განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on

Tbilisi Humanitarian Teaching University (THTUNI) Authorization

Date(s) of Evaluation: 22nd-24th of October, 2019

Expert Panel Members

Chair:

Ciarán Burke, Friedrich Schiller Universität, Jena, Germany

Members:

Ms. Diana Mtchedlishvili (Caucasus University)

Ms. Ana Chikovani (Ivane Javakhishvili Tbilisi State University)

Ms. Ana Batsankalashvili (Tbilisi State Medical University, Student Expert)

Mr. Irakli Gagua (Gagua Clinic, Employer expert)

Tbilisi

2019

General information on the educational institution

THTUNI is a teaching university. In principle, the university offers both master's and bachelor's degrees, over four faculties. However, the master's programmes are presently suspended for an indefinite period (though new master's programmes are planned in the future). As such, at present, the university offers only bachelor's degrees.

The university's basic educational units are four faculties: 1. Faculty of Law; 2. Faculty of Economics, Business and Management; 3. Humanitarian Faculty; 4. Faculty of Healthcare.

The teaching university is running 11 educational programs with 73 academic personnel, from which only 23 are affiliated with this university. The policy of the administration is to increase the number of affiliated professors, but they face difficulties as some academic personnel are affiliated with other universities or just do not wish to be affiliated.

The total number of HEI staff is 124, including 73 academic staff. A total of 23 affiliated staff are present at the university. Currently, according to the self-assessment report of the university, the required marginal number of the students is 1200. The actual marginal number of students (according to the results of the authorization in 2013) is equal to 730, while the number of the students with active status is 693. 334 have suspended status. 488 and 122 of these, respectively, are international students.

These academic programmes provide students with scientific, labour market-oriented knowledge with harmonic integration of theory and practice. The total budget of the HEI is 1,5 Million GEL.

Brief overview of the authorization site visit

The visit was quite successful. The expert panel found the staff, especially management, to be very co-operative and were made to feel welcome. However, not all requested documents were produced. For example, the expert panel requested from THTU letters of consent from the Ministry for the implementation of foreign language education programs as required by Law (Law on Higher Education Chapter 1 Article 4). No letter of contest from the Ministry was submitted to the panel for the English language program in Dentistry which HEI plans to introduce and has submitted for the authorization. There were certain inconsistencies in the documentation that was produced (for example between budget figures and audit figures). Further, during other interviews, students did not show themselves to be very knowledgeable about the university, its strategy, the appeals system concerning grades, or the university's mission, and some answers received from staff were excessively vague, whether by design or by ignorance.

During the visit, the panel met with the university administration, the self-evaluation team, the dean and faculty administration, with the programme directors, with academic staff, with invited staff, with quality assurance management, with employers and other stakeholders, and with students and alumni, as well as the student self-government, and IT staff, as well as human resources and the student career services team. The panel also reviewed syllabi, theses, abstracts, and portfolios, as well as a range of other documents. It was not possible to meet with the university rector, as she was ill. However, she was good enough to facilitate a 15-minute video conference call via Skype.

The panel also undertook a tour of the university's facilities, including the library, the medical facilities, the labs, classrooms, and the canteen (which was closed).

Overview of the HEI's compliance with standards

Serious improvement is needed with regard to practically all areas. Virtually no areas were found to be entirely compliant with the prescribed standards. In particular, the research profile of the university is very limited indeed, with no discernible output in leading internationally ranked journals or monographs of high quality, and there is little effective quality assurance. This area was deemed by the panel to be of special concern, and requires immediate and robust remedial action.

Another area of particular concern is internationalisation, where the university's activities do not reflect its mission or goals. Little has been achieved here, and there is a lot of hard work to do. The monetary amounts allotted to internationalisation are not sufficient to achieve significant progress here at present. The fact that there are plans toward improving things in this area is rather positive than negative; however, it cannot influence the fact that little enough has occurred at the time of the evaluation itself. Moreover, the many examples of international co-operation listed by the university in our correspondence with it do not rectify this assessment.

The expert panel was impressed with certain areas, however, such as the organisation of the library, which mustered its limited budget well to provide good resources. The general attitude toward students was also praiseworthy, with a good attitude from most staff, and a generally helpful perspective.

Summary of Recommendations

1. It is absolutely essential that the mission statement reflects the strategy development in practice, and the budget allocation to areas that are deemed to be priorities.
2. The area of knowledge creation (via excellent research) requires additional attention.
3. The characteristics of the HEI should reflect the on-the-ground reality and not some abstract perspective.
4. Greater dissemination and awareness of the mission statement is advisable.
5. The name of the institution should be changed to reflect its activities, as it is incorrectly translated into English (humanitarian in common parlance does not mean 'of the humanities subjects', but rather pertains to international humanitarian law, aid activities et cetera), and because the university in any case does not specialise in the humanities subjects.
6. More transparency with budget planning would be desirable i.e. faculties, research, international relations, student self-governance to have their own budget and to be aware how much money could they spend rather than approaching administration at every attempt or initiative.
7. The university's strategy and action plan require significant revision to ensure that the desired outcomes may be achieved within the set time limits.
8. Effective oversight and evaluation mechanisms must be established to spot faults and non-compliance as they arise.
9. Management and accountability mechanisms must be improved.
10. Additional resources, especially financial, must immediately be committed towards internationalisation.
11. Oversight mechanisms must be improved and reorganised.
12. Greater awareness of the university's strategy must be fostered, with buy-in from all stakeholders.
13. A new strategy needs to be put in place to improve the effectiveness and co-ordination of QA mechanisms.
14. Better monitoring mechanisms for staff evaluation need to be put in place.
15. Every piece of written work over 5,000 words, or everything to be published (by staff or students), should be checked electronically for plagiarism.

16. A check should be performed to make sure the new anti-plagiarism software and the way in which it is used by HEI meets international standards, including the threshold (percentage), how it is calculated, and the publications against which it is tested, as well as data protection issues, once it is actually up and running.

17. Staff and students should be required to sign the code of ethics and conduct on their first day, and should attend a seminar on this topic.

18. The main indicator for developing the educational programme should be labour market requirements, otherwise it will increase the chances for the students to stay unemployed or to work in different fields from those in which they have qualified;

19. Internationalization should be increased with adding new subjects taught in English and other European languages, while the budget for such activities should be substantially increased;

20. Conduct market research of the educational programs more frequently and adapt programs to them

21. Greater clarity is needed regarding THTU's rationale around strategic planning and decisions on development and to discontinue programs.

22. The teaching of foreign languages should be organised in a better way to achieve benchmarks

23. More detailed methodology should be elaborated to create and offer individualized education programmes and study material for special educational needs students – this information must be disseminated to the academic personnel

24. It is recommended that available data on student study progress be systematically used to identify problems and improve them

25. Where applicable the teaching material must be updated with recent editions in order to provide students with contemporary knowledge;

26. More precise and clear regulations for planning, implementing and assessing for BA and MA thesis should be elaborated

27. There should be trainings for the academic personnel to learn the usage of purchased antiplagiarism system and to use it;

28. A systematic and clear approach must be assured to endorse research activities and their integration in study programs as well as academic development

29. Internationalization strategy should be translated into actions and implemented mobility for students and staff.

30. It is recommended to create system of assessing learning outcomes and to ensure that the assessment standards used globally are implemented in assessing learning outcomes at the THTU.

31. Define clear indicators for academic staff performance evaluations;

32. Elaborate the mechanism of using assessment results in future development activities;

33. Implement clear and transparent mechanisms regarding the staff development and motivation;

34. Increase funding for professional development of staff;

35. Ensure that encouragement of staff is based on staff-evaluation results;

36. Define clear and transparent criteria for academic staff elections;

37. Ensure that teaching staff receives summary reports of students' evaluation;

38. Elaborate mechanisms for sustainability of human resourses;

39. Increase the number of affiliated academic personnel.

40. Increase affiliated staffs' reward policy and ensure they allocate their intellectual resources to the university.

41. A clearer series of staff benchmarks needs to be set out. These benchmarks need to reflect reality and incentivise staff to use time to research, particularly on international topics.

42. Work for increasing the number of affiliated academic personnel;

43. Elaborate the clear methodology of determining the number of academic, scientific, and invited staff in relation with academic programmes considering best practices, academic personnel affiliation, and ensuring that it is implemented in all educational programmes";

44. Ensure that workload of all staff members is logic, fulfillable and in line with Georgian legislation

45. Raise Students' awareness about the appeal procedures related to grades as well as learning process and encourage them to use the official letters of complaint instead of face-to-face communication with lecturers;

46. Increase student engagement in the quality enhancement at program level, as well as in terms of evaluation process;

47. Encourage self-government representatives to support students in all aspect of academic life, not only in extra-curriculum activities

48. Raise students' awareness about the University's Mission and Vision.

49. Foreign students need to be included in the student self-government body

50. Better schedule for lecturer's consultation hours in order to give equal opportunities to all students;

51. Have better structured, organized database of employers;

52. Diversify and separate responsibilities of Career Support and students Support Departments, in order to better consult students on their career opportunities as well as communicate with current/future employers;

53. Increase and encourage the internationalization at the institution by providing much equal opportunities and information source to all students;

54. Support students and encourage to participate in a local as well as international scientific conferences;

55. Raise students' and professors' awareness about the importance and the purpose of counseling services at the HEI

56. Increase the performance of the career support service, by reorganization

57. Create International projects / seminars/ conference possibilities

58. Strengthen cooperation with economic agents

59. Develop mechanisms to ensure that research also focuses on regional and international dimensions

60. Actually use all prescribed mechanisms to motivate academic staff

61. Align the strategic objectives for improving the quality of research and internationalization with the relevant budget funds

62. Regularly offer professional development activities to academic staff in order to improve their scientific qualification

63. Develop mechanisms to increase the number of publications in high citation index and impact factor journals

64. Develop and implement more effective mechanisms for involving students in scientific activities

65. Strengthen cooperation with European universities, including in the area of joint research

66. Strengthen cooperation with international educational/research foundations

67. International projects / seminars/ conference possibilities and students' engagement therein should be increased at the university

68. Make greater use of mechanisms to attract young qualified academic personnel

69. Focus on qualitative assessment of scientific activities, comprehensive analysis and development of individual recommendations;

70. Carry out assessment and analysis with the active involvement of all responsible structural units

71. It is necessary to provide a functioning cafeteria

72. The computer bank and the operating systems (Windows XP) need to be updated urgently.

73. The website should be improved

74. The Student portal should be integrated in the study process and evaluation

Summary of Suggestions

1. Involving stakeholders from other institutions that have been successful in creating and implementing strategic plans asking to what is desired is certainly a good plan of action

2. Encourage a more critical attitude and contribution from employers, in order to stimulate additional employment of students in the subject areas in which they graduate (this is not treated as much of a problem at present);

3. Encourage alumni to become involved in programme development;

4. Proficiency level of foreign language should be strengthened in admission preconditions of the all programs

5. It is advisable to expand the non-compulsory components of the educations programs ensuring Academic Freedom of the students

6. The educational programmes (excl. regulated programmes) may be designed in a way, that would allow the students to choose minor. The minor programs could be offered in a way, that students feel encouraged to elect them

7. Apply for accreditation of programs that do not have accreditation and do not rely only on authorization of the programs

8. It is desirable that the university should provide all classrooms with air conditioning

9. The library should be supplied with some more updated literature, especially in foreign languages.

Summary of Best Practices

1. The motivation of teachers and the staff in general is to be commended.

Summary Table

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	**Mission and strategic development of HEI**	☐	☐	☒	☐
1.1	Mission of HEI	☐	☐	☒	☐
1.2	Strategic development	☐	☐	☒	☐
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	☐	☐	☒	☐
3.	**Educational Programmes**	☐	☐	☒	☐
3.1	Design and development of educational programmes	☐	☒	☐	☐
3.2	Structure and content of educational programmes	☐	☐	☒	☐
3.3	Assessment of learning outcomes	☐	☐	☒	☐
4	**Staff of the HEI**	☐	☐	☒	☐
4.1	Staff management	☐	☐	☒	☐
4.2	Academic/Scientific and invited Staff workload	☐	☐	☒	☐
5	**Students and their support services**	☐	☒	☐	☐

5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☐	☒	☐	☐
5.2	Student support services	☐	☐	☒	☐
6	**Research, development and/or other creative work**	☐	☐	☐	☒
6.1	Research activities	☐	☐	☐	☒
6.2	Research support and internationalization	☐	☐	☐	☒
6.3	Evaluation of research activities	☐	☐	☐	☒
7	**Material, information and financial resources**	☐	☒	☐	☐
7.1	Material resources	☐	☒	☐	☐
7.2	Library resources	☐	☒	☐	☐
7.3	Information resources	☐	☒	☐	☐
7.4	Financial resources	☐	☐	☒	☐

Signature of expert panel members

1. Ciarán Burke (Chair)
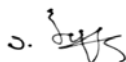
2. Ms. Diana Mchedlishvili (Expert)

3. Ms. Ana Chikovani (Expert)

4. Ms. Ana Batsankalashvili (Student Expert)

5. Mr. Irakli Gagua (Employer Expert)

Compliance of the Authorization Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

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

1.1 Mission of HEI
Mission Statement of the 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.
Descriptive summary and analysis of compliance with the standard component requirements
HEI's mission statement defines its role locally and internationally (albeit the latter only to a limited extent). However, it should be noted that the panel's research revealed that the entire content of the mission statement

was greatly at odds with reality.

The desiderata of, "based on current achievements of scientific knowledge… [contributing] to the process of preparing an active member of the democratic society, and the development of an individual and the realization of an intellectual potential" is commendable. This and facilitating students' development, and serving the labour market were certainly of relevance. However, knowledge creation can only be achieved through adequate investment in excellent research, and this did not seem to be a priority in reality.[1] There is no impetus in terms of actual awards of prizes for excellent research for staff (as revealed during interviews). This means that there is little incentive to achieve real excellence. Moreover, interviews revealed that the staff were not publishing in SCOPUS ranked journals or internationally. This has been the case for a long time, and interviews revealed that many staff and senior management did not even know what the SCOPUS system was, repeatedly justifying the lack of action with the argument that THTU is a teaching university, with the implication being that no high-level research is necessary.

The new mission statement of the University was established in the beginning of 2019, together with the formation of the strategic development plan (2019-2025) of the University. This, in addition to a new strategic development plan, was presented, though it is not clear from the strategic plan document submitted how they differed from the previous mission and strategy. (The document notes 'The indicators of the last 5 years (2013-2018) allow us to evaluate the university as a dynamically developing university, which aims at improving educational activities in accordance with modern demands and challenges, for which it intends to introduce sustainable and developing practices within university management, quality assurance and internationalization mechanisms.' – this is excessively vague and amounts to no real concrete information). The council of founders, and the management efficiency monitoring and evaluation group, should have provided information in this regard.

Also of some concern is the name of the university. The word 'humanitarian' has nothing to do with any course the university has ever taught. HEI's name may instead be translated as 'university of humanities'. However, in any case, the most poorly represented area at the University programs is the area of Humanities. Even on the webpage where there is information about alumni - "Get to Know Successful Graduates" not a single successful Humanities graduate is mentioned. Also, how do the programs of Dental Education, Pharmacy or Business administration fit under the umbrella of Humanities? It is suggested that the name and translation of the name of HEI needs to be changed, since this confuses its mission and direction. This point was repeatedly raised during interviews, and senior staff and management were rather defensive about the name, even correcting the panel chair (a native English speaker who works with humanitarian law) about his understanding of the word, saying that 'a professor of linguistics' had been consulted and had said the name was fine. In addition, the university's argumentative position, submitted in response to the draft version of the present report, stated that "The name of the University is the founders' decision therefore it has been holding this name for almost 27 years." This is entirely irrelevant. The argumentative position further states "The name of the University does not violate the national and international standards and legislative acts." This is true, but there are serious consequences if the name of a university gives a misleading impression about what the university actually does.

Staff at senior levels seemed mostly to be aware of the university's mission, which was described as having several foci, which correspond broadly with those set out in the university's mission document. However, much emphasis was placed on internationalization, a field in which nothing significant has been achieved.

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[1] It should be noted that in its response to the draft version of the present report, THTU noted: "The University is a higher teaching University and its mission represents to conduct an undergraduate and postgraduate/ one-cycle educational programs based on modern scientific knowledge and achievements, through incorporating modern research into the curriculum as well as using modern scientific literature and research results. These words are exactly specified in the University mission statement: "The University offers to those interested people an inclusive and an equitable quality education based on changeable demands of society and achievements of scientific knowledge as well as ensures promoting lifelong learning opportunities for all, thereby it contributes to a democratic society through training of its active members as well as personal development and realization of their intellectual potential". The challenge of the University is to support and develop the current research. The one of the main tasks in the Strategic Development Plan 2019-2025 is to support and develop current research, for which there are planed some appropriate measures. (see task 2.4 the research support and development)." The panel is grateful for this clarification, but it does not change the assessment, and the panel stands by its previously stated position.

The university identifies itself as having a number of unique selling points, both in the documentation submitted and during interviews with staff. These included the fact that it is a small university with good infrastructure; individual attention is paid to each student and they get good contact with staff. These points undoubtedly reflect reality.

Freedom of academic and intellectual creativity is mentioned in the mission, but is not borne out in reality, since the university has a very poor research profile.

Priorities for the country (Georgia) are taken into account in assessing changes to existing programmes and new programmes.

Knowledge of the university's mission and strategy was patchy amongst staff, and poor amongst the students. While it was noted in the minutes of the strategic planning group that a small number of students were involved in the elaboration of the mission and strategy of the university, the vast majority of students did not seem to have been involved in their elaboration in practice. This raises concerns of a dissonance between the vast bulk of the students – who were largely ignorant and ill-informed – and a privileged few, who may gain influence and advantages.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

• The mechanisms for supporting scientific and research activities

• Strategy for development of research activities

• Competition Statute for funding specific scientific-research project

• Research of student satisfaction with the support of scientific and creative initiatives

• Mechanisms of attracting of young employees

• Internationalization Policy

• Joint research/creative activities and cooperation with international partners

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

Interviews during the Site visit

Recommendations:

• It is absolutely essential that the mission statement reflects the strategy development in practice, and the budget allocation to areas that are deemed to be priorities.
• The area of knowledge creation (via excellent research) requires additional attention.
• The characteristics of the HEI should reflect the on-the-ground reality and not some abstract perspective.
• Greater dissemination and awareness of the mission statement is advisable.
• The name of the institution should be changed to reflect its activities.
• More transparency with budget planning would be desirable i.e. faculties, research, international relations, student self-governance to have their own budget and to be aware how much money could they spend rather than approaching administration at every attempt or initiative.

Suggestions:

• Involving stakeholders from other institutions that have been successful in creating and implementing

strategic plans akin to what is desired is certainly a good plan of action
Best Practices (if applicable):
Evaluation ☐ Complies with requirements ☐ Substantially complies with requirements ☒ Partially complies with requirements ☐ Does not comply with requirements

1.2 Strategic Development

- o   HEI has a strategic development (7-year) and an action plans (3-year) in place.
- o   HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning
- o   HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

The HEI has a strategic development (7-year) and an action plan (3-year) in place. THTU contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning, though only up to a point. The knowledge gathered in the institution is published in for-profit journals requiring subscription, and even payment for article publications, and does not include high-quality internationally rated research.

The strategic plan is generally inadequate for the purposes of achieving the HEI's goals, particularly with regard to fostering research. It also reflects something approaching a lack of joined-up thinking in terms of planning. The budgetary allocations for fields are clearly insufficient to achieve the stated goals. Moreover, in terms of time-bound and measurable outcomes, while HEI has elaborated Strategic Development plan 2019-2025, the description of this plan in the SER reveals a vague outline, with certain parameters (such as monitoring) quite well elaborated, but others (such as finance) clearly overly optimistic and underdeveloped. Hopefully, regular monitoring will reveal these to be insufficiently developed, but it remains to be seen. The university has not, according to the documentation submitted, started to monitor its strategic plan. The panel heard testimony during interviews that monitoring had begun, but no concrete evidence whatsoever. The lack of experience of the university's human resources staff in successfully monitoring and implementing such plans in the past also creates grave doubts about their ability to do same in the future.

For ensuring the successful process of strategic planning, by the order of the rector of THU a special working group was created which was represented by the representatives of administration, heads of services, professors and teachers, students and employees. An independent expert and consultant was invited for ensuring qualified assistance in the development of the strategic goals and the action plan.

During the development of strategic development and action plan, the working group was guided by the strategic planning methodology determined by the Academic Council

However during interviews, certain groups, particularly students, though also some staff, displayed only patchy knowledge of the strategy. This reflects the lack of a clear command structure and strategic plan to involve and inform all stakeholders.

The HEI's goals are clearly based on its mission and the priorities of its activities. However, given the tiny

amount of money allocated to staff development, internationalization and research, they are not likely to be achievable in the time allocated.

The methodology crafted for drafting strategic development and action plans was mixed in nature, relying on a variety of sources and stakeholders, including a frequent use of questionnaires. However, in practice, problems were observed in terms of the implementation (for example students not wishing to answer these questionnaires, which revealed themselves via interviews, where questions and contradictions that arose in the submitted documentation were revealed.

Monitoring is carried out by the monitoring team or the relevant responsible persons according to the indicators and the timeline defined in the strategic plan and action plan.
Monitoring and evaluation of implementation of strategic development plan of Tbilisi Humanitarian Teaching University (2019-2025) and action plan (2019-2021) includes the following steps:
· Collection of information;
· Preparing information for analysis;
· Analysis of information;
· Development of conclusions.

However, the panel has concluded that the evaluation mechanisms are insufficient. According to the staff, it was these mechanisms that identified the shortcomings that were envisaged and reflected in 2019-2025 strategy. Interviews placed repeated emphasis on quality enhancement mechanisms, though their workings in practice were somewhat questionable. This is part of an overall and rather confusing monitoring apparatus in place at the university. However, the panel concluded that the monitoring mechanisms in place at the university were wholly ineffective, given that even the panel's short time to evaluate the university revealed that the strategy was not capable of meaningful implementation in key areas, which should have been revealed by the multiple layers of monitoring present at the university. If monitoring is to be effective, it must spot obvious flaws in reasoning, budget, and results. This does not appear to be the case.[2]

The HEI has a 3-year action plan in place, to clearly describe future activities, sets timeframes for their implementation together with performance criteria and recourses needed for implementation. In order to achieve the goals defined by the strategic plan, HEI has defined a list of realistic and achievable tasks to be implemented during the following 7 years. Some of these are incorporated into the action plan. It is noted in of the SER that on the basis of evaluation of the previous action plan (ending in 2018), a number priorities need to be followed, including that the budget needs to reflect the strategic goals. However, this does not seem to have happened.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

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[2] The panel notes that it is stated in THTU's argumentative position that:
"The expert team was provided with the relevant evidences as well as monitoring report and minutes of the reports by the representatives of the institute, whereas this process was clearly described and documented by various agencies (especially by the Quality Assurance Service as leading department) during the interview.
The monitoring was carried out in accordance with the University Strategic Development Plan (2019-2025) and the monitoring mechanisms (Appendix 1.5) of Action Plan (2019-2021), by the specified teams created by the TSU rector's order.
The monitoring included an evaluation of the first 6 months (February-July 2019) of the implementation of the Action Plan. The works were evaluated in accordance with the key indicators and targets in three ranks: process is completed, process ongoing and work delayed. The monitoring also checked the effectiveness of the action plan and whether the planned results were being achieved. In the process of monitoring information was collected from the TSU departments and faculties, whereas the information was prepared and analyzed by the quality assurance service and the monitoring team as well as the monitoring result of 6 months of work were discussed by the quality assurance service, the rector and the Academic Council. The Academic Council urged the relevant persons/departments to take more effective steps for preventing delays."
However, the panel chair was not provided with any English language documentation in this regard, and did not hear convincing testimony that active and effective monitoring was taking place. If the university is still prepared to provide this documentation to the panel's satisfaction, this observation may be withdrawn.

- The mechanisms for supporting scientific and research activities
- Strategy for development of research activities
- Competition Statute for funding specific scientific-research project
- Research of student satisfaction with the support of scientific and creative initiatives
- Mechanisms of attracting of young employees
- Internationalization Policy
- Joint research/creative activities and cooperation with international partners
- Brief description of current research-scientific activities
- Reports on research activities
- Publication lists of scientific staff
- Interviews during the Site visit

Recommendations:
- The university's strategy and action plan require significant revision to ensure that the desired outcomes may be achieved within the set time limits.
- Effective oversight and evaluation mechanisms must be established to spot faults and non-compliance as they arise.
- Management and accountability mechanisms must be improved.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements
☐ Substantially complies with requirements
☒ Partially complies with requirements
☐ Does not comply with requirements

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

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

Descriptive summary and analysis of compliance with the standard component requirements

The university's organizational structure does not ensure the effective implementation of the goals and activities set out in its strategic plan. This is evidenced by the large gap between strategic objectives and budget allocations for these objectives. This reflects a lack of joined-up thinking and a lack of effective communication between departments.

The functions and responsibilities of structural units of the university are insufficiently clearly defined and divided. Moreover, the interplay between faculty-level quality assurance and university-level quality assurance is unclear, while many staff members seem to have multiple responsibilities and are poorly informed about the university's strategic direction.

The SER makes it clear that HEI believes that procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation. This takes into account expediency, equity, equality and transparency, as well as promoting a competence and merit-based approach. The panel's interviews did not reveal this process to be faulty. It appears to work fairly well.

There is a career development service for students, in which students' suggestions and concerns are taken into account. The career support service does not work efficiently towards building awareness about job opportunities, career development planning, individual students counseling, etc, despite the fact that the abovementioned service planned and carried out meetings with different employers at the university, made many memorandums with practice opportunities/ internships/ job opportunities. Some of the students interviewed were still not fully aware, or were interested in receiving information about this matter. Meanwhile, the other (mostly Law, economics students) were aware about different internship possibilities, and also have heard about students taking part in these internships. Some of the dental clinics are also ready to provide THU students with practice courses and internships.

The university has a code of conduct, which is on the university's website. The professors are also responsible for sharing it. However, when staff were questioned about the content of the code, they could not reproduce it. As such, the mechanism for creating awareness is not effective.

Each faculty works out its education and scientific profile on the basis, principally, of the needs of the labour market. Programmes are elaborated on the basis of the needs set out by the deans, the faculty council, the academic council, and the students.

Departments are responsible for the attraction of highly qualified personnel as staff. As such, competitions are held to attract individuals, though only for affiliated staff.

Heads of educational programmes receive training to make sure that the programs reach sectoral benchmarks.

The university management uses modern technologies, and maintains a registry. There are also some measures in place toward risk mitigation, though this does not constitute a risk mitigation registry in line with the highest standards.

The university's efforts to elaborate an internationalization policy are clear, and this is listed as a mission priority. However, a lack of joined up thinking is evident, since the budget allocation for such activities is so meagre that meaningful achievement of real internationalization is not achievable.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

- The mechanisms for supporting scientific and research activities

- Strategy for development of research activities

- Competition Statute for funding specific scientific-research project

- Research of student satisfaction with the support of scientific and creative initiatives

- Mechanisms of attracting of young employees

- Internationalization Policy

- Joint research/creative activities and cooperation with international partners

- Brief description of current research-scientific activities

- Reports on research activities

- Publication lists of scientific staff

- Interviews during the Site visit

Recommendations:

- Additional resources must immediately be committed towards internationalisation.
- Oversight mechanisms must be improved and reorganised.
- Greater awareness of the university's strategy must be fostered, with buy-in from all stakeholders.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

o ☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms

o 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.

o HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

While THTU has developed an adequate quality assurance apparatus on paper, in reality, there are serious problems with its implementation in practice. The panel's questions revealed that when issues were raised by internal quality assurance with various departments (inter alia, in relation to the procedures for the transfer of students studying the now-defunct general medicine programme to dentistry), little happened in practice, and there was little accountability. The only changes seem to have come about as a result of external evaluations.

There are some exceptions to the above; one lecturer was fired as a result of repeated student complaints via questionnaires, but even this is somewhat problematic, as it appears as though these questionnaires were entirely anonymous, denying the individual in question basic principles of natural justice. When the panel

asked for additional information, it was not provided.

As noted, the above does not imply that quality assurance measures are not in place, merely that they do not seem to result in concrete action. There are well developed structural measures. However, the communication between the QA and university leadership is sub-par. This became evident during interviews, but is particularly clear from the orientation of the strategic plan, which is excessively vague, and does not represent a clear enough analysis of the university's direction and priorities for the purposes of rectifying its deficiencies.

The methodology of the SER involved a combination of direct and indirect methods. A clear attempt was made to outline best practices, and to take an evidence-based approach. Questionnaires were used, with the elaboration of questionnaires being the responsibility of the sub-groups assigned to each standard.

However, problems were identified with this process, as the data collection process was not systematic. This is not reflective of an assiduous attention to detail. The university blamed this issue on the fact that they were not afforded sufficient time to prepare at interview.

The measurement standards used for self-evaluation of staff were somewhat opaque. Multiple criteria seem to be taken into account, including academic output, teaching, research and development, and administrative activities. However, the weighting system was not easily comprehensible. It was also slightly unclear whether peer review takes place in practice. There does not seem to be a periodic review of the standards used.

In terms of planning with regard to the student body, at interview, the university revealed itself to be a rather reactive actor, rather than a pro-active one. Declining student numbers had not been addressed, and were blamed on the economic downturn, while the declining budget was not rectified through income diversification, limiting the choice of services available.

The performance evaluation system for the HEI's staff and monitoring mechanisms for students' academic performance are clearly not up to the highest standards. Most obviously, with regard to staff, the meagre academic output in terms of publication does not seem to count against them, indicating that the monitoring process is not working.

With regard to students, it should be noted that academic performance is monitored regularly, at the end of each semester. The results of the analysis are reviewed with the academic staff on the individual meetings. However, the fact that students' academic performance is not properly monitored is evident from the fact that no cases of plagiarism have ever been detected, and that students do not seem to ever fail courses. The panel was shown evidence of mediocre academic standards, by the fact that Wikipedia articles and Facebook posts were cited in a Bachelor's thesis.

During the interview with members of the academic council, the panel could not get a convincing answer regarding procedures in cases of plagiarism: It was said that there is a plagiarism commission that negotiates concrete cases and sends the results to academic council, but with what goal and by whom the final decision is made could not be answered unequivocally. It was also mentioned that before the implementation of new anti-plagiarism software, that the supervisor of the students' theses or class tutor was responsible for identifying cases of plagiarism, which is clearly far from ideal.

Furthermore, in an interview with representatives of the quality assurance department, it was emphasized that there have been no plagiarism cases so far: "students know the code of ethics very well and are aware of their responsibility". This sort of self-policing is worrying. New software has been purchased some months ago, but is still not being used.

Evidences/indicators
• SER
• 2019-2025 Strategic development plan
• 2019-2021 Action plan
• The mechanisms for supporting scientific and research activities
• Strategy for development of research activities
• Competition Statute for funding specific scientific-research project
• Research of student satisfaction with the support of scientific and creative initiatives
• Mechanisms of attracting of young employees
• Internationalization Policy
• Joint research/creative activities and cooperation with international partners
• Brief description of current research-scientific activities
• Reports on research activities
• Publication lists of scientific staff
• Interviews during the Site visit

Recommendations:
• A new strategy needs to be put in place to improve the effectiveness and co-ordination of QA mechanisms. • Better monitoring mechanisms for staff evaluation need to be put in place.

Suggestions:

Best Practices (if applicable):

Evaluation
☐ Complies with requirements ☐ Substantially complies with requirements ☒ Partially complies with requirements ☐ Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

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

Descriptive summary and analysis of compliance with the standard component requirements

The University has stated in its mission that "its activities are based on the establishment of corporate culture on the basis of respect for fundamental values such as:

- Freedom of speech and expression;

- Freedom of academic and intellectual creativity;

- Free development of personality;

- Equality, tolerance and non-discrimination;

-Inalienability of human honor, dignity and business reputation.

The university has a code of conduct, which is on the university's website and on many noticeboards in the university building. The professors are also responsible for sharing it. However, when staff were questioned about the content of the code, they could not reproduce it. As such, the mechanism for creating awareness is not effective.

A (separate) students' Code of ethics/contract was introduced to students when they first entered university, which was confirmed by students during the interview with the panel. While observing the facilities, the panel saw that this code of ethics was available for students.

With regard to plagiarism, it was not fully explained why the academic council is involved in the process as well as the disciplinary commission. This seems like a needless additional layer of complication, as it is not just a rubber stamp, and seems empowered to reverse disciplinary decisions. With regard to plagiarism, it is clear that the process is not working properly in any event, since there do not seem to have been any instances in which individuals were sanctioned for plagiarism. While the university invested in relatively recent software on this topic, this does not seem to have improved matters, and the software is not being used.

The above is very important, as statistically, plagiarism is likely to have occurred at some point.

Students are aware of plagiarism and they understand the sanctions that may be taken in case of plagiarism. However, while plagiarism was mentioned in case of the thesis writing process, students did not mention anything about the learning process, homework or presentations. Further, as noted above, the checking process for plagiarism is plainly ineffective, since no cases have ever been detected.

Academic freedom would seem to be largely ensured by the university's internal regulations. However, it is to be noted that some (non-affiliated) staff are teaching at other universities and seem to publish on the basis of these affiliations rather than those at the HEI. Further, academic freedom has not, of itself, resulted in much academic output or academic excellence.

Students did not seem familiar with the concept or consequences of academic freedom during interviews.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

• The mechanisms for supporting scientific and research activities

• Strategy for development of research activities

• Competition Statute for funding specific scientific-research project

• Research of student satisfaction with the support of scientific and creative initiatives

• Mechanisms of attracting of young employees

• Internationalization Policy

• Joint research/creative activities and cooperation with international partners
• Brief description of current research-scientific activities
• Reports on research activities
• Publication lists of scientific staff
• Interviews during the Site visit
• Document on Finding and Sanctions in Case of Plagiarism
• Code of conduct

Recommendations:

- Every piece of written work over 5,000 words, or everything to be published (by staff or students), should be checked electronically for plagiarism.
- A check should be performed to make sure the new anti-plagiarism software and the way in which it is used by HEI meets international standards, including the threshold (percentage), how it is calculated, and the publications against which it is tested, as well as data protection issues, once it is actually up and running.
- Staff and students should be required to sign the code of ethics and conduct on their first day, and should attend a seminar on this topic.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

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 defined policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements
 	
 In order to evaluate the university's compliance with the appropriate requirements, the following documents were analyzed:
    (i)   methodology for planning, designing and development of educational programmes;
    (ii)   labour market, student, alumni, employer surveys and analysis;

(iii)   detailed notes based on the results of the various interviews undertaken.

According to the current authorization standards, there should be specific procedures for programme approval, amendment and annulment, and the process of programme development should represent a collaborative process, involving the input of different stakeholders based on identified labour market needs.

The university has documented educational programs and syllabi for each subject. The programs are created according to current legislation and ECTS standards. Syllabi are constructed with the updated form (as regulated by the updated N3 decree of the minister of Higher Education from 2007). THTU during visit presented a number of examples of amendments made to syllabi in the period 2009-2019. The syllabi contain learning outcome grading system that is in accordance with country's legislation. However, the track of achieving the objectives of the program is not clear, as was revealed during interviews, where several teaching staff were unable to answer simple questions concerning learning outcomes.

The experts' panel requested from THTU letters of consent from the Ministry for the implementation of foreign language education programs as required by Law (Law on Higher Education Chapter 1 Article 4). The University has submitted a letter of consent from the Ministry to the Rector dated 23.07.2019, where the Ministry of Education, Science, Culture and Sport agrees THTU to carry out Russian language Bachelor's degree program in Business Administration and a single-cycle Russian language program in Dentistry. No letter of contest from the Ministry was submitted to the panel for the English language program in Dentistry which HEI plans to introduce and has submitted for the authorization.

Employers and graduates are considered important stakeholders for curriculum development, university periodically carries surveys although this does not lead to their active inclusion. Only academic personnel is involved in the development process.

Procedures of programme approval is clear, while the procedures for amendment and annulment of the program – are not. Greater clarity is needed regarding THTU's rationale around strategic planning and decision to discontinue programs. Optimization of educational programmes took place not on the basis of evaluation, but in one case - Medicine program was annulled considering that the HEI would not be able to comply with the new standards and in second case – HEI has recently discontinued enrollment to the European Studies program mainly on the grounds that there had been a decline in the level of demand from potential students. However, a wider range of issues was revealed by panel – such as inadequate Curriculum contents of program – it's mostly philology program with old and sometimes irrelevant study materials and not area studies.

Regarding the lack of clear evidence of the procedure for discontinuation of educational programmes: In case of European Studies program only a remark from the Head of Quality Assurance that there will be no further enrollments for the European Studies Program was announced on the Academic Board of THTU – no other document or procedure /regulation that preceded in order to discontinue the program could be identified by the panel.

While annulling or amending the educational programmes THTU provides students with relevant information on external and internal mobility and grants them an opportunity to be transferred to a modified program thus enabling the completion of their studies. The aforementioned annulment of the Medicine programme followed this process and those students that remained at the THTU are continuing their studies on Dentistry program.

According to Georgian legislation the Teaching University must have BA as well as MA programs. At the present time the THTU is only planning to start MA programs and is implementing only BA programs and one one-study cycle Dentistry program, which is considered to be equal to MA, but MA program should also be carried out by the THTU.

As observed during the meetings conducted by the panel, the internships made available to students are considered helpful, but as only 12% of graduates are able to find a job, it seems that more practical learning

through internships and practice-based learning during their studies would support student transition to employment.[3] (Practice is done mostly on the Dentistry/ Law and Business Administration programs). Generally, the university tries to facilitate student employability by their collaborations with employers, and these external stakeholders are enthusiastic about their relationship with THTU. For instance, University has Memorandums of cooperation with a number of organizations offering internships to students, e.g. law, business administration, dental clinics. However, they too advocated for more practice-based learning in the curricula.

· Labor market surveys are presented, but only for selected programs.

· Feedbacks are presented only from small number of employers.

· Student and Alumni satisfactory surveys are not representative, due to the low participation (from 617 students only 206 took part in survey- less than 1/3. and do not allow generalization or generalized conclusions).

Evidences/indicators
- Self-evaluation report;
- Educational Programmes and syllabi.
- Various surveys conducted by the University.
- Methodology for planning, designing and development of educational programmes;
- Regulations for calculating educational program credits and evaluating student learning outcomes
- Meetings conducted by the panel during the site visit.

Recommendations:
- The main indicator for developing the educational programme should be labour market requirements, otherwise it will increase the chances for the students to stay unemployed or to work in different fields from those in which they have qualified;
- Internationalization should be increased with adding new subjects taught in English and other European languages, while the budget for such activities should be substantially increased;
- Conduct market research of the educational programs more frequently and adapt programs to them
- Greater clarity is needed regarding THTU's rationale around strategic planning and decisions on development and to discontinue programs.

Suggestions:
- Encourage a more critical attitude and contribution from employers
- Encourage alumni to become involved in programme development

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

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[3] In the argumentative position, THTU notes, that according to the self-assessment presented by the establishment, pp. 71-72 list the indices of employment of the alumni according to the programs, showing the total index of employment to be equal to 43%. However, importantly, the 12% figure relating to graduates finding employment in their chosen disciplines was referred to repeatedly during interviews with various staff and management. It seemed to be commonly known in the university, and the panel is inclined to believe this figure.

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Structure and Content of Educational Programmes	
o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted	
o 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.	

Descriptive summary and analysis of compliance with the standard component requirements

The university has documented educational programs and syllabi for each subject. The programs are created according to current legislation and ECTS standards. Learning outcomes are stated in programs and syllabi for each subject. However, the academics knowledge of these concepts appeared to be obscure, e.g. it is unclear as to whether academic progression can be demonstrated, hence there is no prove that students are able to combine and apply knowledge, rather than simply describe the ECTS credit system.

When discussing how the curriculum was maintained up to date and research-informed, there was no clear vision from THTU professors and program leadership as to how this might be achieved. The faculty members appear to have a poor understanding of evaluation of learning outcomes It looks like learning outcomes and their role in planning the educational process are not well understood.

I.e. learning outcomes for language competences - Reading, listening, speaking and writing are clearly described in syllabi. However English language competence among students is found to be low. Despite the declared priority of foreign language courses it is visible that those courses offered during 4 semesters within BA programs are not enough to reach the communication skills benchmarks required in the National Qualification Framework (i.e. ability to communicate information to specialists in a foreign language). The lack of foreign language proficiency among the students (as well as staff) could be noticed during the interviews as well. Notably, the insufficient knowledge of a foreign language is indicated as a major obstacle for internationalization as declared on interviews with students as well as with academic staff.

Only one student that panel met was able to speak good English (the foreign student of English language annulled program – changed to dentistry) other students that panel met – neither Georgian, nor foreign students were not able to express themselves in English. Besides, some of students stayed totally silent throughout the meeting, although a translator was provided for questions made in English and Georgian members of panel addressed them with questions in Georgian.

Programme and Syllabi are structured according to existing requirements. The learning materials – books as well as CD-s referred in the Syllabi for different programs, for compulsory as well as for non-compulsory subjects were randomly checked and were found to be accessible in the Library of THTU.

The dental programme appears to be well-established with an integrated dental facility and a phantom skills laboratory. THTU is conducting the OSCE assessment system pilot, but – only one personnel is a trained specialist. HEI plans to train additional personnel for OSCE assessment system.

However, in some Syllabi there is need to update the teaching material with recent editions (some program materials are updated, others – not) in order to provide students with contemporary knowledge; Syllabi content in some cases lack logical connection between all of its components and achievement of learning outcomes i.e.:

Translation theory and practice syllabus (European Studies Program) has no prerequisites, but translation to/from English is practiced and student is evaluated in how well he/she can speak English. It would be good to have in this case prerequisite –knowledge of English on some level.

Also, Program learning outcomes do not always correspond to the qualification awarded (i.e. European Studies program): According to the National Qualifications Framework Classification of Learning Areas European Studies are classified as follows: Wide field: 03 Social Sciences, Journalism and Information, Narrow Field: 038 Interdisciplinary, Detailed Field: 0388 Interdisciplinary - Includes Social Sciences, Journalism, Information Management. Whereas the program (and syllabi) in European Studies presented by the HEI is within the competence of Philology and only through non-compulsory courses give the student an opportunity to choose several courses in the social sciences and area studies related to the European Studies learning area i.e one 5 credit course in the History of western Europe. Non-compulsory courses include American Novel, or Variants of English (British and American English differences) that must not be crucial for European Studies.

It must be mentioned, that there are "Free courses" such as EU Economy, EU history, EU Structure and Politics, European Law, European Geography, but only as free courses, which cannot be sufficient. [In the course "Structure and Politics of European Union" three books are given as additional reading and all three are Russian language (Вайденфельд, В.Вессельс. Европа от А до Я. Таллинн, 1999, с. 24-31, 209-217. 2. ენდრიუ ჰეივუდი, „პოლიტოლოგია" ვტორი იზდანია მ 2005, 3.a. melvili _ politologia uchebnik MGIMO Rasii. 2009) The last two are also in Russian, just titles are written in Georgian characters (!) while published in Moscow. When teaching Structure and Politics of EU main, as well as additional reading (along with Georgian language material) should include at least English publications, especially when program has declared high English proficiency level of English language teaching and learning. Also, why studying EU politics from the book published by Moscow State Institute of International Relations in 2009?].

There are opportunities for students to elect non-compulsory elements to their programs and there is also opportunity for internships. However, as observed i.e. in courses for Business administration program – there are two modules and compulsory courses for one module are non-compulsory/elective courses for the other with such a small number of offered courses, that if student of one module chooses non-compulsory courses from the other module - the difference between the courses that the students of both modules have chosen and undertaken is only one course – all the other courses will be the same.

The University Regulations for planning, implementing and assessing scientific-research component are presented for BA as well as for MA thesis, however with several flaws: In BA thesis guideline citation style for bibliography is not explained in details, only generally where it must be (at the end of the paragraph and at the end of the thesis. But what reference style do students use (APA/MLA/Chicago/Harvard? Name and Surname/Only surname/ initials? Year in the beginning, in the middle, at the end etc.)? there is no info regarding the reference style in BA thesis guideline. Slightly more detailed, but still vague in MA thesis guideline - No info how to refer to internet sources, different kinds of bibliography, etc.).

There is no MA program active currently and regulation for MA thesis has contradicting evaluation schemes for the research component evaluation:

· According to regulation document, MA thesis Supervisor evaluates the thesis preparation. Usually it is prohibited and MA thesis Supervisor usually has no voice in evaluation. Also, evaluation by the Supervisor of the MA preparation stage – i.e. finding and organizing bibliography, planning - as those are stages that should be helped by and prepared with active support of the MA thesis supervisor - is in need of revision.

·   MA thesis is to be checked against Plagiarism by the program Director. As HEI declared that they plan to start antiplagiarism program in 2019 (Self-evaluation p. 26) the antiplagiarism electronic system should be used.

·   In the MA thesis guideline there is confusing information about evaluation of MA thesis. The evaluation info in guideline says that MA thesis is evaluated by Supervisor (maximum 30 points), two reviewers (each evaluates with maximum 30 points and the arithmetic mean (average) is calculated) + thesis defense committee (assigns maximum 40 points). But the evaluation sheet of MA thesis indicates that Supervisor as well as each reviewers assigns maximum of 20 points. These diverse evaluation schemes in the same document do not comply with each other.

HEI is in need of a sustained staff development programme. Currently there appears to be little strategic planning for the new curriculum and staff development. There is no clear policy of identifying needs of staff development neither in the field they are teaching, nor in the direction of learning and teaching methods and evaluation of learning outcomes. Moreover, there is no systematic process of evaluating the impact of the professional development activities staff attend. Staff have extremely restricted opportunities to attend international conferences abroad in order to update qualification and renew studying programs. The institution does not currently have a system of policies and strategies to support decisions on precise research activities for knowledge exchange and knowledge transfer which in turn update curriculum and are integrated into teaching;

Student academic performance monitoring results showed that the achievements are lower than expected by standards. The marginal number of students is 1200. The actual number is 730. 693 have active status, while 334 have suspended status. 488 and 122 of these, respectively, are international students. Only a small number of Students participate in surveys, not from every program. Surveys of employers also is not very representative taking into account the agreements signed with various employers for work practice etc). Also, it has not become clear to the panel to which extent such data have direct impact on program change, teaching innovations and/or the students' learning process.

It should be noted that student dropout rate is high. The management admits that this is due to general economic difficulties, as well as student employment or social factors. No policy to examine and solve this problem is detected and only individual initiatives (i.e by the Dean of the Faculty) are taking place.

The HEI does not plan to apply for accreditation for some programms and plan to continue the unaccredited programs just under authorization mood (that is permitted by law). However, the accredited program content is much more up to date and well planned then those submitted only for Authorization.

THTU has bought license for the antiplagiarism system (Plagiat c) from Poland. According to contract the license is bought for the period 01/06/2019 – 31/05/2020. Despite the fact that it is declared in self-evaluation that it will be introduced and implemented 2019, at the end of October the HEI has not started to use it and has not yet held any training for the academic personnel to introduce the product. So at the time of site visit anti-plagiarism software is bought, but until it becomes functional, there are no effective tools to fight plagiarism and HEI is relying on Professors /heads of the programs to identify plagiarism in e.g. BA students' thesis;

While THTU's strategic plan includes internationalization as one of its priorities, the panel failed to find such future priorities in the program offering of the university beyond an exceptionally small number of mobility examples or Conference visits.

Mobility of students and staff is miserably low.

TSHU has not been carrying activities to increase the English language proficiency amongst its academic and administrative staff members – this will be problem for internationalization.

There is a week evidence of evaluating research activities by academic staff. In order to assess academic staff's research activities special point system elaborated in the HEI and presented to the panel, but during interviews panel members were not convinced in existence of implementing and assessing scientific-research component;

Minor programs are not offered at HEI. The educational programmes (excl. regulated programmes) may be designed in a way, that would allow the students to choose minor.

Generally, in some study courses the use of study material in Russian Language (for additional / auxiliary study materials) is common. while there are no prerequisites from students to know Russian Language when the instruction language is Georgian) (i.e. Marketing of Services, Business etiquette, Economics of Tourism, Hotel Industry, Tourism Marketing, Tour operating, Economic security of Tourism, International Tourism, Ecological tourism, Strategic planning of tourism - Tourism program, Clinical Psychotherapy, Basics of Pathopsychology, Basics of Psychodiagnostics, Introduction to Sociology, Basics of Psychoanalysis, Psychology of Emotions, Survey data analysis (using SPSS), Histology, Cytology, Embryology (Pharmacy) etc.)

THTU has in place Alternative ways /tools of information provision such as announcement on the webpage, via Students electronic learning portal, on Facebook page, on meetings with coordinators, etc.

As a general comment: Learning outcomes in Syllabi are sometimes described in present and sometimes (in the same sentence) in the past tense, so it is confusing as the sentences lack structure. Sometimes there are unfinished sentences in various documents. Lack of spell check or proof reading in almost every document. Spelling errors make reading difficult.

HEI has a functioning set of methods for the elaboration of individual study plans. The elaboration of an individual study plan serves to provide the undisturbed access of the students (who have various educational needs) to the studying process. It is possible to amend/correct an individual study plan proceeding from the needs of a student (please see the self-assessment text, p. 32 and the following document, accessible at the web page given below: http://thu.edu.ge/uploads/files/xarisxi/individualuri_saswavlo_gegmis_shemushavebis_metodologia.pdf).

However, while these documents seem impressive on paper, the panel has grave concerns about them. The panel could not get information during interviews about the documents and related procedures, as the staff did not show themselves to have knowledge of these regulations. As such, there are doubts as to whether such procedures are being used in practice. If they are not, then HEI, in practice, does not take into consideration various requirements, needs and academic readiness of students, being unable to ensure their unhindered involvement into the educational process.

THTU has evidence of reasonable adjustments made to the infrastructure - the University environment is adapted for people with special needs - there is wheelchair access, elevator, bathrooms in the building. However, it remains unclear exactly what are other kind of special educational needs regarding which university is able to develop individualized education programmes for students (e.g., visual impair, deafness, learning disability etc.). There exists regulation – "Methodology for Individual Curriculum Development" but on interviews the panel found academic personnel to be unaware of the procedure or regulations for individualized study plans. Not a single case of individual study program has been detected yet. Remarkably HEI admits not to have had any student with learning disability.

The panel is concerned about the institutional capacity of selecting foreign students, addressing the high number

of students with suspended status and low academic performance.

Teaching and learning methods used within educational programmes reflect specifics of the field. Panel has the impression that regulation documentations as well as program documentations (including methodology for evaluation) and syllabi were prepared with active participation of Quality Assurance staff in order to meet authorization standards, but the academic/administrative personnel as well as students did not have sufficient time or trainings to "absorb" the information provided in regulations – while some of them is not being implemented yet or is in test mode for the moment.

Regulations for programs in most cases are in place and up to date, but implemented and current work does not give the impression that the regulations are followed. Scheduled work lacks to convince as: 1) academic staff resources are limited (no current research activities at the HEI and very limited resources allocated for research, very little internationalization experiences or scheduled activities in nearest future, lack of knowledge for implementation mechanisms i.e. learning outcomes evaluation, antiplagiarism system, individual study plans, also work overload – as many work in several other institutions as well); 2) Low participation of stakeholders (students, alumni, employers, potential employers) in preparation and development of programs, 3) Low academic performance and high dropout rate/ high number of students with suspended status and no policy in HEI to deal with the problem.

Evidences/indicators

- Interview results
- Self-Evaluation Report;
- Catalogue of educational programmes;
- Syllabi of educational programmes.
- Analysis of student academic performance;
- Monitoring of programme completion in set timeframe, and dropout rate;
- Satisfaction survey of students, alumni, employers and analysis of results;
- SWOT Analysis
- Alumni tracer study regarding career
- Results of monitoring students' academic performance;
- Instructions for BA Research Thesis
- Instructions MA Research Thesis/ Project
- Modern teaching and learning methods, assessment methods and criteria for methodological guidance for academic and invited staff
- Methodology of designing an individual education plan

Recommendations:

·   The teaching of foreign languages should be organised in a better way to achieve benchmarks

·   More detailed methodology should be elaborated to create and offer individualized education programmes and study material for special educational needs students – this information must be disseminated to the academic personnel

·   It is recommended that available data on student study progress be systematically used to identify problems and improve them

·   Where applicable the teaching material must be updated with recent editions in order to provide students with contemporary knowledge;

·   More precise and clear regulations for planning, implementing and assessing for BA and MA thesis should

be elaborated

• There should be trainings for the academic personnel to learn the usage of purchased antiplagiarism system and to use it;

• Systematic and clear approach must be assured to endorse research activities and their integration in study programs as well as academic development

• Internationalization strategy should be translated into actions and implemented mobility for students and staff.

Suggestions:

• Proficiency level of foreign language should be strengthened in admission preconditions of the all programs

• It is advisable to expand the non-compulsory components of the educations programs ensuring Academic Freedom of the students

• The educational programmes (excl. regulated programmes) may be designed in a way, that would allow the students to choose minor. The minor programs could be offered in a way, that students feel encouraged to elect them

• Apply for accreditation of programs that do not have accreditation and do not rely only on authorization of the programs

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

o ☐ Does not comply with requirements

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.

Descriptive summary and analysis of compliance with the standard component requirements

Learning outcomes in each program are presented according to the procedure of creating the programs in the university. The syllabi contain learning outcome grading system that is in accordance with country's legislation. However, the track of achieving the objectives of the program is not clear. System for learning outcomes assessment and its accessibility to the interested parties was not detected. Neither students, nor academic personnel had information about the assessment of learning outcomes at THTU. Students' knowledge level is evaluated based on the above mentioned system, but they do not have information weather they achieved the goals, what are the learning gaps and how they can improve and progress. The panel is concerned that academic staff appear not to be aware of the necessary theory and practical aspects of assessment methods required to examine learning outcomes.

The THTU written examinations are prepared by academics are delivered by the administration of the examination centre or by academic personnel – the team was not able to get precise information, as the answers on interviews differed according to faculties. The electronic / computer generated system to organize

examinations is elaborated but is in testing regime and have not been used yet.

The University has an assessment appellation system in place. The appellation process is presented in documentation and during interviews the students state that they have information on the procedure of how to appeal their assessment results.

Student survey results are presented, but they are not representational due to low participation and only for selected programms.

HEI should elaborate learning outcomes assessment system taking into consideration specifics of the field, and includes adequate assessment formats, components and methods, which enable identifying whether students have achieved learning outcomes attributed to the specific educational programme.

Evidences/indicators • Self-evaluation report; • Educational process regulating documents • Interviews with staff, heads of programs, students.
Recommendations: • It is recommended to create system of assessing learning outcomes and to ensure that the assessment standards used globally are implemented in assessing learning outcomes at the THTU.
Suggestions:
Best Practices (if applicable):

Evaluation
 	
  ☐ Complies with requirements
  ☐ Substantially complies with requirements
  ☒ Partially complies with requirements
o ☐ Does not comply with requirements

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, scientific 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
o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
Descriptive summary and analysis of compliance with the standard component requirements

The teaching university in 2019 has elaborated "Human Resources Management Policy", the goal of which is to attract, select, develop and maintain a corps of academic personnel that is competitive on the local and international labour market, and is highly qualified as educators and scientists. In the document 'the general principles and rules of staff management', affiliation policy, efficient integration of new employees into work environment are described; the procedures of hiring (electing/appointing) academic, scientific, invited, administrative, and support staff are transparent; the personnel development policy is elaborated; the procedures of incentives and motivation of staff are described.

Staff management policy and regulations are public and accessible to interesting parties. Academic personnel participate in decision-making processes as they are members of faculty and academic boards. However, at the interview with the teaching university management, financial and the human resources managers, there was shown to be no clear and transparent position regarding the staff development and motivation mechanisms, for example, the academic personnel mentioned salary bonuses in case of fulfilling requirements set for the affiliated academic personnel, while management representatives did not accept this approach; there are only a few cases of financing affiliated personnel's publications and participation in scientific conferences; of 73 academic personnel only 23 are affiliated with the university, only 1% of the total budget is considered for scientific-research activities (while in its argumentative position, THTU attempted to include staff salaries and other categories within this budget, boosting it to 12%, this is clearly a miscalculation), retention rate of personel is rather low (45% of academic staff, 62% of invited lecturers and 75% of administrative personnel).

The HEI collects information and statistical data regarding its staff, and conducts satisfaction surveys according to introduced set of criteria for the evaluation of staff. The teaching university recently conducted staff evaluation and satisfaction survey, but there was nothing mentioned during the interviews about the feedback and examples of reaction from management bodies. (The panel asked this question, but nobody was able to answer. For example, HR was not aware and senior management were also asked about this). Assessment of academic personnel's performance is conducted every semester, but they are not informed about assessment results (Representatives of academic personnel and invited lecturers clearly stated that they are not informed about the results during interviews).

The HEI has signed contracts with academic, invited and administrative staff that are in line with legal requirements.

The teaching university has defined the qualification requirements of academic/scientific/invited/administrative/support staff, considering their job descriptions and functions. However, for all categories of academic staff only general requirements are defined in line with general legislative criteria, no special requirements that will ensure the employment of high-qualified academic and scientific personnel, for example for professors, associate professors and assistant-professors one publication is required during the last five years. After reviewing the documentation and interviewing academic personnel, it was revealed that no single publication in high ranked scientific journals is published. Besides this, in some cases, the academic personnel do not provided diploma proving his/her qualification, for example in the folder of one of the assistant-professors instead of Doctor's diploma only the certificate issued in 2009 is included.

At the interview students and alumni referred to teaching and administrative staff as being supportive, open and easily accessible.

Evidences/indicators

• HEI Human Resources Management Policy;
• Sample labour contracts for academic/invited/affiliated/administrative staff;
• Job descriptions and qualification requirements;
• Affiliation agreement;
• The terms and the rules of the affiliation of the Academic Personnel of Ltd. Tbilisi Humanitarian Teaching

University;
- Private files of staff;
- Self-evaluation report;
- Strategic Development Plan of HEI;
- Personnel survey results;
- Interview results.

Recommendations:

- Define clear indicators for academic staff performance evaluations;
- Elaborate the mechanism of using assessment results in future development activities;
- Implement clear and transparent mechanisms regarding the staff development and motivation;
- Increase funding for professional development of staff;
- Ensure that encouragement of staff is based on staff-evaluation results;
- Define clear and transparent criteria for academic staff elections;
- Ensure that teaching staff receives summary reports of students' evaluation;
- Elaborate mechanisms for sustainability of human resources;
- Increase the number of affiliated academic personnel;
- Increase affiliated staffs' reward policy and ensure they allocate their intellectual resources to the university.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

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 scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The workload scheme of HEI academic and invited staff is updated every semester. The scheme includes teaching, scientific/research and other workload (e.g. designing of educational programs and syllabi, publishing articles, etc.) according to "Academic staff's annual contact, teaching-scientific and didactic workload and benchmarks", which is approved by Academic Board in 2019. The annual performance of academic staff is identified and evaluated according to these indicators and quantitative benchmarks.

During the site visit, the teaching university submitted the academic, scientific, invited staff workload scheme, which also included the staff's workload in other HEIs. The average workload of academic staff differs from 6 to 12 hours per week, but there are cases when one person delivers 36, 41 and even 63 hours per week in all HEIs. During the interviews it was revealed that the administration was not aware of such high rate of workload of these persons. These figures were disputed by THTU in its argumenative position. As such, for the sake of

clarity, the relevant staff are:

Assoc. Prof. Merab Lekveishvili – 36 and also Assoc. Prof. at other HEI

Professor Manana Orjonikidze -36 and also Assoc. prof. at other HEI

Senior Teacher Ekaterine Sanikidze – 36

Senior Teacher Elene Petriashvili - 36

Senior Teacher Shorena Metreveli – 65 and also Assoc. Prof. at other HEI

Assoc. Prof. Sergo Tsitskhvaia – 41

Senior Teacher Zurab Beria - 36

The teaching university is running 10 educational programs with 73 academic personnel, from which only 23 are affiliated with this university. The stated goal (mentioned at interview) of the administration is to increase the number of affiliated professors, but they face difficulties as some academic personnel are affiliated with other universities or just do not wish to be affiliated. It is also to be questioned whether the university has the capacity to increase the number of affiliated staff within the current budget. Further, there is no evidence from the documentation submitted that any concrete steps have been implemented in this regard.

Affiliation terms and conditions are written out in a formal agreement between the academic staff and the HEI. Workload terms and conditions are defined within labour contracts of academic personnel. There are three categories of labour contracts signed with academic personnel – A type for affiliated academic personnel, B type for not affiliated academic personnel and C type for invited lecturers.

The methodology of determining the number of academic, scientific, and invited staff in relation with academic programmes is described in the self-evaluation report. In the SER the university describes benchmarks set for its staff in order to effectively carry out its educational, research and other performing activities. In planning the quantity of academic and invited personnel, the university considers program specificity and existing and planned contingent of students. However, the methodology needs clarification regarding the benchmarks set for affiliated academic personnel and how best practices are considered in order to ensure sustainability of human resources as well as the correspondence of their qualification requirements with programme specificities. For providing the program sustainability the university has defined a mechanism of student contingent planning, which considers number of students and academic/invited staff, the university other resources as well.

It should be mentioned that the workload of administrative staff seems to be overloaded in some cases. For example, one person is hired for two positions and has signed two contracts with the teaching university two labour contracts – one for 40 hours per week and the second – for 20 hours per week.

Evidences/indicators

• Academic staff's annual contact, teaching-scientific and didactic workload and benchmarks;
• The academic, scientific, invited staff workload scheme;
• Sample labour contracts for academic/invited/affiliated/administrative staff;
• Affiliation agreement;
• The terms and the rules of the affiliation of the Academic Personnel of Ltd. Tbilisi Humanitarian Teaching University;
• Private files of staff;
• Self-evaluation report;

• Strategic Development Plan of HEI;
• Interview results

Recommendations:

• A clearer series of staff benchmarks needs to be set out. These benchmarks need to reflect reality and incentivise staff to use time to research, particularly on international topics.
• Work for increasing the number of affiliated academic personnel;
• Elaborate the clear methodology of determining the number of academic, scientific, and invited staff in relation with academic programmes considering best practices, academic personnel affiliation, and ensuring that it is implemented in all educational programmes";
• ;
• Ensure that workload of all staff members is logic, fulfillable and in line with Georgian legislation

Suggestions:

Best Practices (if applicable):

Evaluation

  ☐ Complies with requirements
  ☐ Substantially complies with requirements
  ☒ Partially complies with requirements
  ☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centered 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

  o 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.
  o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

For each of the educational levels, the university has provided the relevant documentation for the assignment, suspension and termination of student status, mobility, qualification granting and recognition of education, which are in line with current legislation, are public and are accessible for interested parties in both Georgian and English languages (though not in Russian) via the HEI's official website. The contract between the HEI and its students contains information about students' rights and obligations.

The THU has developed a mechanism for protecting students' rights for the discussion of appeals related to the work of academic / administrative bodies. Student survey results, provided by the university, clearly show that only 49.5% of the students are fully aware of the abovementioned procedures. 15.7% of the respondents were not aware of these regulations and 34.8% are not fully aware. Interviews also revealed that students' knowledge is quite low about this matter; therefore the university should reinforce the awareness of students, instruct and

inform them about their lawful rights and interests via additional, intensive meetings etc.

The agreement between students and the university is up-to-date and in accordance with the current legislation on education in Georgia. Students claimed to have had the opportunity to read their agreements, but they did not remember details and components thereof clearly.

A students' Code of ethics was introduced to students when they first entered university, which was confirmed by students during the interview with the panel. While observing the facilities, the panel saw that this code of ethics was available for students.

No foreign student representatives are present in the student self-governance while more than half of the students are foreign. This body should include foreign students as well

Students are aware of plagiarism and they understand the sanctions that may be taken in case of plagiarism. However, while plagiarism was mentioned in case of the thesis writing process, students did not mention anything about the learning process, homework or presentations. Further, as noted above, the checking process for plagiarism is plainly ineffective, since no cases have ever been detected.

Evidences/indicators
- Rules of assignment, suspension and termination of student status, mobility and recognition of received education during the learning period (the second edition) – is approved by the decision of THU Academic Board #2/2013. May 11, 2013. Modified: 23.05.2015; 12.02.2016; 17.02.2018. (appendix 5.01)   - Tbilisi Humanitarian Teaching University Internal Regulation. (appendix 2.17)   - Analysis of student survey results (January, 2019). (appendix 2.10)   - University webpage. www.thu.edu.ge   - The contract between HEI and a Student (education service agreement 5.1)   - Interview results

Recommendations:
- Raise Students' awareness about the appeal procedures related to grades as well as learning process and encaurage them to use the official letters of complaint instead of face-to-face communication with lecturers;   - Increase student engagement in the quality enhancement at program level, as well as in terms of evaluation process;   - Encourage self-government representatives to support sudents in all aspect of academic life, not only in extra-curicculum activities   - Raise students' awareness about the University's Mission and Vision.   - Foreign students need to be included in the student self-government

Suggestions:

Best Practices (if applicable):

Evaluation
☐ Complies with requirements ☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with the standard component requirements

The HEI provided a survey result regarding consultation services at the university, which claims that 65.8% of students contact the administration through personal visits, 17.3% contact the administration via professors, and 11.9% through the electronic database. On the other hand, during interviews, the actual awareness of professors/ students about consultation hours did not mirror the survey results, showing a culture of these hours not being respected. Some of the professors are aware of the obligatory consulting hours, while some of them did not know the exact duration. The students claim that the only time they use the consultation service with the professors is before passing their exams. Interviews also showed that the students receive feedback about their academic performance, directly after their lectures/ seminars.

The career support service does not work efficiently towards building awareness about job opportunities, career development planning, individual students counseling, etc, despite the fact that the abovementioned service planned and carried out meetings with different employers at the university, made many memorandums with practice opportunities/ internships/ job opportunities. Some of the students interviewed were still not fully aware, or were interested in receiving information about this matter. Meanwhile, the other (mostly Law, economics students) were aware about different internship possibilities, and also have heard about students taking part in these internships. Some of the dental clinics are also ready to provide THU students with practice courses and internships.

Many students/alumni do not ultimately work in their professional fields, but this was generally blamed during interviews on the difficult economic situation prevailing in Georgia at present. Employer interviews revealed that they had taken part in the creation of educational programs via surveys. Taking this into account, the HEI should reorganize the course/ performance of career service, and try to build a connection between employers and students that is profitable/ interesting for both parties.

Although the university has concluded a number of agreements with different credible universities abroad, the student mobility rate is low, according to interviews. The students mentioned their concerns about poor knowledge in the English language, which is one of the prerequisites for pursuing a semester abroad in many universities.

There are some international project/ seminars/ conferences possibilities for THU students, which is documented by student participation in the above-mentioned activities; on the other hand they are not organized regularly; further, the information about this matter is limited and not efficiently delivered to students at the moment. Students participate in conferences/ projects/ seminars on a local scale (a few 'exceptions' were provided in the argumentative position, but related to staff travelling abroad, albeit very occasionally). The HEI fosters additional extracurricular activities and takes its students wishes into account. The students were provided with additional literature at the library.

Mechanisms for supporting low socio-economic students, and the information is public (HEI Web-site)

and accessible for all the parties interested. The university has transparent mechanisms for protecting low SES students. The low socio- economic students are given several options to pay their fees (example, flexible payment mechanisms, stipends, a discount for students from the same families etc.) the stipends are given based on individual cases.

The HEI's mission states that it shall support internalization and the scientific potential for all students. However, this area is grossly underdeveloped. The HEI has an internalization policy and has participated in a very limited number of international projects. Not one student from the group interviewed had participated in HEI's International Exchange courses. The main reason which students provided was lack of English Language skills and they stated that they would like to have a higher level of English.

As gleaned during the interviews, the institution and the student self-government support students' involvement in extracurricular activities and initiatives, with which students are generally satisfied. These kinds of activities usually include different kind of sport and art competitions, intellectual games and site-visits to different regions for public lectures.

The university is only partially adapted to students with special needs. It does have an elevator and ramp for people with walking disabilities. However, the environment and learning resources are not adapted for people with hearing and visual impairments.

The university has an electronic system for centralizing grades and uploading learning materials.

Evidences/indicators

- SER;
- Mechanism for the Protection of Students Rights and Lawful Interest;
- University Structure;
- Document on Career Support Service;
- Survey of Alumni of the year 2018-2019;
- Internalization Policy;
- Document on supporting of low SES students;
- Document on Granting Scholarships
- The University's official web-page; www.thu.edu.ge
- Student survey analysis (January, 2019). (appendix 2.10)
- Student Support and Career Development Office Statute. (appendix 5.02)
- Interview results

Recommendations:

- Better schedule for lecturer's consultation hours in order to give equal opportunities to all students;
- Have better structured, organized database of employers;
- Diversify and separate responsibilities of Career Support and students Support Departments, in order to better consult students on their career opportunities as well as communicate with current/future employers;
- Increase and encourage the internationalization at the institution by providing much equal opportunities and information source to all students;
- Support students and encourage to participate in a local as well as international scientific conferences;
- Raise students' and professors' awareness about the importance and the purpose of counseling services at the HEI
- Increase the performance of the career support service, by reorganization
- International projects / seminars/ conference possibilities and students' engagement therein should be increased at the university.

Suggestions:
Best Practices (if applicable):

Evaluation
 	
      ☐ Complies with requirements
      ☐ Substantially complies with requirements
      ☒ Partially complies with requirements
      ☐ Does not comply with requirements

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
o   HEI, based on its type and specifics of its fields, carries out research/creative activities. o   Ensuring the effectiveness of doctoral research supervision o   HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field
Descriptive summary and analysis of compliance with the standard component requirements HEI is a teaching university and does not conduct doctoral education programmes. However, both the mission and strategy mention research excellence, academic freedom and internationalization. In 2017, when analyzing the conformity of the authorization with the updated standards, as well as when developing the strategic development plan for 2019-2025, it was clearly revealed that the university's complex activities should have been carried out in order to develop and to improve research activities. In order to implement the planned plan and activities, the Center for Research and Development is included in the structure of the University, whose functions are: –   Supporting the scientific-research activities at the university and coordinating the development of these activities; –   Providing consultation services to the university staff for the purposes of attracting scientific funds, drafting grant projects, creating patents and protecting the copyright; –   Organizing various seminars, trainings, training and certification courses for the development of the

scientific-research activities of the university staff;

– Evaluating and analyzing the scientific-research activities of the university;

– Coordinating together with the International Relations Service the joint grant, scholarship and research projects on behalf of the university;

– Under the educational programs of the university planning the scientific-research component and coordinating the evaluation processes, including in terms of the protection of the academic integrity and the adoption of anti-plagiarism measures;

– Administrating the scientific grants of the university;

– Organizing the university research activities (conferences, seminars, workshops, etc.);

– Cooperating with Georgian and foreign universities, scientific centers, organizations, funds, state and private structures in the field of the scientific research;

– Supporting the participation of academic and invited personnel in scientific forums, international conferences, symposia and seminars.

However, many of the above have not been achieved to a significant degree, based on interaction with the staff at interview.

The university has developed a "Strategy for the development of research activities". All persons / structural units responsible for appropriate procedures are defined. The main implementors of HEI's scientific work are departments/programme directions, which, besides educational activities, carry out scientific work, and the academic staff.

The university carries out fundamental, applied and operational research, the nature of which corresponds to the profile of HEI's educational programs. The results of the research carried out are mainly integrated into the educational process of the university.

However, despite the fact, that according to the "Strategy for development of research activities" HEI is committed to "cooperate with other higher education institutions, research institutions, private and public organizations" to increase the efficiency of scientific activities, the direction of joint researches is relatively underrepresented. Some documents were presented to this end, especially concerning international co-operation, but it is not clear that they are being followed in practice.

Furthermore, based on the reports on research activities and the publication lists of academic staff, we can conclude that the scientific researches are mainly oriented on national dimension and mostly do not provide contribution to scientific, social, economic, cultural development on regional or international level.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

• Strategy for development of research activities

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

• Interviews during the Site visit

Recommendations:
- Strengthen cooperation with economic agents
- Develop mechanisms to ensure that research also focuses on regional and international dimensions

Suggestions:

Best Practices (if applicable):

Evaluation
- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☒ Does not comply with requirements

6.2. Research Support and Internationalization

- o   HEI has an effective system in place for supporting research, development and creative activities
- o   Attracting new staff and their involvement in research/arts-creative activities.

University works on internationalisation of research, development and creative activities.

HEI has developed „The mechanisms for supporting scientific and research activities ", in which all relevant directions are defined and described. According to this document, all structural units of the university are responsible for supporting scientific and research activities. To achieve this goal measures such as are envisaged: Motivating academic personnel for the implementation of scientific activities and the use of these activities in the educational process; Revealing, motivating and supporting students interested in research activities; Facilitate the enhancement of scientific qualifications of academic personnel; Gradual integration into international scientific-educational space.

However, it was discovered that there is no financial incentive to publish, or performance related pay. The main tool for supporting research activities was the possibility to publish articles in the university scientific journal.

Students' involvement in scientific and research activities is very low. The students surveyed, mainly, do not see the need to participate in events, although they note that they know about both the university research book and conferences.

During the interviews, it was found that so far, the university has not offered any training for academic staff in order to improve their scientific qualifications. The documentation supplied in the annexes provides information about staff training. However, this document does not seem to provide evidence that training for academic staff to improve their scientific qualifications has taken place. This was also evident during the

interviews, with both academic and invited staff. While in its argumentative position, THTU attempted to show that such policies exist, the staff interviewed had no knowledge of them.

While it was noted that the university supported the participation of academic staff in various professional development activities, it was found that participation in such activities, both locally and internationally, was individual and largely not institutionalized.

HEI has memoranda of understanding with a number of international universities, mostly in Eastern Europe. However, as evidence were presented only memoranda of understanding, in which cooperation in the field of joint research is one of many areas and does not contain any specifics. Other documentary evidence to support the initiative of specific joint research was not provided.

The university does not have joint educational (MA) programs, and there is no practice of joint supervision of research activities of students.

According to „The mechanisms for supporting scientific and research activities ", the latter should be realized through effective, economical and targeted usage of financial resources, which envisages achieving the objectives within the planned budget. Furthermore, the university should provide facilitation of the academic staff and faculties in such directions, for example: to conduct planned surveys and improvement of infrastructure; Establishing relevant contacts for the development of scientific research; Conducting trainings in legal issues, preparation and submission of grant applications etc. However, at the time of the intervention, no specific initiatives were found to have been implemented in these directions. This reflects a divergence between theory and practice.

HEI has developed „Regulations of the internal competition for funding research projects " (Appendix 3.9). The goal of this document, *inter alia,* is: Encouraging and supporting research, innovations and creativity; Implementation of advanced and / or interdisciplinary researches of modern high standards and dissemination of results; Facilitate the development of young university researchers, as well as student motivation and scientific potential; Increased number of publications in international review, high impact-factor magazines. The document describes all the procedures of the competition as well as all the details related to the project progress. However, these regulations are very new; no projects have been submitted yet.

The financial support of the University in the direction of scientific activities is clearly insufficient, based on the budgetary figures presented. This financial framework will not be able to achieve all those objectives that are designed to support and develop scientific activities and increase internationalization.

The financial support for scientific activities is planned within the overall framework of the university budget, as well as from different scientific and grant-projects, non-governmental organizations and international organizations. However, the efficiency of the university's work in raising funds from various international funds and organizations is below average. Internationalization in general and in the field of research in particular, for the entire university community (students, academic staff, administration) is one of the most problematic areas for the HEI.

There are no significant quantitative or qualitative differences between the scientific and research activities carried out by the affiliated and not affiliated academic personnel. In addition, for both categories, the ratio of publications in high citation index and impact factor journals is very low.

According to the SER, since 2015, HEI organizes its work oriented not only towards the individual activities and scientific interest of its professors, but towards the involvement of the whole team of the academic units, departments, as well as students, in preparation of one annual scientific theme.

However, the interviews with students showed, that students are not informed about annual scientific theme priorities. There were no students in the group the panel met, who had participated in scientific conferences organized by the university, but it was noted that they possessed general information that the university was

conducting such activities.

It should be noted that the university is aware of the need to improve the situation regarding scientific activities, first of all, in the sense of internationalization. A document entitled „Internationalization Policy" provides short- and long-term perceived goals, to eliminate weaknesses in the field of Internationalization. Planned activities include: Supporting the growth of academic mobility; Increase the activities for the involvement in international projects and programs; To carry out the systematic activities for sharing information on modern, international achievements, trends and vision; Increase and enhance scientific cooperation within the framework of research projects; Support HEI academic staff participation in international conferences, internships and seminars; Support new international partnership establishment/maintenance for the purpose of implementation of joint scientific projects; Ensure foreign experts', scientists' better involvement in HEI scientific activities; Support the implementation of joint research projects; Increase of scientific publication, electronic database and ensure better access to them; Increase the ratio of the publications in high citation index and impact factor journals. However, as noted above, the funds available in the university budget to achieve these objectives are not commensurate with their scale and nature. Furthermore, this document is rather new, and it is not clear whether it forms part of the university's long-term policy or whether it was merely crafted to deal with the challenge of the Authorization procedure.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

• The mechanisms for supporting scientific and research activities

• Strategy for development of research activities

• Competition Statute for funding specific scientific-research project

• Research of student satisfaction with the support of scientific and creative initiatives

• Mechanisms of attracting of young employees

• Internationalization Policy

• Joint research/creative activities and cooperation with international partners

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

Interviews during the Site visit

Recommendations:
- Actually use all prescribed mechanisms to motivate academic staff
- Align the strategic objectives for improving the quality of research and internationalization with the relevant budget funds
- Regularly offer professional development activities to academic staff in order to improve their scientific qualification
- Develop mechanisms to increase the number of publications in high citation index and impact factor journals
- Develop and implement more effective mechanisms for involving students in scientific activities
- Strengthen cooperation with European universities, including in the area of joint research
- Strengthen cooperation with international educational/research foundations

• Make greater use of mechanisms to attract young qualified academic personnel

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☒ Does not comply with requirements

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

HEI has developed mechanisms for evaluating the quality and scientific productivity of research activities, defined by appropriate mechanisms, criteria and indicators. The evaluation process is coordinated by the Deputy Rector, and conducted by the Quality Assurance Service. As a purpose of this process, the university defines the following directions: Identify the strengths and weaknesses; Determining the shortcomings and problems for their prevention; Identification of priority directions of development and planning of future research; Internal funding management.

Scientific activities should be evaluated at least once a year based on the prescribed forms and methods. Three indicators are used: bibliometric indicators, personnel indicators, and financial and material-technical indicators.

The evaluation criteria for research / scientific work are clearly outlined, and the quantitative margin of satisfactory criteria is defined. The results of evaluation of scientific-research activities are introduced to each evaluated chair and to the academic personnel. The structural unit responsible for this process is the quality assurance service.

According to the SER: Mechanisms for evaluating scientific activities foresees evaluating and analyzing results and making decisions for their further improvement. Research activity evaluation system can be used to assess not only staff's scientific productivity, but quality as well. The evaluation is conducted periodically, based on quantitative and qualitative indicators.

However, all documentation provided by the university on the evaluation of scientific work is purely quantitative and represents mostly statistics on publication, participation in scientific events, and international and national grant projects. According to the information provided by the THTU during the site-visit, no qualitative assessment of scientific work has been carried out until now. Qualitative evaluation is mentioned in a document entitled "Strategy Development for Scientific Activity", its chapter II Article 5

paragraph 5.1 states 13 criteria and target benchmarks for evaluation of scientific paper's quality, which are planned to be implemented. However, thus far, nothing has been done.

There is no evidence to support the fact that the university has ever conducted a productivity analysis of scientific-research units and academic/scientific staff.

HEI has developed the mechanisms for evaluating quality and scientific productivity of research activities (the document: 'Mechanisms for evaluating quality and scientific productivity of research activities', Scientific activity development strategy, part II). However, the panel found that this is deeply ineffective, and that a culture of excellence is absent. While one of the criteria for assessment was the number of SCOPUS citations, the relevant staff could not tell the panel how many SCOPUS citations there had been in the foregoing years. Eventually, it was determined that the answer was zero. Article impact was not sufficiently assessed, and the meagre output did not seem to have been identified as a serious problem. While the PDCA cycle is mentioned, the timeframe for analysis does not seem to be clear.

Evidences/indicators

• SER

• 2019-2025 Strategic development plan

• 2019-2021 Action plan

• The mechanisms for supporting scientific and research activities

• Strategy for development of research activities

• Competition Statute for funding specific scientific-research project

• Research of student satisfaction with the support of scientific and creative initiatives

• Mechanisms of attracting of young employees

• Internationalization Policy

• Joint research/creative activities and cooperation with international partners

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

Interviews during the Site visit

Recommendations:
  • Focus on qualitative assessment of scientific activities, comprehensive analysis and development of individual recommendations;
Carry out assessment and analysis with the active involvement of all responsible structural units

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☒ Does not comply with requirements

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

- o The institution possesses or owns material resources (fixed and current 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.
- o HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- o Health and safety of students and staff is protected within the institution.
- o HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

The university's main campus consists of a 3 storey building, which was constructed in 1875. Documentation indicating the possesion of fixed assets was provided to the expert panel and was further discussed during interviews. The university is provided with an uninterruptible electricity and gas supply, a central heating system and an air conditioning system. However, the air conditioning system does not cover the entire building, but only the majority of rooms, while there are also some mobile air conditioning units. Every study room the panel viewed during the tour possessed both natural and artificial lighting possibilities. On the other hand, as noted, most of the classrooms are not equipped with air conditioning systems, which could render conditions rather uncomfortable for study and tuition.

Fire equipment is installed on each floor of the building in a visible area, with a panel outlining detailed instructions for its use. Evacuation plans are clearly visible, and have been approved by the relevant competent agencies. Buildings also include additional emergency exits, the doors of which open from the inside outwards. A dedicated location for the provision of first aid to students and staff is located on the 3rd floor. The university has a medical staff in place.

The building has separated sanitary units, which are continuously supplied with water, and organized appropriately. The sanitary units comply with sanitary-hygienic norms, and the toilet facilities are modern.

People with special needs are able to freely navigate and move around the building including via ramps and elevators. There is a parking space for people with disabilities, at a location from which the building is easily accessible.

A legal clinic room is situated on the first floor, which functions as a law office and offers assistance to refugees.

An access control system is in process of being installed, which could provide additional security to staff and students. However, this is being installed without any assessment of whether it is, in fact, needed. The panel discovered at interview that there has never been a security incident at the university, so this expenditure is unwarranted, intrudes on students' and staff's privacy (since their movements will effectively be tracked), and takes a significant sum of money away from areas where it is much needed, such as internationalization and research.

There is only one room dedicated to professors which does not seem to be adequate, and which is rather cramped and not fully suited to the purpose. The student council office was being used as aa classroom during

site visit, which is not appropriate. The cafeteria is located in a separate building, and is not functioning at the moment. A number of coffee and vending machines are placed at the corridors.

During interviews it was revealed that the university plans to build an additional floor onto an existing building, which could decrease working hours and rectify the obvious shortage of classrooms. On the other hand, during the site visit, it was mentioned that City council has restricted any renovation and expansion of existing buildings due to its historic character. As such, whether such expansion is realistic is open to question.

Evidences/indicators
- Extract from Public Registry;
- Documents confirming payment of utility service fees;
- SER;
- Assessment Acts on condition of building-facilities;
- Documents certifying possession of liquid assets;
- Document of possession of diesel generator;
- Agreement - on Fire Safety;
- Site visit

Recommendations:

It is necessary to provide a functioning cafeteria

Suggestions:

It is desirable that the university should provide all classrooms with air conditioning systems.

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The library of the University is open every day from 09:00 to 20:00, except Sunday and days prescribed as holidays under the Labour Code of Georgia. The library includes a learning and auxiliary space and includes the following spaces: a book archive, a reading hall, library staff office space, meeting and group workspaces, and an IT equipment space. The university library is equipped with appropriate inventory: 8 computers connected to the Internet (for 7 students and academic personnel and 1 library employee), one printer + scanner device, one projector and a netbook. In the reading hall there are 18 tables with chairs, while in a meeting room and a group work space there is one conference table with 10 chairs.

However, it should be noted that the IT equipment is antiquated, and some PCs are running Windows XP Professional and Windows XP Home. Neither are supported by Microsoft anymore. Windows XP was launched

in August 2001, and has long been identified as a prime target for malware. This raises concerns about the security of data and files within the library and the university's other resources. It also raises questions about the decisions being made concerning IT, since newer, safer Linux systems are available for free online.

While the panel conducted a library check, nearly all syllabi books were present apart, and those that were not were available via digital version of books on CDs in the library. Apart from paper-based books there are e-versions of textbooks in the university. On the University website, the e-books available for most programmes have been added.

The expert panel were able to find more than 10 books published in 2019, though these were mostly in Georgian, as were the vast bulk of the modern texts relevant to the syllabi. Very little modern scientific material was available in other languages.

The library has agreements with some domestic and international organizations for the exchange and sharing of books and other resources. However, these could certainly be expanded upon to some degree.

Each academic year the university renews its contract on the issuance of scientific and technical product with the Non-entrepreneurial (Non-commercial) Legal Entity Consortium of Integrated Information Network of Georgia's Libraries 2017, LEPL Legislative Herald of Georgia, and Georgian Library Association. The University library cooperates with the National Parliamentary Library of Georgia, and it has concluded a Memorandum of Cooperation with several Universities.

Evidences/indicators

• SER

• Strategic plan

• Action Plan

• Internationalization Policy

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

• Interviews during the Site visit

Recommendations:

Suggestions:
The library should be supplied with some more updated literature, especially in foreign languages.

Best Practices (if applicable):

Evaluation

☐ Complies with requirements
☒ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

7.3 Information Resources
o   HEI has created infrastructure for information technologies and its administration and accessibility are

ensured
- o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- o HEI ensures business continuity
- o HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

The university's website is functioning in both the Georgian and English languages .There is no Russian language version available, though half of students at the university are Russian speaking. The web page administrator mentioned during an interview that other languages could easily be added to the system. This raises the question as to why this has not yet been done.

On the other hand, the student portal itself is only available in the Russian and Georgian languages. An English version of the student portal is missing.

Compared to the 1st year students interviewed in the computer class during the site visit, the 4th year students were using the students' portal and it was clear during checking that their exam scores are accessible in this system. It was indicated during interviews that sometimes users receive surveys while logging in, and that this acts as dissuasion for a lot of students from using the system, rendering it less effective in practice.

The electronic flow of documents was been launched in September this year but it's not in fact being used as of yet. As such, its effectiveness remains to be assessed.

It should be emphasized once again that the IT equipment is antiquated, and some PCs are running Windows XP Professional and Windows XP Home. Neither are supported by Microsoft anymore. Windows XP was launched in August 2001, and has long been identified as a prime target for malware. This raises concerns about the security of data and files within the library and the university's other resources. It also raises questions about the decisions being made concerning IT, since newer, safer Linux systems are available for free online.

The university has a business continuity plan, where are indicated possible risks and correction action if needed. This was provided to the panel via the SER, and seems reasonably well developed, using basic risk assessment and mitigation tools.

Evidences/indicators

• Internationalization Policy

• Joint research/creative activities and cooperation with international partners

• Brief description of current research-scientific activities

• Reports on research activities

• Publication lists of scientific staff

• Interviews during the Site visit

• Results of the survey of students and academic personnel; (appendix 2.10)

• SER

Evaluation

☐ Fully complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

Recommendations:

The computer bank and the operating systems (Windows XP) need to be updated urgently.

The website should be improved

The Student portal should be integrated in the study process and evaluation

Suggestions:

Best Practices (if applicable):

7.4 Financial Resources

- o Allocation of financial resources described in the budget of HEI is economically achievable
- o Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- o HEI financial resources are focused on effective implementation of core activities of the institution
- o HEI budget provides funding for scientific research and library functioning and development
- o HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The budget is formulated from the following sources: Educational program Tuition fee, national and international foundation grants, and other legal income received from economic activities. The main source of funding is the income gained from tuition fees.

Every year, a meeting of the founders (partners) of the university determines the monetary funds from the revenue of the university for the functioning and development of the university, on the basis of which the annual budget of the university as a teaching-educational institution is established.

A clear and transparent process of budgeting through departments appears to be missing from the present system. Student council representatives and deans mentioned during interviews that they communicate with the administrative director concerning each of their needs, a *modus operandi* which could be subjective and time consuming.

Funding of academic activities, internationalization and research is not currently a budget priority. This needs to be urgently addressed.

The Budget resources are insufficient for the implementation of strategic tasks. The budget is insufficient to carry other important activities, notably internationalization, program development, staff development etc. The funds allocated for research are insignificant, and the institution should increase the research budget.

There is no specific plan to rationalize less successful programmes and thereby to increase the sustainability of the university and study process itself. A high rate of suspended students was identified, which could represent a threat to active students as well in the long term from a financial sustainability perspective. No clear instrument

or strategy to decrease the number of suspended students was provided. Rather, staff and administrators consistently blamed this on the overall economic situation in Georgia, failing to take responsibility for the situation.

Audited documents indicate contrasting figures when compared to the budget provided by the university; a 20% increase rate from 2017 to 2018 and 25 % from 2018 to 2019 was mentioned in the audit report, but the university budget indicates that the increase rate are in fact less than those mentioned in the budget.

The university does not presently carry any debt, and is not suffering from any financial liabilities, something that is clearly a positive point for the university's future functioning.

Evidences/indicators

• HEI budget
• Strategic Plan
• Interview

Recommendations:

• University should increase capital, diversify sources thereof, and change strategic objectives to match capital limits;
• The institution should increase the research budget.
• Budgeting should be structured through departments

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☐ Substantially complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements