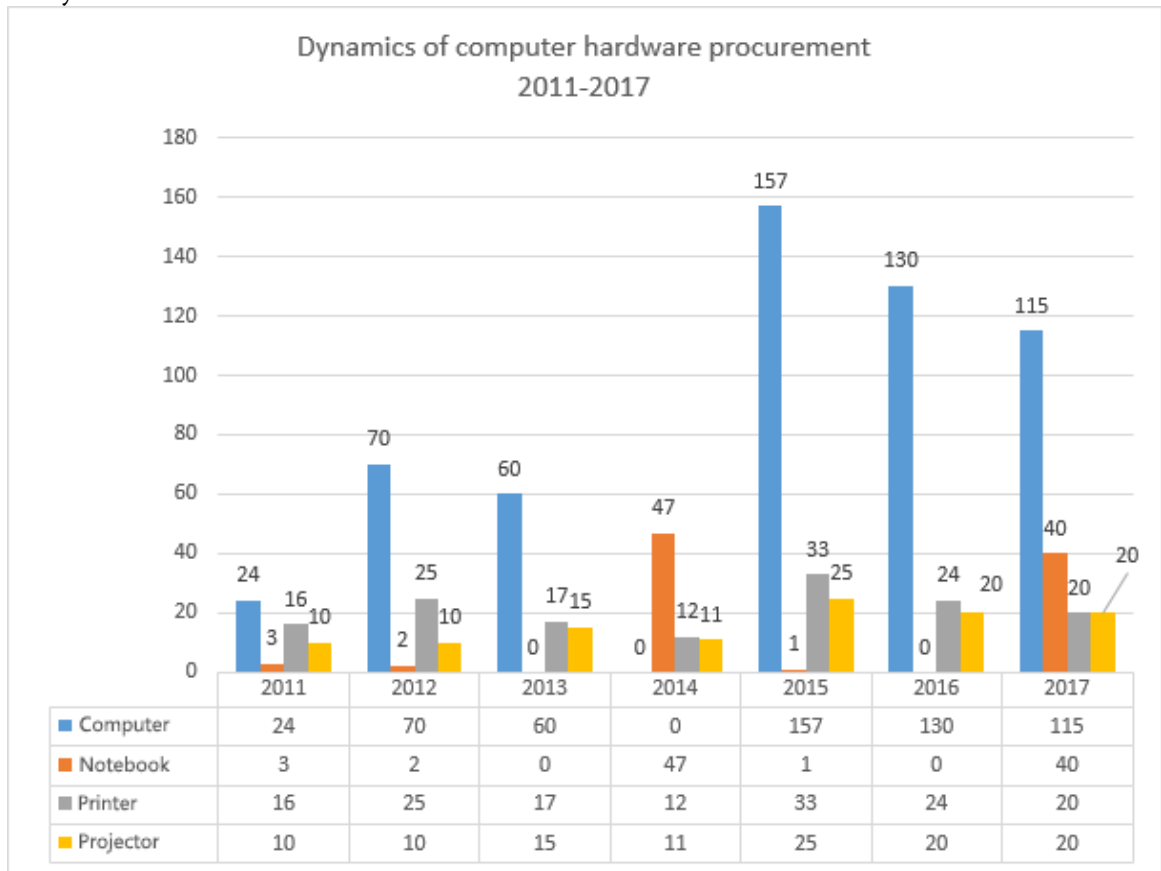
Based on the applications made by consumers, the state of computer hardware is studied and in accordance with the need, damaged systems are repaired or replacement with new ones (If a university employee detects technical disorder: he/she applies in writing to the Information Technology Support Service, the essence of disorder must be clearly and specifically defined in the application. The IT service is responsible for studying the cause of disorder and taking measures to eliminate it, in particular: in case of technical error, they find relevant key details and eradicate damage if it is possible through the existing resources at the university, and in case of software failure, repairs are done).

The university has an international network of general standards (Router -> Firewall -> Local Network of Star Topology) and cable network is covering the entire territory of the university (due to territorial arrangement, the network is divided into 5 independent parts. At the same

time, the university buildings on Tamar Mepe Str. and Youth Avenue are connected to each other and create one local network).

Network infrastructure is periodically optimized/renewed. This can be caused by the development of technologies and ongoing structural changes at the university. In the current year, Information Technology Support Service has renewed 6 key distribution points with higher conductivity devices (100 MB knots were replaced with 1000 MB ones); by the end of 2020, all major distribution points should have been replaced considering the territorial arrangement.

The percentage rate of coverage of wireless network throughout the university territory is low (20% of reading halls and administrative building), coverage area is scheduled to gradually increase and by 2020 wireless network will cover at least 50% of the university territory.

By 2011 the university e-mail service was provided by 2 servers, now already 5 physical (9-virtual) servers serve to provide the services implemented at the university, which at the present stage is going to fully meet the university needs.

The domain system is working. The operating system and antivirus bases update are centrally implemented.

Since 2012 the university computer park software has been operating on the basis of Microsoft's licensed software packages;

With the increase in demand for information technology, Internet traffic increased. At present, the university is served by two internet providers which have won state tender. From both of them the Internet is delivered via an optical fiber channel, namely:

By the current agreement since January 1, 2018, Internet speed on the central server (59 Tamar Mepe Str.) is estimated at 50 MB/sec on the global channel and 1000 MB/sec for local channel (provider company "Silknet"). Buildings at the following addresses are provided with 100 MB/sec packages: Kutaisi, T. Tabidze Str. №18, Youth Ave. #98, Youth Ave. 2nd lane, №24, Chavchavadze Ave. №21, Shervashidze Str. №53, Poti 9 April Alley №11(provider company "New Networks" Ltd);

In accordance with the Data Recovery Policy, the Information Technology Support Service periodically creates a backup copy and takes backup copies of servers (BackUp) and keeps them in the repository (All reserve copies are kept in a specially designed work space);

The university is on the Internet with the help of the so called guard – Firewall, the management, use and configuration of which is determined by the use policy of the protective screen;

All the computers are equipped with the (Install) antivirus software installed by the Information Technology Support Service. Antivirus bases are upgraded centrally (from the server).

Computer hardware is connected to the Internet with 24/7 mode in staff rooms as well as library reading halls and computer classes;

At the same time, during a working day there is an Internet Lab "Free Attendance" (50 computers, 59 Tamar Mepe Street #59), where any student/staff member can work with a computer.

In 2018, it is planned to create a similar space at Youth Ave. #98.

➢ In 2012, a e-learning portal on the Moodle platform was launched at the university, which has gradually experienced changes depending on the needs of the system development and the university. In the process of implementation, the university was actively cooperating with Georgian as well as foreign universities in terms of sharing experience (at present, the university e-learning portal operates on the platform (moodle.atsu.edu.ge) of Moodle 3.3.2+(Build: 20170928). The portal is physically located in the local university network and serves all the faculties (providing students with materials and conducting the examination process - testing);
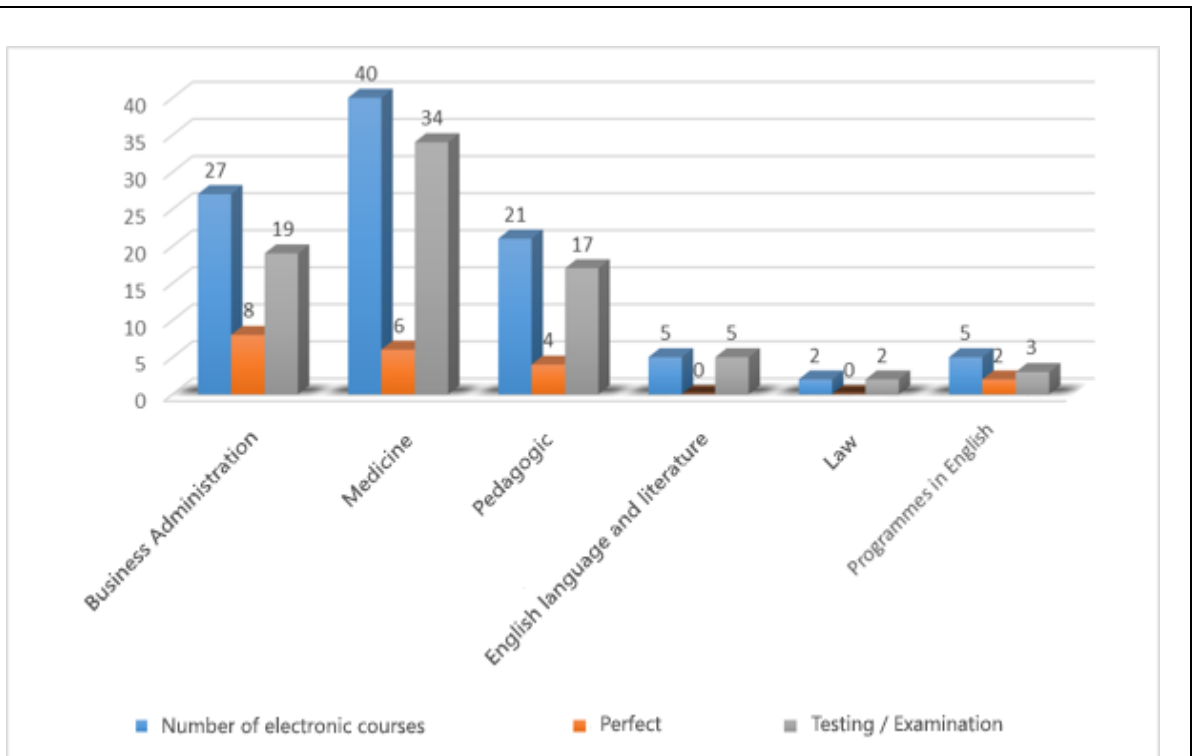
There are 129 courses registered in the system, the number of registered users is more than 8000, and 18834 records are included in the questions database.

Up to 100 courses are used for the learning directions (see diagram), the number of thoroughly prepared courses so far is not more than 20% (mainly used for exam tests).

➢ Since 2016 the e-Dean system has been operating in the pilot mode (created within the scientific grant funded by the university), I and II courses are currently registered in the system.

➢Since the 2010-2011 academic year, the examination sector has been operated by a special program created by the IT Service. The teachers are given a form for exam issues/tests (Ms Word file). The filled form is sent to the examination sector via corporate email (procedurally regulated by the rector, order # 01-04 / 79 17.10.2017). The program provides the formation of exam tickets from the sent material through random numbers generator. The process of encryption/decryption of students' works is carried out with the help of a special program, the so-called barcodes.

➢In 2016, the IT Service worked on the Deans' working forms and recorded a special micro-program that allows for students to be sent results of exam sessions individually via corporate mail. Changes in the programs are carried out step by step in accordance with the needs of the service personnel and university).

➢ Since 2013, the university corporate mail services have been housed on Microsoft servers and operate with atsu.edu.ge domain. At present, the number of registered users in the corporate mail has exceeded 17,000 (employees, students, graduates). See the activity of the last 6 months in the diagram.
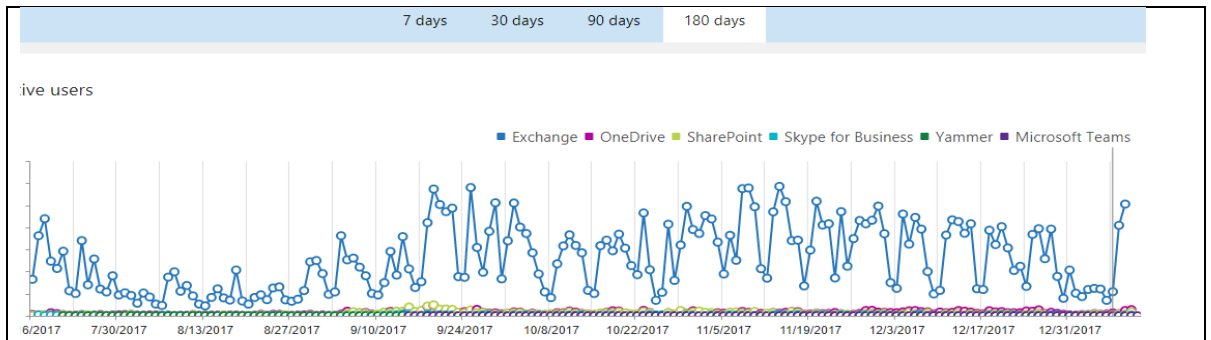
At the same time, students are allowed to use the accompanying services, in particular:

- ✓ Calendar - Entering your own agenda, indicating dates of planned events. The service allows to send the customer a prior notice / reminder;
- ✓ Working with groups - Users can create their own small groups and communicate with this group;
- ✓ One Drive - Discus space provided by cloud technologies within 50 GB;
- ✓ "Online" access to office programs;
- ✓ Organization of survey forms, etc.

Each student is free to write off the office programs package and put it on 5 different devices. For the last 6 months, 836 users have benefited from this service;
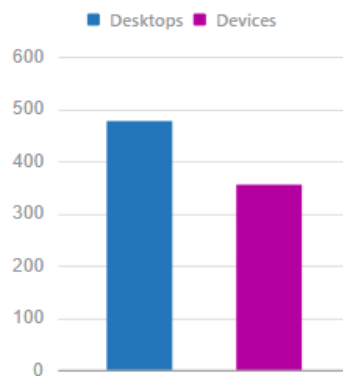
➢Since 2015 the university has been involved in the electronic system of document turnover, eflow.emis.ge;

➢Normative acts base codex (Administration, Finance, Material Resources, Legal Service, Department of Law) is activated at specific work places;

➢Electronic Catalog (http://atsu.library.ac.ge/eg/opac/home);

➢Internal University Electronic Library (http://library.atsu.edu.ge/lms/);

➢Accounting program (info-accounting).

The development of electronic services / systems is based on the need of the university activities, in accordance with the requirements and initiatives of the various structural units of the

university (setting a task, drawing up an action plan, searching/purchasing/creating and installing necessary hardware and/or software tools, and retraining personnel if necessary).

In order to maintain the continuity of university activities, by the Information Technology Support Service several units of equipment and certain spare parts are pre-purchased and reserved for storage. In case of damage for the purpose of a quick exchange (ensures restoration of function in reasonable terms);

The Internet delivery is organized by two different providers (an alternate provider operating since May 2017), which ensures mutual recourse of resources and distribution of load if necessary. At this stage the Internet can be distributed among the buildings located at Tamar Mepe #59 and Youth Avenue (covering 11 out of the existing 14 study buildings);

The university servers are served by 4 units of energy-saving devices, ensuring the functioning of the servers 35 min. away, this time is quite enough to deliver the power supply with the help of the generators specifically purchased for this purpose.

Continuous power supply (generator) is also provided for relevant structural units (IT Support Service, Financial Division, Learning Process Management Service, Quality Assurance Service, Chancellery, Administration);

Evidences/indicators
- Regulations on information technology assurance service (appendix 7);
- Mechanisms for continuous business ((appendix 10);
- Annual reports an HEI activities (appendix 5);
- ATSU official web page;
- Documents approving domain and hosting (appendix 54);

7.4. Financial resources

- Allocation of financial resources described in the budget of HEI is economically achievable.
- Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans.
- HEI financial resources are focused on effective implementation of core activities of the institution.
- HEI budget provides funding for scientific research and library functioning and development.
- HEI has an effective system of accountability, financial management and control.

Description and assessment

The budget of Akaki Tsereteli State University is a financial document created through high engagement of university structural units. The financial resources described in the budget of the institution are economically achievable. The main sources of funding for the university are as follows:

- Fee for educational programs;
- Grants from national and international foundations;
- Budgetary funding (including state scholarships);
- Other allowable revenue received from economic activity.

The main source of funding for the university is the revenue from the fee for Bachelor, Master, PHD and vocational educational programs, the amount of which has been growing annually since 2011.

Revenue

Year	Value
2017	22273008
2016	20149866
2015	18413301
2014	17468096
2013	16602767
2012	14637332
2011	13105053

(horizontal axis: 0, 5750000, 11500000, 17250000, 23000000, 28750000)
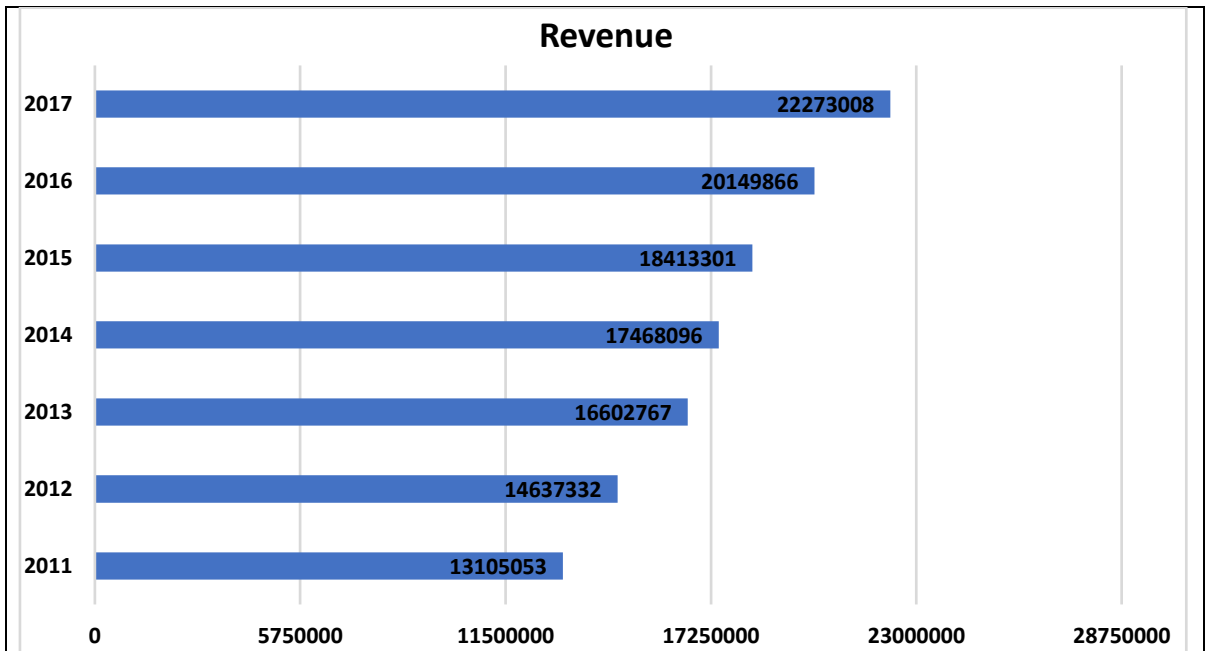
The amount of revenue received from other sources of budget funding grows annually. There is a steady increase in the amount of funding for scientific research and development from foundations and the revenue received from the economic activity, which includes centres and certificate programs of the university, ATSU press, FabLab services, leasehold, interest of free funds on deposits and other types of revenue allowed by the legislation.

Revenue Received from Economic Activity

Year	Value
2017	681950
2016	455000
2015	450000
2014	420800
2013	312600
2012	300000
2011	246700

(horizontal axis: 0, 175000, 350000, 525000, 700000, 875000)
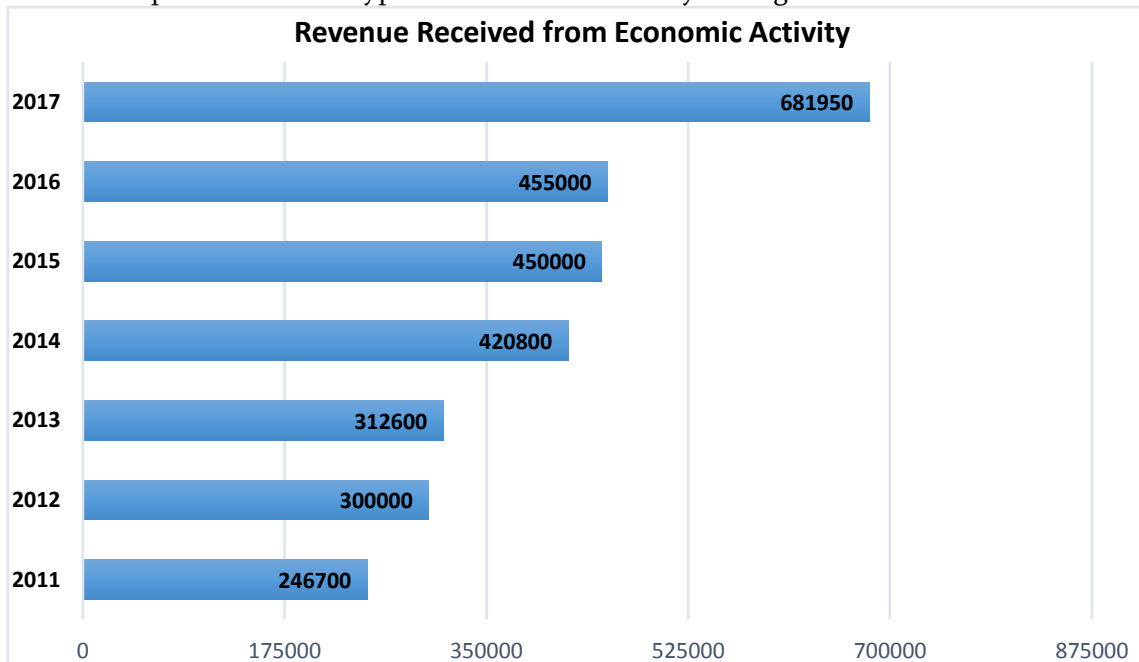
As for the budgetary funding, its amount varies according to different years. However, it should be noted that the budgetary financing of 2017 has been of the largest amount throughout the past7 years (equity financing of the Library Building). The growth of all types of revenue ultimately leads to an annual increase in the revenue portion of the university budget. As a result of dynamic growth of the revenues, the revenue portion of the 2018 budget increased almost twice as much as the same parameter of the 2011 budget.

The revenue portion of the university budget plan includes all the possible revenues which the university may receive throughout the year. The fact that the budgetary year does not coincide

with the academic year (period) creates difficulties in the planning process. Consequently, the revenue received from the fees is planned, taking account of the places allocated for programs for the next academic year. Mostly, the number of places allocated for programs and number of enrolled students is sufficient to finance the program. In case the number of enrolled students is smaller than the allocated places, the program is financed within the framework of the revenue received from the economic activity to ensure reasonable implementation of the program. The revenues received from diversified sources of funding (the revenue received from the economic activity is most important) provide opportunities to calculate and manage risks adequately and efficiently. Let's consider the case of the relation between the revenues received from the fees described in the initial and corrected plans of the 2017 budget. The amount of fees for the educational programs totaled 19371334 GEL in the planned budget and 19081792 GEL - in the corrected plan. The difference between the initial and corrected plans totaled 289542 GEL. In the same budget the amount of the allowed revenue received from the economic activity totaled 681950 GEL. This revenue made it possible to balance the deficit caused by the fact that the number of enrolled students was smaller than it had been determined in the fee-related section of the initial and corrected plans.

Dynamics of Growth of Revenue Portion

Year	Value
2011	13105053
2012	14637332
2013	16602767
2014	17468096
2015	18413301
2016	20149866
2017	22273008
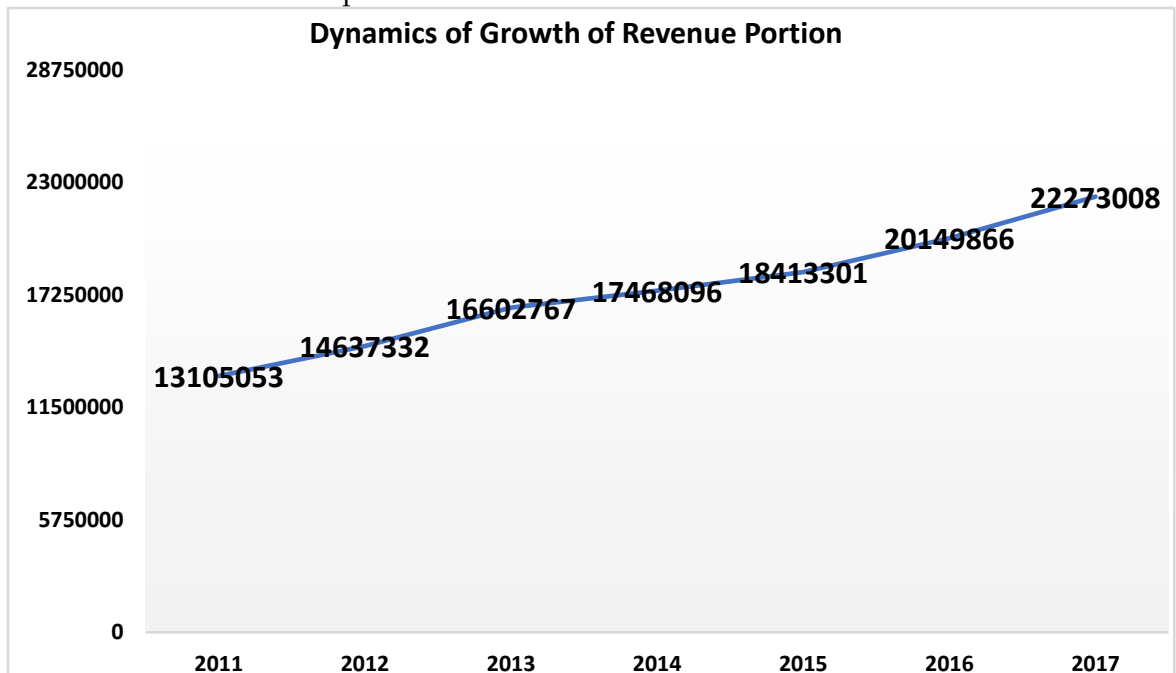
The analysis of the budgetary revenues of recent years shows that the existence of the diversified sources of funding allows risk management and effective distribution of finances. This is confirmed by the fact that throughout the past 7 years the deficit between the initial and corrected plans of revenue has not exceeded 5-7%, and the budget of each year increases by a minimum of 5-10%. Naturally, this is not an achievable maximum of the financial resources. The university continues to search for diversified sources of funding and attempts to maximize the use of human or material resources for commercialization of its capabilities.

Financial standing of HEI is stable and increasing, and ensures performance of activities described in strategic development and action plans.

In the formation of the 2018 budget, for the purpose of performing the aforementioned activities, structural units were provided with a form of budget statement, which involved the presentation of general and project information of the project. General information was presented about which priority of ATSU strategic development plan the project corresponded to and which outcome (sub-outcome) of the strategic development plan and strategic development plan of the

faculty it was oriented to. The provided information was analyzed and transferred to the expenditure portion of the university budget in accordance with the requirements of the articles of the economic classifier after which the spending procedures started. Interestingly, the budgetary projects presented by the structural units are focused on the activities described in strategic development and action plans and constitute the process oriented to the outcome of the expenditure portion of the budget, which ultimately contributes to the fulfillment of the university mission.

The process of expenditure planning is carried out in parallel with the process of ATSU budgetary revenue planning. During the process of expenditure planning it is important to first consider the funding of all the necessary expenditures undertaken by the university as an economic subject in accordance with the country's legislation and normative acts approved by the authorized bodies of the university. The aforementioned expenditures include: paying taxes and fees; the pay-related liabilities based on the staff schedule and contracts, scholarships, funds of insurance premiums, etc.

In order to ensure rational and effective spending of free funds during the budget planning, throughout the past 5 years, in accordance with the projects (budgetary statements) presented by the faculties, the expenditure limit for these projects has been defined within the framework of the overall budget. The expenditure limit is the right to decide to spend the funds allocated for the faculty within the framework of the overall budget, based on the needs of the faculty, pursuant to the document of annual priorities. The amount of the expenditure limit totaled 200,000 GEL in 2013, whereas it increased up to 1 000 000 GEL by 2017. The Representative Board of the university approves the document of budgetary priorities as well as the amount of the expenditure limit. This year, presenting and considering the project proposals of the faculties in the expenditure portion of the budget, in accordance with the priorities of ATSU strategic development plan and strategic development plan of the faculty, is an optimal decision for the effective implementation of the aforementioned plans under the conditions of limited financial resources.

The share of administrative expenses in the overall budget is no more than 7-9 %. It includes both pay-related and material expenses.

ATSU financial resources ensure sustainable and further development of learning and teaching, research, creative activities, human resources and infrastructure. For the purpose of achieving and realizing the goals mentioned above, based on the information provided by the main educational structural units of the university, the Representative Board approved the budgetary priorities of Akaki Tsereteli State University for 2018:

№	Priority
1	Scientific-research activities (including internal grants, scientific trips and conferences, internationalization)
2	Increasing the qualification of the personnel (including foreign language teaching), training, organizing various courses
3	Renewal and improvement of the material-technical base (laboratory facilities, techniques , equipment, materials, etc.)

4	Implementation of infrastructural projects (current and capital repairs, construction, etc.)
5	Purchasing educational and scientific literature, printing supporting and methodical literature, preparing electronic versions, etc.
6	Supporting various faculty initiatives (funding scholarships, encouraging the staff, supporting student initiatives, etc.)

These priorities are updated annually and are compatible with annual needs.

The amount of expenditure as well as revenues is increasing annually in accordance with the budget growth. The amount of revenue equaled the amount of expenditure in the university budget plan from 2011 to 2016. Accordingly, the amount of fund remains is unchanged at the beginning and at the end of the year. Throughout these years' certain savings in the expenditure part of the budget (for the purpose of risks assurance and depositing certain funds) made the 2017 budget defined. Last year was different in the reality of the university as a financial institution since the amount of expenses exceeded the amount of revenue. At the end of 2017 there was the need for saving financial resources and applying them in terms of risk management. As a result of the increase in the amount of program funding, until reception of the aforementioned funds (late December) it was necessary to have a financial resource which would cover the pay-related and supplier liabilities over the last two months. In November we ensured the relevant funds at the expense of deposit infringement and in December - at the expense of the received funds. It should also be noted that reception of funds through the aforementioned model of program funding was very costly to the university (the amount of interest on the deposit totaled 180,000 GEL).It is better to develop a monthly model for receiving funds to ensure risks assurance and save financial resources.

The 2018 budget is defined like the2017 budget, considering the existing needs and financial capabilities. Finally, the dynamics of expenditures over the past seven years is as follows:

Expenditure

Year	Amount
2017	22966500
2016	20149866
2015	18413301
2014	17468096
2013	16602767
2012	14637332
2011	13105053

(Horizontal axis: 0, 5750000, 11500000, 17250000, 23000000, 28750000)
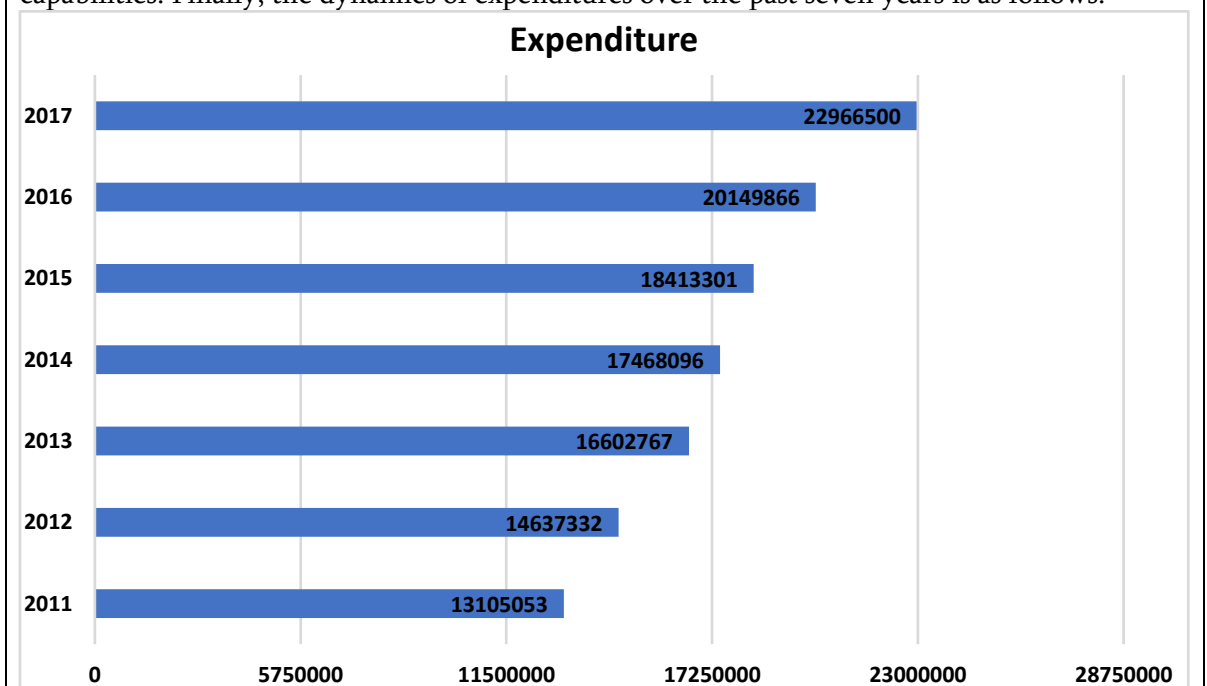
The ATSU budget includes financing the development of scientific research and library. The Library Building was built in 2017 for improvement and development of library capabilities. The cost of the building totalled 2183650 GEL. There is an annual increase in the number of financial resources allocated for purchasing books, electrical bases or services. The diagrams and digital data about the aforementioned facts are indicated in one of the sections of this standard dealing with library description.

For the purpose of continuous implementation of the scientific research of the institution the budget envisages a financial resource equally available to everybody. Projects corresponding to the first and second priorities are especially important among the budget projects (applications) presented by the faculties pursuant to the document of university budgetary priorities of 2018 (and previous years). Naturally, the projects corresponding to the first and second priorities have been reflected in the relevant articles of the university budget and the spending process has started this year. Typically, the faculties review and present the budgetary projects through the prism of the priorities mentioned above based on the board decisions. Proceeding from their needs and scientific profile the faculties decide which priority-based project to present in a specific year in a rational way. In previous years the university funded internal grants. At this stage, having considered the existing legislation and the scientific profile, the faculties create and finance the scientific-research unit; award grants; cover conference costs of the academic and scientific personnel, the costs of a publication in international journals; finance PHD students, their research, etc. Over the past seven years, the expenditure in scientific research constitutes approximately 7-10% of the plan of the university budget, and approximately one third of the expenditure in addition to the cost of remuneration and infrastructural projects.

Akaki Tsereteli State University has an effective system of accountability, financial management and control.

In order to implement and control the planned budget, the university has introduced a financial management system which allows effective management of the financial resources of the university. The relevant offices of the university control the budget implementation in compliance with the budgetary legislation and regulations existing in the university. In order to receive planned revenue, based on an analysis of quarterly information, the office of financial and material resource management in agreement with the head of the administration carries out administrative activities, such as providing information for the faculty about student debts in order to take legal measures; managing receivable accounts for the purpose of carrying out inventory of requirements and liabilities in accordance with the legislation; applying (if necessary) to foundations for funds envisaged by the budget of the project, etc.

On the basis of the analysis of the expenditure documents, the office identifies the correspondence between the expenditures and the articles of the economic classifier of the planned budget. Afterwards it highlights the amount of the expenditure in the expenditure portion of the budget in accordance with the sources of funding and relevant categories of expenditure. At the end of each quarter, before the submission of a financial report, for the purpose of regular control of planned and actual revenues as well as planned and actual expenditure, the head of the administration together with the office of financial and material resource management analyzes the actual state of the budget and plans measures to be taken in the next quarter, considering the current process of implementation. We can review two cases. The first one deals with revenues, whereas the second one is linked to expenditure. 1) While analyzing the information about the revenues of the third quarter of 2017, it was revealed that the amount of receivable accounts was increased within the framework of the revenue received from the economic activity (especially on part of lessees). For the purpose of taking

administrative measures, the order of inventory of the requirements and liabilities was issued and relevant procedures were carried out. 2) An analysis of implementation of the budget of the second quarter of 2017 revealed that, in terms of spending non-financial assets, large-scale activities were started during the quarter. The payment procedure shall be carried out during the third quarter in accordance with the terms of the contract. It was planned to focus on transfer of other types of large expenditures to the fourth quarter and to orient the main financial resource (the amount of salary, scholarship, taxes, and fees is not implied) to construction and repair works in the third quarter.

At the end of each calendar year the head of administration presents the corrected budget and report on the conducted financial activities at the meeting of the Board of Representatives (the Academic Board and deans of faculties are invited to this meeting). At the same meeting the faculty deans listen to the report on the activities carried out within the expenditure limit. Finally, the budget is reflected in financial reports, which are sent to the authorities within the determined rule and time. The financial reports are reviewed by the State Audit Office within the overall revision of the Ministry of Education and Science. The institution creates additional documentation if necessary in this respect.

The system which operates in the area of financial management and control has been developed recently. At this stage the system is introduced and tested in practice. In the future it has been planned to develop the document for assessment of the function of the actually implemented system of financial management and control and to take account of relevant recommendations.

Evidences/indicators
- ATSU budget (appendix 57);
- Grants from national and international funds (appendix 42, appendix 37);
- Annual reports by the head of ATSU administration (appendix 5)

Strengths
- Information technology infrastructure is created and its administration and availability are provided;
- Electronic management systems are introduced and there are mechanisms to support its permanent development;
- The layout of the shelves ensures the effective management of the educational and administrative process;
- Fire protection, medical care and order protection mechanisms;
- Environment, resources and services in the library facilitate effective implementation of research activities and continuously cares about its development.
- The financial resources provided by the ATSU budget are economically viable;
- Financial resources are adequate and sufficient to ensure that the activities in strategic development and action plans are implemented effectively;
- There is an effective system of accountability, financial management, and control in the Higher Educational Institution.

Areas for improvement
- Continuous Business plan;
- Electronic services and management electronic system;
- The web-site of the Higher Educational Institution in Georgian and English languages in accordance with modern standards;
- Central heating system in all buildings;
- Library resources and services;
- Material-technical resources in accordance with modern standards.

Part III: Annexes

The information, that should be included in self-evaluation report in form of text, graphical visualization and attached document[9];	Annex
Mission and strategic development of HEI	
☒ Mission of HEI	**Annex 1**
☒ The strategic development plan (7 years) and action plan (3 years)	**Annex 1**
☒ The methodology of strategic planning	**Annex 2**
☐ The implemented and planned activities for contribution in development of society	**Annex 3**
☒ The monitoring mechanisms of strategic development and action plan implementation	**Annex 4**
☒ Annual reports of HEI (considering the action plan)	**Annex 5**
Organizational structure and management of HEI	
☒ The structure of HEI	**Annex 6**
☒ Functions of structural unities of the HEI	**Annex 7** **Annex 28**
☒ Procedures for election/appointment of staff at management bodies of HEI	**Annex 8**
☐ Procedures of correspondence of HEI	**Annex 9**
☒ Business continuity plan	**Annex 10**
☒ Evaluation and monitoring mechanism for efficiency of management	**Annex 11**
☒ Internalization policy	**Annex 12**
☐ The international cooperation and internationalization mechanisms and evaluation of their efficiency	**Annex 12**
☐ Mechanisms for attracting international students and staff (if applicable)	**Annex 12**
☐ The survey results of staff and students regarding international cooperation and internationalization	**Annex 13**
☒ Description of quality assurance mechanisms and assessment of their efficiency	**Annex 11**
☒ The analysis of survey results (e.g. student, staff surveys, etc.) and relevant reports	**Annex 13**
☒ Procedure for using the results of quality assurance and relevant reports	**Annex 11** **Annex 5**
☒ The mechanism, methodology and benchmarks for planning student body	**Annex 14**
☐ Rules of ethics and conduct and procedures of responding on their violations;	**Annex 15**
☐ Mechanisms for detection and prevention of plagiarism and procedures of responding on plagiarism cases	**Annex 16**
☐ Internal regulations of the HEI	**Annex 17**
Educational Programmes	
☒ Methodology of planning, developing and improving educational programmes	**Annex 11**
☒ Educational programmes and syllabi[10];	**Annex 18**
☐ The demand of labor market and employers	**Annex 19**
☐ Analysis of the survey results of students, alumni, employers in order to develop educational programmes and report on using the results	**Annex 19** **Annex 20**
☐ Alumni tracer study regarding their career (including employment rate by their qualification) and academic development	**Annex 20**
☐ The monitoring results of students' academic performance	**Annex 21**
☐ Procedures approval, amendment and cancellation of programmes	**Annex 11**

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[9] **Note:** Along with the self-assessment report it is compulsory to present the documents selected with sign - ☒ in English;

[10] It is compulsory to present only brief description of educational programmes, structure, aims, study results and study plan in English;

☐ Mechanisms of ensuring provision of education for students' in case of amending/canceling the educational programme	**Annex 68**
☒ Rules of planning, implementing and evaluating scientific-research component	**Annex 11**
☐ Academic calendar	**Annex 22**
☐ Methodology of elaborating individual curriculum	**Annex 23**
Staff of the HEI	
☒ The staff management policy, relevant regulations (including mechanisms for attracting, selecting, recruiting and professional development of staff) and result of their implementation	**Annex 24**
☒ Private files of staff[11]	**Annex 25**
☐ Distribution of academic and scientific staff by age and sex	**Annex 26**
☐ Competition documentation of academic staff (competition announcement, selection and/or hiring statement)	**Annex 27**
☒ The results of evaluation staff performance and their satisfaction survey and its use for staff management and development	**Annex 13**
☐ Job descriptions and staff qualification requirements	**Annex 28**
☐ Samples of contracts signed with staff	**Annex 29**
☒ Workload of academic/scientific/invited staff and individual workload rate of academic staff (considering the workload of staff in other HEI)	**Annex 30**
☒ Affiliation rules and terms of academic staff	**Annex 31**
☐ Methodology for defining the number of academic, scientific and invited staff by programmes	**Annex 61**
Students and their support services	
☒ The samples of contracts signed between HEI and student	**Annex 32**
☐ Mechanism to protect student rights and legislative interests	**Annex 33**
☐ Student's career support services	**Annex 33**
☒ Alumni tracer studies regarding their career (including employment with received qualification) and academic development	**Annex 20**
☐ Implemented and planned student initiatives/projects	**Annex 34**
☐ Supporting instruments for vulnerable students and its results	**Annex 35**
Research, development and/or other creative work	
☒ The scientific/creative/performing activities of academic and scientific staff of HEI	**Annex 25**
☐ Memorandums of cooperation with economic agents and planned, ongoing and implemented research projects	**Annex 36**
☒ In case of university, the strategy for developing the fundamental and/or applied research/performative activities	**Annex 1**
☐ Brief descriptions of ongoing and planned scientific-research/creative projects	**Annex 37**
☐ The students survey results regarding efficiency of supervising doctoral research and report on using the results	**Annex 60**
☐ List of abstracts of Doctoral thesis's during last 5 years and Master thesis's during last 2 years presented by faculties	**Annex 38**
☒ In case of university the list of abstracts of doctoral dissertations defended during last 2 years and in case of teaching university the list of defended Master thesis's abstracts during last 2 years	**Annex 39**
☒ Regulations for assessing and defensing the doctoral thesis	**Annex 40**
☐ Public, transparent and fair procedures of funding research activities	**SER Annex 5**
☐ Support mechanisms for research and creative activities	**Annex 11**
☐ Strategy of attraction and inclusion of young new employees in scientific/creative activities of HEI	**Annex 1**

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[11] Updated CV of staff and document confirming their qualification should be presented, and it is compulsory to present only **CV** of staff in English

☐ The students' survey results regarding their participation in scientific/creative activities and relevant supporting initiatives	**Annex 13** **Annex 60**
☐ Joint research/creative activities and cooperation with international partners	**Annex 41**
☒ Quality assurance mechanism for research/creative activities and evaluation results	**Annex 11**
☒ System of evaluation of scientific productivity of staff	**Annex 30**
☒ Reports on implemented research activities by faculties/departments (taking into consideration the affiliation of academic staff)	**Annex 42**
Material, information and financial resources	
☐ Documentation confirming possession of real estate, extraction from public registry	**Annex 43**
☐ Documents certifying possession of current assets/ inventory records; Contract signed with practical/scientific-research institution	**Annex 44**
☒ The survey results of staff and students regarding material resources	**Annex 13**
☐ Document certifying orderly operation of heating and ventilation systems, and timeframe for their validity	**Annex 45**
☐ Document certifying compliance with sanitary norms	**SER**
☐ Fire prevention and safety, first aid, and order mechanisms	**Annex 47**
☐ Reports on on building and fire safety	**SER**
☐ Documentation certifying possession of books/inventory records	**Annex 48**
☐ Documents certifying involvement in international electronic scientific library databases;	**Annex 49**
☐ Statistics for use of electronic library databases	**Annex 50**
☒ Mechanisms of developing library resources and services and their renewal	**Annex 51**
☐ Rules and instructions of using library, organized meetings, consultations and other events;	**Annex 52**
☒ The students survey results regarding existing library resources, environment and service	**Annex 13**
☒ IT management policy and procedures, IT infrastructure	**Annex 53**
☐ Contract with an internet provider	**Annex 54**
☐ Information regarding electronic management system;	**SER**
☐ Mechanism of development electronic management system	**Annex 55**
☐ Certifying document regarding possessing domain and hosting	**Annex 54**
☐ Sources of funding	**Annex 56**
☒ HEI budget	**Annex 57**
☒ Dynamics of funding during last 5 years	**Annex 56**
financial reports for current/previous reporting periods	**Annex 58**
☐ Regulation for the distribution of responsibilities, delegation, and accountability	**SER,** **Annex 7** **Annex 1**
☐ Document on implementation of financial management and control system	**Annex 59**
Documents indicated in the box of evidence / indicators by the ATSU	
Conducted meetings and review protocols	**Annex 62**
Developing Skills Projects, Memoranda of Cooperation with Imereti Schools	**Annex 63**
Decree of the Rector on the creation of an internal assessment commission for the management of the faculty management efficiency	**Annex 64**
Protocols of the ATSU Quality Assurance Service Meetings	**Annex 65**
Reports of the Language Center	**Annex 66**
Internal measuring drawings	**Annex 67**
A Guide for Assessment Methods and Criteria, ATSU 2017	**Annex 69**
Report of the project "Development of Social, Philosophy and Cultural Science Development in ATSU"	**Annex 70**

Annex 1. The list of higher education programmes by faculties

1.1. The education programmes for Self-evaluation report

#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision [12]	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
ფაკულტეტის დასახელება: ჰუმანიტარულ მეცნიერებათა ფაკულტეტი										
1	Georgian Language and Literature	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№44, 23.09.2011.	ATSU, I block	12	27	52
2	English Language and Literature	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№42; 23.09.2011	ATSU, III block	41	63	71
3	German Language and Literature	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№38; 23.09.2011	ATSU, III block	16	42	45
4	French Language and Literature	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№45; 23.09.2011	ATSU, III block	9	59	63
5	Russian Language and Literature	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№43; 23.09.2011	ATSU, III block	26	59	64
6	Oriental Philology (modules: Arabic philology, Turkish philology, Persian philology)	Georgian	Bachelor of Humanitarian Sciences in Philology	240	Accredited	№51; 23.09.2011	ATSU, III block	13	34	42

[12] In case the accreditation is given by other institution than National Center for Educational Quality Enhancement, please, indicate the name of the institution;

*Note: HEI may present employment rate instead of programmes by field. In this case it relevant note should be made..

**Note: To present data by faculties/departments/schools create copies of the tables;

7	Archaeology	Georgian	Bachelor of Humanitarian Sciences in Archaeology	240	Accredited	№46, 23.09.2011.	ATSU, I block	9	32	43
8	History	Georgian	Bachelor of Humanitarian Sciences in History	240	Accredited	№48, 23.09.2011.	ATSU, I block	12	43	61
9	Philosophy	Georgian	Bachelor of Humanitarian Sciences in Philosophy	240	Accredited	№47; 23.09.2011	ATSU, I block	2	21	30
10	Georgian Literature	Georgian	Master of Humanities in History of Georgian Literature	120	Accredited	№85; 19.04.2012	ATSU, I block	31	56	65
11	Kartvelian Linguistics	Georgian	Master Science of Humanities in Georgian Linguistics	120	Accredited	№87; 19.04.2012	ATSU, I block	38	41	59
12	French Language and Literature	Georgian	Master of Humanities in French Philology	120	Accredited	№91; 19.04.2012	ATSU, III block	0	50	71
13	English Language and Literature	Georgian	Master of Humanities in English Philology	120	Accredited	№89; 19.04.2012	ATSU, III block	100	100	100

14	Linguistics	Georgian	Master of Humanities in Linguistic	120	Accredited	№99; 19.04.2012	ATSU, III block	33	45	62
15	Georgian History	Georgian	Master of Georgian History	120	Accredited	№103; 19.04.2012	ATSU, I block	27	45	70
16	Archaeology and Ancient Civilizations	Georgian	Master of Humanities in Archeology	120	Accredited	№105; 19.04.2012	ATSU, I block	5	15	31
17	German Language and Literature	Georgian	Master of Humanities in German Philology	120	Accredited	№90; 19.04.2012	ATSU, III block	12	71	83
18	European and American Modern History	Georgian	Master of History in the new and recent history of Europe and America	120	Accredited	№100; 19.04.2012	ATSU, I block	15	40	59
19	Oriental Philology (Arabic, Turkish, Persian)	Georgian	1. MasterofOriental Philology. 2. Master of Turkish Philology 3. Master of Persian philology	120	Accredited	№93; 19.04.2012	ATSU, III block	19	21	29
20	Theory of Art	Georgian	Master of Humanities in Art History and Theory	120	Accredited	№95; 19.04.2012	ATSU, I block	9	11	49
21	American Studies	Georgian	Master of American Studies	120	Accredited	№96; 19.04.2012	ATSU, III block	35	42	53

22	European Studies	Georgian	Master in European Studies	120	Accredited	№21; 25.02.2015	ATSU, III block	42	0	100
23	Russian Language and Literature	Georgian	Master of Humanities in Russian Philology	120	Accredited	№92; 19.04.2012	ATSU, III block	50	62	73
24	Classical Philology	Georgian	Master of Classical Philology	120	Accredited	№34; 28.06.2016	ATSU, III block	33	-	-
25	Phylosophy – Religious Studies	Georgian	Master of Philosophy	120	Accredited	№126; 29.08.2016	ATSU, I block	29	-	-
26	Westerneuropean and American Literature	Georgian	Doctor of Philosophy in Philology	180	Accredited	№97; 19.04.2012	ATSU, III block	100	100	100
27.	Educational program in Georgian language	Georgian	-	60	Accredited	#346, 7.09.2012	ATSU, III block	-	-	100
Faculty Name: Faculty of Business, Law and Social Sciences										
28.	Business Administration	Georgian	Bachelor of Business Administration	240	Accredited	№116 17.10.2011 წ	ATSU, Kutaisi	12	36	62
29.	Economics	Georgian	Bachelor of Economics	240	Accredited	№119 17.10.2011	ATSU, Kutaisi	10	24	51
30.	Law	Georgian	Bachelor of Law	240	Accredited	№17 16.09.2011	ATSU, Kutaisi	27	71	82
31.	Social Sciences	Georgian	Bachelor of Social Sciences	240	Accredited	N 118 17.10.2011	ATSU, Kutaisi	14	21	49

32.	Business Administration	Georgian	Master of Business Administration	120	Accredited	№75 19.04.2012 .	ATSU, Kutaisi	84	82	91
33.	Criminal Law	Georgian	Master in Criminal Law	120	Accredited	№63 06.04.2012	ATSU, Kutaisi	92	95	100
34.	Public law	Georgian	Master of Public Law	120	Accredited	№626 6.04.2012	ATSU, Kutaisi	89	92	96
35.	Public Administration	Georgian	Master in Public Administration	120	Accredited	№61 06.04.2012	ATSU, Kutaisi	52	37	82
36.	Economics	Georgian	Master in Economics	120	Accredited	№ 249, 26.07.2012	ATSU, Kutaisi	54	28	88
37.	Journalism	Georgian	Master of Social Sciences in Journalism	120	Accredited	№79 19.04.2012	ATSU, Kutaisi	100	100	100
38.	Leadership and Management in Higher Education Curriculum	English	Master of Education Management	120	Accredited	№136, 08.10.2013	ATSU, Kutaisi	93	43	100
Faculty Name : Faculty of Exect and Natural Sciences										
39.	Mathematics	Georgian	Bachelor of Mathematics	240	Accredited	66, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	10	34	48
40.	Computer Science	Georgian	Bachelor of Informatics	240	Accredited	49, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	20	30	35
41.	Physics	Georgian	Bachelor of Natural Sciences in Physics	240	Accredited	67, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	12	67	67
42.	Biology	Georgian	Bachelor of Natural Sciences in Biology	240	Accredited	39, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	16	16	29
43.	Ecology	Georgian	Bachelor of Ecology	240	Accredited	50, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	6	0	40
44.	Geography	Georgian	Bachelor of Natural Sciences in Geography	240	Accredited	40, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	16	19	38
45.	Chemistry	Georgian	Bachelor of Natural	240	Accredited	32, 16/09/2011	Kutaisi , Tamar Mepe str, № 59	16	50	50

No.	Program	Language	Qualification	ECTS	Status	Decision	Address			
			Sciences in Chemistry							
46.	Applied Biosciences (Biotechnology)	Georgian	Bachelor of Applied Biosciences	240	Accredited	41, 23/09/2011	Kutaisi , Tamar Mepe str, № 59	33	43	57
47.	Mathematics	Georgian	Bachelor of Mathematics	120	Accredited	69, 06/04/2012	Kutaisi , Tamar Mepe str, № 59	49	78	87
48.	Computer Science	Georgian	Bachelor of Informatics	120	Accredited	250, 26/07/2012	Kutaisi , Tamar Mepe str, № 59	50	50	57
49.	Biology	Georgian	Bachelor of Natural Sciences in Biology	120	Accredited	66, 06/04/2012	Kutaisi , Tamar Mepe str, № 59	50	66	66
50.	Regional Geography and Recreational Resources	Georgian	Master of Natural Sciences in Geography	120	Accredited	65, 06/04/2012	Kutaisi , Tamar Mepe str, № 59	40	25	25
51.	Applied Biosciences	Georgian	Master of Applied Biosciences (Biotechnology)	120	Accredited	67, 06/04/2012	Kutaisi , Tamar Mepe str, № 59	70	60	60
52.	Theory of Functions	Georgian	PhD in Mathematics	180	Accredited	70, 06/04/2012	Kutaisi , Tamar Mepe str, № 59	-	100	100
Faculty Name: Faculty of Pedagogics										
53.	Primary Education	Georgian	Bachelor in Education	240	Accredited	№61, 23.09.2011	Kutaisi, 59, Tamar Mepe str, ATSU II block	20	23	43
54.	Education Studies and Management	Georgian	Master of Education Sciences	120	Accredited	№101, 19.04.2012	Kutaisi, 59, Tamar Mepe str, ATSU II block	70	35	71
55.	Teachers training program	Georgian	-	60	Accredited	№3, 17.03.2016	Kutaisi, 59, Tamar Mepe str, ATSU II block	70	100	100
Faculty Name: Faculty of Medicine										
56.	One-circle High Medical Education Program MEDICINE	Georgian	Medical Doctor, MD	360	Accredited	№63; 23.09.2011	ATSU, მე-11 block, Akhalgazrdobis ave98	28	25	32
57.	"Medicine"(in English)	English	Medical Doctor	360	Accredited	№347; 6.09.2012	ATSU, მე-11 block, Akhalgazrdobis ave98	6	-	-

58.	Medicine + PBL	Georgian	Medical Doctor, MD	360	Accredited	№ 59, 15. 07. 2015	ATSU, მე-11 block, Akhalgazrdobis ave98	2	-	-
59.	Dentistry	Georgian	Doctor of Dental Medicine	300	Accredited	№ 64; 23.09. 2011	ATSU, მე-11 block, Akhalgazrdobis ave98	4	47	15
60.	Pharmacy	Georgian	Bachelor of Pharmacy	240	Accredited	№65; 23.09.2011	ATSU, მე-11 block, Akhalgazrdobis ave98	9	32	37
61.	Physical Medicine and Rehabilitation	Georgian	Bachelor of Physical medicine and rehabilitation	240	Accredited	№ 30; 28.06. 2016	ATSU, მე-11 block, Akhalgazrdobis ave98, Clinical laboratories	4	-	-
62.	Pharmacy	Georgian	Master in Pharmacy	120	Accredited	№ 80; 19.04.2012	ATSU, მე-11 block, Akhalgazrdobis ave98	100	96	96
63.	Public health and health policy	Georgian	Master of Public Health	120	Accredited	№31; 28.06. 2016	ATSU, მე-11 block, Akhalgazrdobis ave98	100	-	-
Faculty Name: Faculty of Technical Engineering										
64.	Organization and Management of Transport and Logistics Systems	Georgian	Bachelor of Engineering in Transport	240	Accredited	№26; 16.09.2011	ATSU Kutaisi	20	13	48
65.	Vehicles and Vehicle Fleet	Georgian	Bachelor of Engineering Science in Transportation	240	Accredited	№25; 16.09.2011	ATSU Kutaisi	0	20	40
66.	ELECTRICAL ENGINEERING	Georgian	Bachelor of Engineering	240	Accredited	№34; 16.09.2011	ATSU Kutaisi	15	58	73
67.	CIVIL ENGINEERING	Georgian	Bachelor of Civil Engineering	240	Accredited	№24; 16.09.2011	ATSU Kutaisi	11	50	67
68.	Quality Management and Techno-Economic Feasibility Assessment	Georgian	Bachelor of Science in Instrument Engineering, Automation	240	Accredited	№27; 16.09.2011	ATSU Kutaisi	10	20	60

				and Control Systems						
69.	Food Industry Engineering, Management of Production Processes and Machinery	Georgian	Bachelor of Science in Industrial Engineering and Technology	240	Accredited	№144; 01.07.2014	ATSU Kutaisi	9	-	-
70.	Transport Logistics Engineering	Georgian	Master of Science in Transport Logistics Engineering	120	Accredited	№108; 19.04.2012	ATSU Kutaisi	50	40	100
71.	POWER INDUSTRY TECHNOLOGY AND MANAGEMENT	Georgian	Master of Science in Electric Power Engineering	120	Accredited	№110; 19.04.2012	ATSU Kutaisi	75	89	100
72.	ELECTRIC POWER ENGINEERING	Georgian	Master of Science in Electric Power Engineering	120	Accredited	№113; 19.04.2012	ATSU Kutaisi	75	90	90
73.	CIVIL ENGINEERING	Georgian	Master of Science in Civil Engineering	120	Accredited	№114; 19.04.2012	ATSU Kutaisi	90	80	90
74.	Transportprocess management	Georgian	Doctor of Philosophy in Transport Engineering	180	Accredited	№125; 19.04.2012	ATSU Kutaisi	100	100	100
Faculty Name: Faculty of Technological Engineering										
75.	APPLIED DESIGN	Georgian	Bachelor of Design	240	Accredited	№33; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	30	33	62
76.	Environmental Engineering and Applied Ecology	Georgian	Bachelor of Science in Environmental Engineering and Safety	240	Accredited	№31; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	22	28	37
77.	Food Technology	Georgian	Bachelor of Science in Food Technology	240	Accredited	№20; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	18	23	40

78.	Pharmaceutical Chemistry and Technology	Georgian	Bachelor of Science in Chemical and Biological Engineering	240	Accredited	№30; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	18	35	64
79.	COSTUME DESIGN	Georgian	Master of Design	120	Accredited	№81; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	0	100	100
80.	Environmental Protection and Ecology Engineering	Georgian	Master of Science in Environmental Engineering and Safety	120	Accredited	№116; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	45	60	60
81.	Food Technology	Georgian	Master of Science in Food Technology	120	Accredited	№117; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	84	84
82.	Pharmaceutical Technology	Georgian	Master of Pharmaceutical Production Engineering	120	Accredited	№119; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	20	89	89
83.	Environmental Engineering	Georgian	Doctor of Philosophy in Environmental Engineering and Safety	180	Accredited	№128; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	100	100
Faculty Name: Faculty of Meritime										
84.	Management of Maritime Transport	Georgian	Bachelor of Management	240	Accredited Authorised	17.10.2011წ. #115; №82; 11.07.2011	Poti. Kundzuli district. 9 Aprilis Kheivani №11	61,7	61	76,7
Faculty Name : Faculty of Agrarian										
85.	Tourism	Georgian	Bachelor of Business Administration in Tourism	240	Accredited	#117, 17.01.2011	ATSU, AGRARIAN FACULTY	15	36	59
86.	Tourism	Georgian	Master of Business Administration (MBA) in Tourism	120	Accredited	#78, 19.04.2012	ATSU, AGRARIAN FACULTY	100	40	90

87.	Agronomy	Georgian	Agronomy	240	Accredited	N 18, 16.09.2011	ATSU, AGRARIAN FACULTY	25	53	92
88.	Agroecology	Georgian	Master of Agrarian Science in Agroecology	120	Accredited	N 82, 19.04. 2012	ATSU, AGRARIAN FACULTY	100	62,5	100
89.	Agricultural raw materials for food production, technology and expertise	Georgian	Bachelor of Food Technology	240	Accredited	№2, 16.09.2011წ.	ATSU, AGRARIAN FACULTY	15	33	60
90.	Agro Engineering	Georgian	Bachelor of Agro-Engineering	240	Accredited	#28 16.09.2011 წ.	ATSU, AGRARIAN FACULTY	18	27	68
91.	Landscape Architecture	Georgian	Master of Landscape Architecture	120	Accredited	#19. 04.2012 წ	ATSU, AGRARIAN FACULTY	100	50	100
List of Joint Programmes										
#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
92.	Biomedical Engineering	Georgian	Master Sc, In Biomedical Engineering	120	Accredited	№ 125; 29.08. 2016	ATSU, TSSU, STU	100%	-	-

Note: The symbol "-" means that the program does not have a student and / or graduate

1.2. The list of higher education accredited programmes by faculties, that will stop functioning or the university will apply for new accreditation

#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision [13]	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
1.	Mechanical Engineering *	Georgian	Bachelor of Engineering	240	Accredited	№23; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	-	-	-
2.	Metallurgy *	Georgian	Bachelor of Engineering in Metallurgy	240	Accredited	აკრედიტ. გადაწყვეტილება: №22; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	-	-	-
3.	Technology of Light Industry Products *	Georgian	Bachelor of Science in Industrial Engineering and Technology	240	Accredited	№29; 16.09.2011	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	66	-	-
4.	The technology of timber materials*	Georgian	Bachelor of Industrial Engineering and Technology	240	Accredited	№107; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	16	27
5.	Garden and Park Agriculture (AGPB)*	Georgian	Bachelor of Agricultural Sciences	240	Accredited	№19; 16.09.2011	ATSU, AGRARIAN FACULTY	56	50	100
6.	Pharmacy (English)	English	Bachelor of Pharmacy	240	Accredited	№32; 28.06.2016	ATSU, 11 block, Akhalgazrdobis ave 98	-	-	-
7.	Chemistry	Georgian	Master of Natural Sciences in Chemistry	120	Accredited	№64; 6.04.2012	Kutaisi , Tamar Mepe str, № 59	100	-	-

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[13] In case the accreditation is given by other institution than National Center for Educational Quality Enhancement, please, indicate the name of the institution;

*Note: HEI may present employment rate instead of programmes by field. In this case it relevant note should be made..

**Note: To present data by faculties/departments/schools create copies of the tables;
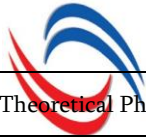
8.	Theoretical Physics	Georgian	Master of Natural Sciences in Physics	120	Accredited	№68; 6.04.2012	Kutaisi , Tamar Mepe str, № 59	100	-	-
9.	MOTOR TRANSPORT *	Georgian	Master of Science in Motor Transport Engineering	120	Accredited	№109; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	33	50	100
10.	TELECOMMUNICATION*	Georgian	Master of Science in Telecommunicatio n Engineering	120	Accredited	№111; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
11.	Criminalistic technique and technical expertise*	Georgian	Master of Engineering	120	Accredited	№112; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	33	100	100
12.	Quality management and technical expertise *	Georgian	Master of Science in Instrument Engineering, Automation and Control Systems	120	Accredited	№115; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
13.	Light Technology Industry*	Georgian	Master of Industrial Engineering and Technology	120	Accredited	№118; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	-	-	-
14.	Textile technology *	Georgian	Master of Industrial Engineering and Technology	120	Accredited	№120; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	-	-
15.	Selection of subtropical crops *	Georgian	Master of Agrarian Sciences in Plant Selection-Genetics	120	Accredited	№83; 19.04.2012	ATSU, AGRARIAN FACULTY	-	-	-
16.	Agro technologies of subtropical crops *	Georgian	Master of Agrarian Sciences in Agro Technology	120	Accredited	№84; 19.04.2012	ATSU, AGRARIAN FACULTY	100	100	100
17.	Agro Engineering	Georgian	Master of Agro-Engineering	120	Accredited	№122; 19.04.2012	ATSU, AGRARIAN FACULTY	100	100	100

18.	Subtropical cultures processing technology*	Georgian	Master of food technology	120	Accredited	აკრედიტ. გადაწყვეტილება: №123; 19.04.2012	ATSU, AGRARIAN FACULTY	100	100	100
19.	Information Systems*	Georgian	Master in Information Systems	120	Accredited	აკრედიტ. გადაწყვეტილება: №251; 26.07.2012	Kutaisi , Tamar Mepe str, № 59	-	-	-
20.	Electronic Business*	Georgian	Master in Interdisciplinary Informatics	120	Accredited	№135; 08.10.2013	Kutaisi , Tamar Mepe str, № 59	-	-	-
21.	Oriental Philology*	Georgian	Doctor of Philosophy in Philology	180	Accredited	№94; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	0	100	100
22.	Georgian Literature*	Georgian	Doctor of Philosophy in Philology	180	Accredited	№86; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
23.	Kartvelian Linguistics*	Georgian	Doctor of Philosophy in Philology	180	Accredited	№88; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
24.	Classical Philology*	Georgian	Doctor of Philosophy in Philology	180	Accredited	№98; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
25.	Business Administration	Georgian	Doctor of Philosophy in Business Administration	180	Accredited	№76; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
26.	Economics	Georgian	Doctor of Philosophy in Economics	180	Accredited	№77; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	75	100	100
27.	Georgian History*	Georgian	Doctor of Philosophy in History (Profile of Georgian History)	180	Accredited	№104; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
28.	Archaeology*	Georgian	Doctor of Philosophy in Archaeology	180	Accredited	№106; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
29.	Physics (geophysics) *	Georgian	Doctor of Natural Sciences in Physics	180	Accredited	№74; 6.04.2012	Kutaisi , Tamar Mepe str, № 59	-	100	100

30.	Differential Equations *	Georgian	Doctor of Philosophy in Mathematics	180	Accredited	№71; 6.04.2012	Kutaisi , Tamar Mepe str, № 59	0	-	-
31.	Geography	Georgian	Doctor of Philosophy in Georgraphy	180	Accredited	№75; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	-	-
32.	Neuroscience	Georgian	Doctor of Philosophy in Biology	180	Accredited	№72; 06.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
33.	Education Sciences*	Georgian	Doctor of Education	180	Accredited	№102; 19.04.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
34.	Power Industry Technology and Management*	Georgian	Doctor of Energy and Electrical Engineering	180	Accredited	№126; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
35.	Mathematical Modeling In Engineering*	Georgian	Doctor of Engineering	180	Accredited	№132; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
36.	Materials, technological processes and machines, building constructions*	Georgian	Doctor of Engineering	180	Accredited	№124; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
37.	Food Technology*	Georgian	Doctor of Philosophy in Food Technology	180	Accredited	№127; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
38.	Light Industry Technology and Material Science *	Georgian	Doctor of Philosophy in Industrial Engineering and Technology	180	Accredited	№129; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
39.	Technology of Chemical-Pharmaceutical and Biologically Active Substances*	Georgian	Doctor of Philosophy in Chemical and Biological Engineering	180	Accredited	№130; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	80	80

40.	Special Textile Technology and Material Science*	Georgian	Doctor of Philosophy in Industrial Engineering and Technology	180	Accredited	№131; 19.04.2012	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	100	100	100
41.	Comparative Linguistics*	Georgian	Doctor of Philology	180	Accredited	№252; 26.07.2012	Kutaisi , Tamar Mepe str, № 59	100	100	100
42.	Agronomy	Georgian	Doctor of Agrarian Sciences	180	Accredited	№29; 12.02.2013	ATSU, AGRARIAN FACULTY		-	-
43.	Materials, technological processes and machines, building constructions (Russian)*	Russian	Doctor of Engineering	180	Accredited	№30; 12.02.2013	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	-	100	100
44.	Technology of Recycling and Expertise of Agricultural Raw Material*	Georgian	PhD of Agricultural Sciences in Food Technology	180	Accredited	№138; 08.10.2013	ATSU, AGRARIAN FACULTY	100	0	0
45.	Agricultural Engineering	Georgian	Doctor of Agricultural Engineering	180	Accredited	№137; 08.10.2013	ATSU, AGRARIAN FACULTY	100	100	100
46.	CIVIL ENGINEERING*	Georgian	Doctor of Philosophy in Civil Engineering	180	Accredited	№43; 25.02.2014	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	100	100
47.	Reception of materials, trearment and control of quality*	Georgian	Doctor of Philosophy in Engineering	180	Accredited	№42; 25.02.2014	Kutaisi, Akhalgazrdoba ave#98, ATSU VII block	100	-	-
48.	German Linguistics*	Georgian	Doctor of Philosophy in Philology	180	Accredited	№22; 25.02.2015	Kutaisi , Tamar Mepe str, № 59	100	-	-
49.	English Philology	English	Bachelor of Humanitarian Sciences in English Philology	240	Authorised		Kutaisi , Tamar Mepe str, № 59	-	-	-

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50.	Pharmacy	Georgian	Doctor of Pharmacy	180	Accredited	№33; 28.06.2016	ATSU, მე-11 block, Akhalgazrdobis ave98	100	-	-
51.	Arts Sciences (minor) program *	Georgian	-	60	Accredited	№52; 23.09.2011	Kutaisi , Tamar Mepe str, № 59	-	-	-
52.	Psychology (minor) program*	Georgian	-	60	Accredited	№348; 6.09.2012	Kutaisi , Tamar Mepe str, № 59	-	-	-
53.	Culture Studies (Minor)*	Georgian	-	60	Accredited	№133; 08.10.2013	Kutaisi , Tamar Mepe str, № 59	-	-	-
54.	Classical Philology (Minor)*	Georgian	-	60	Accredited	№134; 08.10.2013	Kutaisi , Tamar Mepe str, № 59	-	-	-
55.	Agribusiness Management (Minor)*	Georgian	-	60	Accredited	№145; 01.07.2014	ATSU, Kutaisi	-	-	-
56.	Design of interior and textile (Minor)*	Georgian	-	60	Accredited	№130; 29.08.2016	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	-	-	-
57.	Fashion design (Minor)*	Georgian	-	60	Accredited	№129; 29.08.2016	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	-	-	-
58.	Design and technology of clothing and shoes (Minor)*	Georgian	-	60	Accredited	№131; 28.09.2016	Kutaisi, Akhalgazrdoba ave#98, ATSU VIII block	-	-	-

Note: The symbol "-" means that the program does not have a student and / or graduate

Annex 2. The data regarding students by faculties

	Programme	Cycle	Number of students		Number of international students	Programme graduation rate
			Active	suspended		
1.	Georgian Language and Literature	Bachelor	606	232	0	50
2.	English Language and Literature	Bachelor	266	232	15	37
3.	German Language and Literature	Bachelor	27	47	0	35
4.	French Language and Literature	Bachelor	10	12	1	20
5.	Russian Language and Literature	Bachelor	29	40	2	43
6.	Oriental Philology (modules: Arabic philology, Turkish philology, Persian philology)	Bachelor	48	65	3	35
7.	Archaeology	Bachelor	109	72	0	36
8.	History	Bachelor	262	129	0	52
9.	Philosophy	Bachelor	54	49	0	14
10.	English Philology	Bachelor	0	0	0	0
11.	Georgian Literature	Master	16	12	0	70
12.	Kartvelian Linguistics	Master	21	5	1	73
13.	French Language and Literature	Master	0	1	0	40
14.	English Language and Literature	Master	21	5	0	90
15.	Linguistics	Master	3	2	0	69
16.	Georgian History	Master	18	7	0	47
17.	Archaeology and Ancient Civilizations	Master	6	6	0	50
18.	German Language and Literature	Master	7	4	0	41
19.	European and American Modern History	Master	7	5	0	63
20.	Oriental Philology (Arabic, Turkish, Persian)	Master	4	10	0	57
21.	Theory of Art	Master	3	6	0	73
22.	American Studies	Master	19	13	0	50
23.	European Studies	Master	5	2	0	50
24.	Russian Language and Literature	Master	5	2	0	20
25.	Classical Philology	Master	3	0	0	-
26.	Phylosophy – Religious Studies	Master	3	0	0	-
27.	Archaeology	Doctoral	0	4	0	-
28.	Oriental Philology	Doctoral	1	3	0	25

Faculty name: Faculty of Humanities

29.	German Linguistics	Doctoral	2	2	0	-
30.	Westerneuropean and American Literature	Doctoral	6	5	0	25
31.	Classical Philology	Doctoral	2	3	0	100
32.	Georgian History	Doctoral	10	7	2	0
33.	Kartvelian Linguistics	Doctoral	6	3	0	20
34.	Georgian Literature	Doctoral	5	3	0	0
35.	Comparative Linguistics	Doctoral	9	6	0	67
36.	Educational program in Georgian language	One year	-	-	-	100
37.	Arts Sciences	Minor	-	-	-	-
38.	Psychology	Minor	-	-	-	-
39.	Culture Studies	Minor	-	-	-	-
40.	Classical Philology	Minor	-	-	-	-
Faculty Name: Faculty of Business, Law and Social Sciences						
41.	Business Administration	Bachelor	448	560	3	60
42.	Economics	Bachelor	397	96	0	51
43.	Law	Bachelor	477	240	1	85
44.	Social Sciences	Bachelor	360	142	0	67
45.	Business Administration	Master	78	71	0	69
46.	Criminal Law	Master	40	24	0	76
47.	Public law	Master	28	18	0	78
48.	Public Administration	Master	42	27	0	78
49.	Economics	Master	27	15	0	65
50.	Journalism	Master	5	12	0	13
51.	Leadership and Management in Higher Education	Master	4	13	11	50
52.	Business Administration	Doctoral	8	5	0	20
53.	Economics	Doctoral	6	3	0	100
54.	Agribusiness Management	Minor	39	-	-	-
Faculty Name: Faculty of Exect and Natural Sciences						
55.	Mathematics	Bachelor	204	57	0	60
56.	Computer Science	Bachelor	124	142	0	40
57.	Physics	Bachelor	26	27	0	20
58.	Biology	Bachelor	230	29	0	60
59.	Ecology	Bachelor	21	33	0	50
60.	Geography	Bachelor	111	68	0	65
61.	Chemistry	Bachelor	26	18	0	55
62.	Applied Biosciences (Biotechnology)	Bachelor	11	11	0	85
63.	Mathematics	Master	15	6	0	50
64.	Computer Science	Master	16	25	0	40

65.	Information Systems	Master	8	9	0	40
66.	Electronic Business	Master	3	1	0	-
67.	Theory of Physics	Master	5	1	0	100
68.	Biology	Master	11	4	0	80
69.	Regional Geography and Recreational Resources	Master	10	12	0	85
70.	Chemistry	Master	3	3	0	68
71.	Applied Biosciences	Master	10	2	0	100
72.	Theory of Functions	Doctoral	0	0	0	100
73.	Differential Equations	Doctoral	1	0	0	-
74.	Physics	Doctoral	0	1	0	75
75.	Neuroscience	Doctoral	2	0	0	80
76.	Georgraphy	Doctoral	3	1	0	0
Faculty Name: Faculty of Pedagogics						
77.	Primary Education	Bachelor	843	207	0	67
78.	Education Studies and Management	Master	45	16	0	90
79.	Education Sciences	Doctoral	11	7	0	63
80.	Teachers training program	Independent	76	0	0	92
Faculty name: Faculty of Medicine						
81.	One-circle High Medical Education Program MEDICINE	One-circle	249	59	0	49
82.	"Medicine"(in English)	One-circle	252	45	297	-
83.	Medicine + PBL	One-circle	59	5	0	-
84.	Dentistry	One-circle	154	46	1	52
85.	Pharmacy	Bachelor	94	29	0	50
86.	Physical Medicine and Rehabilitation	Bachelor	15	2	0	-
87.	Pharmacy (in Englis)	Bachelor				
88.	Pharmacy	Master	11	7	0	97
89.	Public health and health policy	Master	10	3	0	-
90.	Biomedical Engineering	Master	7	4	0	-
91.	Pharmacy	Doctoral	4	0	0	-
Faculty Name: Faculty of Technical Engineering						
92.	Vehicles and Vehicle Fleet	Bachelor	18	28	0	12
93.	ELECTRICAL ENGINEERING	Bachelor	287	89	0	61
94.	Food Industry Engineering, Management of Production Processes and Machinery	Bachelor	10	2	0	-
95.	CIVIL ENGINEERING	Bachelor	216	67	0	61
96.	Organization and Management of Transport and Logistics Systems	Bachelor	38	42	0	46

97.	Quality Management and Techno-Economic Feasibility Assessment	Bachelor	24	17	0	36
98.	Mechanical Engineering	Bachelor	3	15	0	0
99.	Metallurgy	Bachelor	0	0	0	0
100.	Electrical Engineering	Master	19	10	0	74
101.	POWER INDUSTRY TECHNOLOGY AND MANAGEMENT	Master	19	17	0	50
102.	CIVIL ENGINEERING	Master	23	14	0	62
103.	Transport Logistics Engineering	Master	4	5	0	100
104.	Criminalistic technique and technical expertise	Master	3	2	0	49
105.	Moto Transport	Master	4	2	0	56
106.	Telecommunication	Master	1	7	0	44
107.	Quality Management and Technical Expertise	Master	3	4	0	36
108.	Power Industry Technology and Management	Doctoral	5	5	0	45
109.	Mathematical Modeling In Engineering	Doctoral	3	3	0	20
110.	Materials, technological processes and machines, building constructions	Doctoral	2	4	3	12
111.	Materials, technological processes and machines, building constructions (Russian)	Doctoral				
112.	Technology of Recycling and Expertise of Agricultural Raw Material	Doctoral	2	1	0	0
113.	CIVIL ENGINEERING	Doctoral	2	2	0	50
114.	Transport Process Management	Doctoral	10	8	0	56
Faculty Name: Faculty of Technological Engineering						
115.	APPLIED DESIGN	Bachelor	39	52	0	33
116.	Environmental Engineering and Applied Ecology	Bachelor	73	27	0	48
117.	Food Technology	Bachelor	129	17	0	60
118.	Pharmaceutical Chemistry and Technology	Bachelor	62	25	0	70
119.	The technology of timber materials	Bachelor	2	4	0	17
120.	Light Industry Technology and Material Science	Bachelor	12	15	0	22
121.	Design and technology of clothing and shoes	Minor	29	-	-	-
122.	Fashion design	Minor	21	-	-	-
123.	Interior and textile design	Minor	15	-	-	-
124.	COSTUME DESIGN	Master	0	2	-	67
125.	Environmental Protection and Ecology Engineering	Master	11	3	0	58

126.	Food Technology	Master	10	6	0	45
127.	Pharmaceutical Technology	Master	10	5	0	38
128.	Light Technology Industry	Master	0	4	0	-
129.	Textile technology	Master	0	0	0	-
130.	Light industry technology and material science	Doctoral	3	4	0	70
131.	Environmental Engineering	Doctoral	1	4	0	50
132.	Food Technology	Doctoral	9	5	0	80
133.	Special Textile Technology and Material Science	Doctoral	4	1	0	33
134.	Technology of Chemical-Pharmaceutical and Biologically Active Substances	Doctoral	4	4	0	70
Faculty Name: Faculty of Meritime						
135.	Management of Maritime Transport	Bachelor	125	67	0	100
Faculty Name : Faculty of Agrarian						
136.	Agricultural raw materials for food production, technology and expertise	Bachelor	105	31	0	70
137.	Agro Engineering	Bachelor	91	47	0	78
138.	Garden and Park Agriculture	Bachelor	8	24	0	81
139.	Agronomy	Bachelor	236	71	0	47
140.	Tourism	Bachelor	272	60	0	47
141.	Tourism	Master	7	1	0	50
142.	Landscape Architecture	Master	3	5	1	50
143.	Agroecology	Master	7	7	0	57
144.	Agro Engineering	Master	1	3	0	90
145.	Agro technologies of subtropical crops	Master	2	1	0	88
146.	Selection of subtropical crops	Master				
147.	Subtropical cultures processing technology	Master	1	0	0	91
148.	Agro Engineering	Doctoral	2	2	0	100
149.	Agricultural raw materials for food production, technology and expertise	Doctoral	5	3	0	-
150.	Agronomy	Doctoral	10	5	0	100

Note: The symbol "-" means that the program does not have a student and / or graduate

Annex 3. Please present the data on academic, scientific and invited staff by faculties

Faculty of Humanities	
Number of staff (academic, scientific, invited)	276
Total number of academic staff	132
- professor	27
- associated professor	78
- assistant professor	27
- assistant	0
Scientific staff	
- Scientist	9
- Post-doctoral staff	0
Total number of affiliated academic staff	
- affiliated professor	27
- affiliated associated professor	76
- affiliated assistant professor	27
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	1
Foreign academic/invited staff involved in research process	1
Invited staff involved in teaching process	135
Faculty of Business, Law and Social Sciences	
Number of staff (academic, scientific, invited)	133
Total number of academic staff	62
- professor	8
- associated professor	50
- assistant professor	4
- assistant	0
Scientific staff	0
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	59
- affiliated professor	8
- affiliated associated professor	47
- affiliated assistant professor	4
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	71
Faculty:	
Number of staff (academic, scientific, invited)	180
Total number of academic staff	132
- professor	12
- associated professor	71
- assistant professor	1
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	96
- affiliated professor	12
- affiliated associated professor	71
- affiliated assistant professor	1
- affiliated assistant	0

Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	48
Faculty of Pedagogy	
Number of staff (academic, scientific, invited)	56
Total number of academic staff	29
- professor	4
- associated professor	23
- assistant professor	2
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	28
- affiliated professor	4
- affiliated associated professor	22
- affiliated assistant professor	2
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	27
Faculty of Medicine	
Number of staff (academic, scientific, invited)	120
Total number of academic staff	32
- professor	8
- associated professor	15
- assistant professor	9
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	26
- affiliated professor	7
- affiliated associated professor	13
- affiliated assistant professor	6
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	4
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	110
Engineering-Technical faculty	
Number of staff (academic, scientific, invited)	85
Total number of academic staff	54
- professor	9
- associated professor	40
- assistant professor	5
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	53
- affiliated professor	9
- affiliated associated professor	39

- affiliated assistant professor	5
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	31
Engineering-Technological Faculty	
Number of staff (academic, scientific, invited)	54
Total number of academic staff	32
- professor	10
- associated professor	21
- assistant professor	1
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	32
- affiliated professor	10
- affiliated associated professor	21
- affiliated assistant professor	1
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	1
Foreign academic/invited staff involved in research process	2
Invited staff involved in teaching process	22
Maritime Transport Faculty	
Number of staff (academic, scientific, invited)	12
Total number of academic staff	11
- professor	1
- associated professor	5
- assistant professor	5
- assistant	0
Scientific staff	
- Scientist	0
- Post-doctoral staff	0
Total number of affiliated academic staff	10
- affiliated professor	1
- affiliated associated professor	5
- affiliated assistant professor	4
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	1
Faculty of Agrarian Sciences	
Number of staff (academic, scientific, invited)	57
Total number of academic staff	42
- professor	5
- associated professor	33
- assistant professor	4
- assistant	0
Scientific staff	
- Scientist	4
- Post-doctoral staff	0
Total number of affiliated academic staff	42

- affiliated professor	5
- affiliated associated professor	33
- affiliated assistant professor	4
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	0
Foreign academic/invited staff involved in research process	0
Invited staff involved in teaching process	11

Annex 4. Benchmarks by faculties/departments/schools

Faculty of Humanities	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	141/135 (1,04 : 1)	(1,4 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of students	276/1593 (0.17 : 1)	(0.18 : 1)	2023
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	276/34 (8,11 : 1)	(12,27 : 1)	2021
Ratio of the affiliated staff number to the number of academic and invited staff	130/267 (0.48 : 1)	(0.48 : 1)	2022
Ratio of the affiliated staff number to the number of students	130/1593 (0.08 :1)	(0.08 : 1)	2023
Ratio of the number of supervisors and doctoral students	15/41 (0.36 : 1)	(0.44 : 1)	2022
Retention rates of the academic staff	100 %	100 %	2022
The employment rate of Alumni by their qualification (the latest authorization period)	54 %	71 %	2022
The rate of defended doctoral dissertations since the last authorization	69	15	2022

Faculty of Business, Law and Social Sciences	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	62/71 (0,87 : 1)	(1,08 : 1)	2022 წ.
Ratio of the academic, scientific, invited staff number to the number of students	133/2072 (0,06 : 1)	(0,05 : 1)	2022 წ.
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	133/13 (10,23 : 1)	(8,33 : 1)	2022 წ.
Ratio of the affiliated staff number to the number of academic and invited staff	59/133 (0,44 : 1)	(0,49 : 1)	2022 წ.
Ratio of the affiliated staff number to the number of students	59/2072 (0,02 : 1)	(0,02 : 1)	2022 წ.
Ratio of the number of supervisors and doctoral students	6/14 (0,42 : 1)	(0,41 : 1)	2023 წ.
Retention rates of the academic staff	98 %	100%	2022 წ.
The employment rate of Alumni by their qualification (the latest authorization period)	48%	61%	2022 წ.
The rate of defended doctoral dissertations since the last authorization	9	10	2022

Faculty of Exact and Natural Sciences	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	84/48 (1,75 : 1)	(2,25 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of students	132/840 (0,15 : 1)	(0,15 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	84/22 (3,81 : 1)	(6,25 : 1)	2022
Ratio of the affiliated staff number to the number of academic and invited staff	84/134 (0,62 : 1)	(0,66 : 1)	2022
Ratio of the affiliated staff number to the number of students	84/828 (0,1 : 1)	(0,1 : 1)	2022
Ratio of the number of supervisors and doctoral students	2/6 (0,33 : 1)	(0,42 : 1)	2022
Retention rates of the academic staff	100 %	100 %	2022
The employment rate of Alumni by their qualification (the latest authorization period)	40 %	53 %	2022
The rate of defended doctoral dissertations since the last authorization	8	8	2022

Faculty of Pedagogy	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	29/27 (1,07 : 1)	(1,4 : 1)	2019
Ratio of the academic, scientific, invited staff number to the number of students	56/975 (0,05 : 1)	(0,04 : 1)	2020
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	56/4 (14 : 1)	(8,57 : 1)	2020
Ratio of the affiliated staff number to the number of academic and invited staff	28/56 (0,5 : 1)	(0,58 : 1)	2020
Ratio of the affiliated staff number to the number of students	28/975 (0,02 : 1)	(0,02 : 1)	2022
Ratio of the number of supervisors and doctoral students	3/11 (0,27 : 1)	(0,33 : 1)	2020
Retention rates of the academic staff	100 %	100 %	
The employment rate of Alumni by their qualification (the latest authorization period)	45 %	70 %	2024
The rate of defended doctoral dissertations since the last authorization	11	2	2022

Faculty of Medicine	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	32/88 (0,36 : 1)	(0,45 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of students	120/855 (0,14 : 1)	(0,15 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	120/10 (12 : 1)	(13,63 : 1)	2022
Ratio of the affiliated staff number to the number of academic and invited staff	26/88 (0,29 : 1)	(0,27 : 1)	2022
Ratio of the affiliated staff number to the number of students	26/1051 (0,02 : 1)	(0,025 : 1)	2022
Ratio of the number of supervisors and doctoral students	¾ (0,75 : 1)	(0,66 : 1)	2022
Retention rates of the academic staff	100 %	100 %	2022
The employment rate of Alumni by their qualification (the latest authorization period)	27,9%	51%	2022
The rate of defended doctoral dissertations since the last authorization	-	-	-

Engineering-Technical faculty	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	54/31 (1,74 : 1)	(2,7 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of students	85/696 (0,12 : 1)	(0,09 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	85/21 (4,04 : 1)	(4,93 : 1)	2022
Ratio of the affiliated staff number to the number of academic and invited staff	53/85 (0,62 : 1)	(0,71 : 1)	2022
Ratio of the affiliated staff number to the number of students	53/696 (0,07 : 1)	(0,07 : 1)	2022
Ratio of the number of supervisors and doctoral students	10/24 (0,41 : 1)	(0,05 : 1)	2022
Retention rates of the academic staff	100%	100 %	2022
The employment rate of Alumni by their qualification (the latest authorization period)	59 %	70 %	2022
The rate of defended doctoral dissertations since the last authorization	15	10	2022

Engineering-Technological Faculty	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	32/22 (1,45 : 1)	2 : 1	2022
Ratio of the academic, scientific, invited staff number to the number of students	54/369 (0,14 : 1)	1 : 10	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	54/13 (4,15 : 1)	4 : 1	2022
Ratio of the affiliated staff number to the number of academic and invited staff	32/54 (0,59 : 1)	1 : 1,5	2022
Ratio of the affiliated staff number to the number of students	32/369 (0,08 : 1)	1 : 15	2022
Ratio of the number of supervisors and doctoral students	8/21 (0,38 : 1)	3 : 1	2022
Retention rates of the academic staff	100%	100%	2022
The employment rate of Alumni by their qualification (the latest authorization period)	66,5%	45 %	2022
The rate of defended doctoral dissertations since the last authorization	9	8	2022

Maritime Transport Faculty	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	11/1 (11 : 1)	(3,66 : 1)	2020
Ratio of the academic, scientific, invited staff number to the number of students	12/125 (0,09 : 1)	(0,06 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	12/1 (12 : 1)	(6 : 1)	2020
Ratio of the affiliated staff number to the number of academic and invited staff	10/12 (0,83 : 1)	(0,71 : 1)	2020
Ratio of the affiliated staff number to the number of students	10/125 (0,08 : 1)	(0,05 : 1)	2022
Ratio of the number of supervisors and doctoral students	-	-	-
Retention rates of the academic staff	100 %	100 %	2019
The employment rate of Alumni by their qualification (the latest authorization period)	61%	70%	2022
The rate of defended doctoral dissertations since the last authorization	-	-	-

Faculty of Agrarian Sciences	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	46/11 (4,18 : 1)	(3,33 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of students	57/624 (0,08 : 1)	(0,08 : 1)	2022
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	57/7 (8,14 : 1)	(6,2 : 1)	2022
Ratio of the affiliated staff number to the number of academic and invited staff	42/53 (0,79 : 1)	(0,8 : 1)	2022
Ratio of the affiliated staff number to the number of students	42/624 (0,06 : 1)	(0,06 : 1)	2022
Ratio of the number of supervisors and doctoral students	5/17 (0,29 : 0)	(0,33 : 1)	2022
Retention rates of the academic staff	100%	100%	2022
The employment rate of Alumni by their qualification (the latest authorization period)	81,4%	85%	2022
The rate of defended doctoral dissertations since the last authorization	3	10	2022

Annex 5. Area of buildings per each address

Total area of the institution per each address:	
Factual address (1)	Kutaisi. Tamar Mephe №59/T. Tabidze 22
Cadastral code of the real estate	03.03.27.318
Sq.m.	12 760.64
Factual address (2)	Kutaisi. Kupradze №17
Cadastral code of the real estate	03.06.23.129
Sq.m.	880,57
Factual address (3)	Kutaisi. Akhalgazrdoba ave. №98
Cadastral code of the real estate	03.06.25.121
Sq.m.	19 208
Factual address (4)	Kutaisi. Akhalgazrdoba II alley №24
Cadastral code of the real estate	03.06.25.236
Sq.m.	2 368.26
Factual address (5)	Kutaisi. T. Tabidze №18
Cadastral code of the real estate	03.03.27.191
Sq.m.	644.19
Factual address (6)	Poti. Kundzuli district. 9 Aprilis Kheivani №11
Cadastral code of the real estate	04.01.11.456; 04.01.11.457
Sq.m.	711
Factual address (7)	Kutaisi. st. Chavchavadze 21
Cadastral code of the real estate	03.04.32.420.01.504
Sq.m.	2 499.21
Factual address (8)	Kutaisi. ShervaShidze 53
Cadastral code of the real estate	03.01.22.014
Sq.m.	2 981.68
Factual address (9)	Senaki region, village Nosiri;
Cadastral code of the real estate	44.02.21.054
Sq.m.	39,84

Size of the institution's auxiliary area per each address:	
Factual address (1)	Kutaisi. Tamar Mephe №59/T. Tabidze 22
Cadastral code of the real estate	03.03.27.318
Sq.m.	1743.12
Factual address (2)	Kutaisi. Kupradze №17
Cadastral code of the real estate	03.06.23.129
Sq.m.	894,20
Factual address (3)	Kutaisi. Akhalgazrdoba ave. №98
Cadastral code of the real estate	03.06.25.121
Sq.m.	11572,76
Factual address (4)	Kutaisi. Akhalgazrdoba II alley №24
Cadastral code of the real estate	03.06.25.236
Sq.m.	1505,89
Factual address (5)	Kutaisi. T. Tabidze №18
Cadastral code of the real estate	03.03.27.191
Sq.m.	423,63
Factual address (6)	Poti. Kundzulis district. 9 Aprilis Kheivani №11
Cadastral code of the real estate	04.01.11.456; 04.01.11.457
Sq.m.	624

Factual address (7)	Kutaisi. st. Chavchavadze 21
Cadastral code of the real estate	03.04.32.420.01.504
Sq.m.	2832,94
Factual address (8)	Kutaisi. ShervaShidze 53
Cadastral code of the real estate	03.01.22.014
Sq.m.	1766,47
Factual address (9)	Senaki region, village Nosiri;
Cadastral code of the real estate	44.02.21.054
Sq.m.	848,60