



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## **Final Report on LEPL Tbilisi Apolon Kutateladze State Academy of Art Authorization**

### **Expert Panel Members**

**Chair:** Dr Annie Doona, President, Institute of Art Design and Technology, Ireland

**Members:**

Ms Nino Amiranashvili, LEPL Ilia State University, Georgia

Mr Levan Silagadze, Head of Institute Visual Arts, Tbilisi State University, Georgia

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## Authorization Report Resume

This is the report of the Authorization Evaluation of Tbilisi State Academy of Art carried out by the international Review Team on the initiative of NCEQE. The review took place on 26- 28<sup>th</sup> June 2018. The report is based on the insights gained from the information from the TSAA self-evaluation report and a range of other documentation and a series of meetings and interviews conducted with around 140 representatives of the TSAA community. The purpose of the report is to present the main findings from the Authorization Evaluation of the Institution.

### General information on the educational institution

Tbilisi State Academy of Art (TSAA) is one of the oldest higher art educational institutions in the South Caucasus. Originally known as the Georgian Academy of Art, it was founded in 1922 on the initiative of Georgian and foreign artists working in Georgia. At the time of its founding, the Academy was guided by the advanced European experience of that time and aimed to pull together both art and art criticism specialties in a higher art institute. Initially, there were four faculties at the Academy: Drawing, Sculpture, Graphics and Architecture. In 1927 the Ceramic Arts Department was founded with the Sculpture Faculty.

The Academy underwent drastic changes over the past century. At first it was converted into an industrial art school, and then – closed down. In 1933, when the Academy was restored, it was called the Tbilisi State Academy of Art. The list of its faculties and departments was expanded. Over time the Academy gradually encompassed all main specialties of fine, decorative and applied arts, architecture, art history and theory.

Since 2004, many reforms have been carried out in the area of higher education in Georgia. In this regard, the Academy of Art was no exception. Higher education became three-stage. Nowadays there are five faculties at the Academy: Fine Arts, Design, Media Art, Architecture and Restoration, Art History and Theory. At three of them (Restoration, Art History and Theory, Architecture and Media Art Faculties) the teaching is provided at bachelor, master and PhD levels.

Since 2017, two research centres have been operating at the Academy: the “Conservation Centre” and the “Visual Communication and Media Art Institute” that carry out research projects with the cooperation of the respective Faculties

Apart from theoretical specialties, the scientific and technological researches are carried out in the field of arts as well. Particularly, a research and experimental laboratory “Blue Tablecloths” was made on the basis of the Academy and the Design Faculty and has been functioning to this day. It investigates the traditions of this unique branch of industry and passes them to the Academy students. The diagnostic laboratory of the restoration/conservation specialties of Restoration, Art History and Theory Faculties is equipped with high-quality apparatus and is unique in the whole South Caucasus. Chemical, physical, optical, mineralogical, petrological researches of cultural heritage objects are carried out in the laboratory.

Currently there are 108 professors, 204 invited teachers and 1669 students at the Academy. The work of the academic personnel, apart from teaching and lectures, includes artistic creative and research components. It is noteworthy that two out of five current PhD programmes (“Conservation and Protection of Cultural Heritage” and “Digital and Geometrical Modelling”) are exclusive in Georgia. The professors and teachers of the Art Faculties are active in creative practice. Students, as well as their teachers, take part in the exhibitions that have become a tradition. Local and international scientific conferences are annually held at the Academy, in which the Academy’s professors and students also participate.

In recent years the Academy has expressed its desire to become involved in exchange programmes with foreign art universities that provide a basis for sharing modern teaching methods and professional development. Within the framework of internationalisation, the Tbilisi State Academy of Art signed memorandums of cooperation and contracts with partner higher educational institutions of Europe and the region.

Since 2014, the Tbilisi State Academy of Art has been participating in the project “Strengthening the Specific Role of Universities as LLL Institutions” funded by the European Commission. Under the TEMPUS programme the Life Long Learning Centre was established at the Academy that functions actively and serves people of different ages, social circles, skills and interests. The Centre continually increases the list of certificate art programmes that are offered to the wider interested public.

The Tbilisi State Academy of Art issues a science journal “ACADEMIA”. The journal staff cooperates with the Academy’s professors and teachers, as well as the representatives of human sciences and sciences of studying the Georgian culture in general. Particular attention is paid to scientific and methodical literature.

The Academy was founded and is situated in a unique building built in the middle of the nineteenth century (Griboedov St.22, Tbilisi). A large-scale project of the rehabilitation of this monument was elaborated with the direct involvement of the Academy’s professors and teachers and master students and, at the moment, full rehabilitation and restoration of the building is being carried out. The Academy’s students and teachers also participate in the project realization process. By the end of 2018 when the Academy’s rehabilitation is over, it is planned to move much of the TSAA provision into the new building.

### **Brief overview of the authorization site visit**

This report is the result of the authorisation review of TSAA in Georgia. The review took place on 26- 28th June 2018. The report is based on the insights gained from the information from the TSAA self-evaluation report and a range of meetings and interviews conducted with around 140 representatives of the TSAA community. The site visit included visiting the current main campus on Griboedov St .including the original restored building currently under construction, the Restoration lab, the Blue Tablecloth centre and the Fab Lab.

The meetings included a range of stakeholders: university management, academic staff, administrative staff, and social and industry partners. The Review Team also met students at Bachelor, Masters and Doctoral levels, alumni, and members of the Student self-governance body.

The Review Team was provided in advance with a range of documentation including the Self-evaluation report, and the TSAA strategic action plan. During the visit the Review Team asked for and were provided with additional documentation including Doctoral theses, assessment strategies and information on the Creative Tour.

### **Overview of the HEI’s compliance with standards**

Seven main areas were reviewed in the authorization process, each are contained additional sub-sections. The seven areas were Mission and Strategic Development of the HEI, Organizational structure and Management, Educational programmes, Staff, Students and their Support Services, Research Development and/or other Creative Work and Material Information and Financial Resources.

A grade was assigned to each of the areas and the sub areas, making twenty-six in total. Of the seven main grades, six were assessed as substantially compliant with requirements and one as partially compliant with requirements. Of the nineteen sub-sections, 13 were assigned the grade of substantially compliant with requirements and 6 as partially compliant with requirements. No areas were assessed as does not comply with requirements. (See Table p. 7)

### **Summary of Recommendations**

- Internationalisation is identified as a key aspect of the TSAA vision and mission. The Review Team recommend that the TSAA develop and publish a clear and action oriented strategy for internationalisation in order to fulfill this aspect of its mission and vision.
- The Review Team recommends that a clear strategy for lifelong learning is developed and articulated clearly.
- The Review Team recommends that a Strategy for Alternative sources of funding needs to be developed to include self-generated income and fundraising and ensure longer-term financial stability.
- The Review Team heard conflicting views on the planned growth in student numbers and recommends that a clear decision is reached on this and communicated to staff and that the financial implications of any decision are fully considered.
- The Review Team noted the low level of foreign language proficiency among the academic staff members and students and its impact on internationalization and recommend that the Academy take steps to rectify this situation.
- The Review Team felt that clearer and more effective Communication channels between different management bodies and groups needs to be developed across the Academy.
- The Review Team recommends that significant attention and financial resources is devoted to Internationalisation, including the development of a clear internationalisation strategy across all areas of the academy. This needs to include English language training for staff and students, more exchange possibilities, more formal and planned international partner links.
- The Review Team recommends the revision of student body planning mechanism, methodology and benchmarks. Also the Review Team recommends that a clear decision is reached on the growth of student number and communicated to staff and that the financial implications of any decision are fully considered.
- The Review Team recommends developing awareness about the need for a quality Culture across the Institution to include training on what this means and what are the roles and responsibilities associated with developing and implementing such a culture.
- The Review Team recommends ensuring that there is clarity on quality responsibilities and roles of each quality assurance group in the structure.
- The Review Team recommends that students need to be given clear and written guidelines on Plagiarism intellectual property and copyright during their induction with reinforcement at key relevant points in their programme.
- In accordance with the aims of the TSAA there is a need to strengthen and incorporate the study of foreign languages – and in particular English language - during the planning, designing and development of educational programmes. This will help the Academy to integrate into the international creative area.
- The planning, designing and development of educational programmes in Tbilisi State Academy of Arts should be further refined to ensure that they meet the needs of students in a changing creative arts global environment.
- The Review Team recommends that greater clarity is needed in relation to the purpose, the content and the responsibilities associated with the Creative Tour examination.
- The Review Team looked at assessment strategies and noted some inconsistencies in the quality where the form of assessment did not always match the learning outcomes. The Review Team

recommends that assessment strategies are reviewed across all programmes to ensure consistency and high quality.

- TSAA should define the specific needs of pedagogical skills and organize relevant professional trainings for the academic/invited staff of the TSAA.
- TSAA should actively support the Continuing Education Center in its work to integrate its function as a staff development center.
- The Review Team recommends that English language knowledge be set as one of the criteria while hiring academic/invited staff.
- The Academy should put a greater accent on English language learning strategy for students, hire highly qualified teachers and regularly control the learning outcomes and quality.
- While planning the yearly budget, the TSAA administration should take into account the key activities related to the internationalization process, for example reinforcement of English learning process for staff and students.
- TSAA should set benchmarks for more effective management of workload considering the number of existing and future students on each program, the specifics of the programme and the best international practices.
- The Review Team notes that communication channels between staff and students are largely informal or use a variety of platforms. Whilst this appears to work for the students this may need to be reconsidered if the numbers of students grows or if the student body becomes more diverse.
- The Review Team recommends that programme lecturers and students must be clear on official technological communication and learning pathways, structured pedagogically based Technology Enhanced Learning training to understand when, how, and why Virtual Learning Environments are appropriate and when platforms like email, Facebook, Dropbox, , Google Docs, Twitter, Tumblr, Pinterest, Blogger are useful (and not useful) in education. Moreover, mechanisms for protecting students' rights should be clear and more formal as well. Students need to be aware of the assistance services provided by the university. Therefore, the Review Team recommends the development of officially responsible bodies at the university, which will provide informational access and help for students by protecting their rights.
- The Review Team recommends the improvement of the methodology of entering exams, to create transparency by using different tools.
- The Review Team recommends that the Career development center develops clearer and more focused strategy to ensure that students are more aware of it and its functions and to enable it to grow and develop.
- The Review Team recommends the further development of the Academies ICT strategy to increase ICT with appropriate funding and to better meet changing student demand.
- The Review Team felt that clearer and more effective Communication channels between different management bodies and students needs to be developed across the Academy.
- The need for further development of relationships with alumni was noted in the SER as an area for improvement and the Review Team supports this, as did the graduates we met.
- The range of student supports to be reviewed to ensure students have access to full range of supports including counselling and psychological supports.
- The Review Team recommends the sustained development of foreign language skills to include English this will assist student and lecturer mobility (incoming and outgoing), and will help with lecturer professional development and the ongoing development of the programmes programme, ensuring that the programme reflects the very latest achievements in the Arts internationally.

- The Review Team recommends the development of a plan for further internationalization for the supervision of doctoral students. Relevant international partners have to be chosen also from the supervisor's side and then presented/suggested to students.
- TSAA as an institution should facilitate communication between local and international doctoral students.
- While planning the yearly budget, the TSAA administration should take into account support for doctoral students on international level e.g. attendance at international conferences.
- The Review Team recommends the sustained development of foreign language skills to include English. This will assist student and lecturer mobility (incoming and outgoing), and will help with lecturer professional development and the ongoing development of the programs, ensuring that the program reflects the very latest achievements in the Arts internationally.
- The Review Team recommends increasing the number of employees of Scientific Research and Development Service to enable better and more efficient cooperation with scientific and academic staff and students of TSA.
- TSAA administration should work out a strategy for the promotion among students and staff of the useful and positive aspects of electronic library platforms; to inform them about the potential impact on research quality in the case of not using the platforms; and to provide training in working with such kind of platforms.
- TSAA should put a greater accent on English language learning strategy for students, hire highly qualified teachers and regularly control the learning outcomes and quality.
- The Review Team believes that a strategy for supporting, maintaining, supplementing and developing the equipment and facilities will need to be developed, implemented and monitored, including a clear plan to access regular funding to maintain and supplement the equipment inventory.
- The Review Team recommends that Health and Safety information provided to students and Health and safety information posted in the work spaces is reviewed and updated.
- The Review Team recommends that the library develop a strategy for the acquisition of Georgian and English language textbooks, both physical and digital, and devote financial resources to this area.
- The Review Team recommends that the Academy develop a formal system to ensure that all students/staff are aware of the international databases and are provided with information and training on the use of those databases.
- The Review Team recommends the further development of the academies ICT strategy to increase ICT with appropriate funding and to better meet changing student demand.
- The Review Team recommends that a Strategy for Alternative sources of funding need to be developed to include self-generated income and fundraising and ensure longer-term financial stability.
- The Review Team heard conflicting views on the planned growth in student numbers and recommends that a clear decision is reached on this and communicated to staff and that the financial implications of any decision are fully considered.

### **Summary of Suggestions**

- The Review Team suggests a revision of the subordination of quality assurance service in the organisational chart of TSAA, considering its roles and responsibilities in the higher educational institution in order to provide better clarity.
- The Review Team note and support the Academy's plans to develop their buildings and are of the view that the historical building opening in October will greatly enhance the academy in terms of library facilities, studio and exhibition spaces and opportunities to generate commercial

income and publicise the academy to the wider public in Georgia. The building will also open up the academy to students and staff with mobility issues. The Review Team noted the lack of access to space in the current library but are aware of and support plans to increase this under the new renovation project.

### **Summary of the Best Practices**

- The Review Team saw evidence that the Academy has a clear vision and mission in relation to blending the traditional and the modern.
- TSAA has a good level of involvement of students and staff in concrete practical projects. This practice and experience influences programme planning, designing and developing and it is very useful for the ongoing development of creative-practical studies.
- In TSAA the direction of fine arts has a good mixture of practical and creative work. Academic/scientific personal and students take part in different exhibitions and workshops in Georgia and abroad.
- Restoration, architect, media art and design have close relationships to the labor market – this experience is reflected on the structure and content of the programmes.
- The Review Team noted the very good practice in the Restoration lab and the opportunities it presents for students at all levels to engage with real commercial and industry projects.
- In the contexts of integration of teaching, research and economics, activities of "The Conservation Center" based on the restoration/art history and theory faculty has to be underlined. The center and the faculty itself are the only actors in Georgia working on restoration/conservation fields. Students from the center and the faculty are studying while practicing their profession on "real life" projects and assignments. Most of their time they are taking part in restoration/conservation process of important Georgian monuments. Furthermore activities of the center and the faculty are income generators for the TSAA.
- The Review Team noted that at PhD level, there is no tuition fee for the research component.

**Summary Table**

	<b>Standard</b>	<b>Complies with Requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially Complies with Requirements</b>	<b>Does not Comply with Requirements</b>
<b>1.</b>	<b>Mission and strategic development of HEI</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.</b>	<b>Organizational structure and management of HEI</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organizational structure and management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3.</b>	<b>Educational Programmes</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3	Assessment of learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<b>Staff of the HEI</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<b>Students and their support services</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	<b>Research, development and/or other creative work</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Research activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<b>Material, information and financial resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Signature of expert panel members

1. Dr. Annie Doona (Chair)
2. Ms. Nino Amiranashvili (Member)
3. Mr. Levan Silagadze (Member)
4. Ms. Mariam Zaldastanishvili (Member)
5. Ms. Mariam Shaishmelashvili (Member)

#### 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

Tbilisi State Academy of the Arts (TSAA) outlines clearly its mission and vision in a number of documents, including the Strategic Action Plan, the Self-Evaluation Report and on the TSAA website. The current vision and mission was formally approved by TSAA in 2010. The mission and vision of TSAA corresponds to Georgia's and European higher education goals. For example, TSAA mission and vision is in line with Georgia's Higher education goals including personal development, creative skills development preparation of graduates, training personnel and the promotion of academic freedoms as outlined in Chapter 1 Article 3 of the law of Georgia on higher education. Article 1 of the national educational goals refers to the promotion of "Georgian and world cultural values". The Review Team saw evidence that the Academy has a clear vision and mission in relation to blending the traditional



and the modern and this was evidenced in the understanding of staff and students and in the creative work and restoration projects. The Review Team also heard support for this approach of combining the old and the new from a number of panels, including students and staff.

The Review Team heard from a number of panels, including management and staff, how TSAA prides itself on having a mission to promote “preserve and develop national culture and traditions, as well as developing contemporary art forms. The SER p. 5 talks about the academies aim to popularise “Georgian art on an international stage and develop it for the greater good of Georgian society and culture “. The SER also refers to the promotion of ancient and contemporary art forms, the Review Team saw evidence of this in the Blue Tablecloth Project and the work being carried out by staff and students in the Restoration Laboratory.

The mission and vision does articulate clearly, in a number of places, a desire to establish close cooperation with international partners in compliance with the Georgian Goals of Higher Education Article 1 (3) which refers to the mobility of students and academic personnel of higher education institutions. Although the mission does state TSAA’s desire to “establish close co-operation with international partners “the Review Team felt that this section of the mission and vision was not fully realized, this was noted by TSAA as an area for improvement in their SER. The Review Team heard evidence from a number of parties including staff, students and stakeholders that this area of the mission is under development.

The mission and vision also identifies lifelong learning as a key component, the Review Team felt that this is an area currently underdeveloped; staff and students were not clear on this aspect of the TSAA work. The Review Team heard about the existence of the Centre for Continuing Education but felt that this is an area also under development and in need of a clearer strategy and action plan to fulfil this aspect of the TSAA vision.

The SER and the documentation provided was very helpful to us in reaching our decisions. We saw evidence of effective consultation in developing the SER from a number of groups. The Review Team would also wish to note that many of the issues we identified in our visit had been identified by the SER and the academy, which suggests good self-reflection on the part of the academy and a commitment to improve. Students appeared generally happy with their programmes at all levels, Bachelors, Masters and Doctoral and were, generally, positive about the Academy and clear on its role and place within Georgian higher education.

#### **Evidences/indicators**

TSSA strategic plan

Self-evaluation report.

Meetings with Rector / Chancellor and senior team

Meetings with staff , students and industrial partners

#### **Recommendations**

- Internationalisation is identified as a key aspect of the TSAA vision and mission. The Review Team recommend that the TSAA develop and publish a clear and action oriented strategy for internationalisation in order to fulfill this aspect of its mission and vision
- The Review Team recommend that a clear strategy for lifelong learning is developed and articulated clearly

#### **Suggestions:**

Non-binding suggestions for further development

**Best Practices (if applicable):**

- The Review Team saw evidence that the Academy has a clear vision and mission in relation to blending the traditional and the modern.

**Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

**1.2 Strategic Development**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

TSAA has in place a 7-year strategic plan, which was formally adopted by the Representative Council in March 2018. The strategic plan was developed as a result of a number of working groups and a steering group led by the Rector and included input from staff, students and stakeholders. The strategic plan outlines clearly the direction the TSAA intends to take over the next year. The seven-year Strategic Development and three-year Action Plans were adopted by the working group established through the resolution of the Rector, taking into account the visions of each faculty and from the results of SWOT analysis. The Working process was characterized by an active involvement of the academic and administrative personnel where all the expressed ideas were summarised. 7 (seven) major priorities were identified in the seven-year Strategic Development Plan: Institutional development, infrastructure projects, improvement of student life, internationalisation, development of artistic/creative activities, development of scientific and research activities, and improvement of educational programmes. Based on the identified priorities, the major objectives and a series of tasks were defined.

Plans are in place to ensure compliance with the mission, values and vision of the TSAA. The specific activities are planned within the Action Plan based on the identified priorities of the Academy. There is in place a system for reporting on the actions from the Strategic plan, from faculty level up to and including the Representative and Academic councils and the Rector. Staff the Review Team met were aware of this reporting mechanism and seemed engaged with it.

Since 2015, a Continuing Education Centre, established within the programme "Tempus" operates in the Academy. The main goal of the centre is to offer short-term certification programmes to a wider public, in order to develop new and creative skills among them. The Review Team found that there was little understanding or awareness amongst staff and students as to the role of this centre and its work, despite the TSAA stating that there is high demand on programmes among both Georgian and foreign participants.

The Self-evaluation report and the findings of the Review Team identified the current problems caused by the lack of adequate facilities on the campus pending the opening of the restored building in the Autumn of 2018, including problems with temperature control, disabled access and access to ICT, e.g., WiFi. The Review Team noted the issues associated with management of the necessary infrastructure projects and the need to gradually upgrade all existing buildings.

Against the background of an increasing international cooperation, unbalanced exchange programmes caused by a low level of foreign language proficiency among the academic staff members and students was noted by the Review Team.

The absence of foreign study programmes and mechanisms for attracting international students was identified as a strategic issue by management and this was reflected in the interviews with staff and students

The Review Team also noted some issues in relation to reliance on state funding and the system of financing which does not correspond to the specificity of the HEI (the same tuition fees for every educational programmes, scholarship, which is attributed to a student). This may lead to issues with future strategic planning and the ability to implement the strategic plans fully.

The Review Team heard conflicting views on the planned growth in student numbers outlined in the Strategic Plan, with some Faculty staff articulating in meetings with the Review Team the need for the Academy to maintain current student numbers in order to ensure the continuation of quality in light of restricted resources, and management who had a view that growth was necessary to develop the Academy's profile and ensure future income streams.

#### **Evidences/indicators**

TSAА Strategic plan

TSAА Self-evaluation report

Meeting with Rector , Chancellor and team

Internationalization Strategy and Action Plan

#### **Recommendations:**

- The Review Team recommends that a Strategy for Alternative sources of funding need to be developed to include self-generated income and fundraising and ensure longer-term financial stability
- The Review Team heard conflicting views on the planned growth in student numbers and recommends that a clear decision is reached on this and communicated to staff, and that the financial implications of any decision are fully considered.
- The Review Team noted the low level of foreign language proficiency among the academic staff members and students and its impact on internationalization, and recommends that the Academy takes steps to rectify this situation.

#### **Suggestions:**

#### **Best Practices (if applicable):**

#### **Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ 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

- Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
- Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- HEI's Leadership/Management body ensures effective management of the activities of the institution
- 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 management bodies of the TSAA are the Academic and Representative Councils, the Rector, Chancellor and Quality Assurance Service.

The TSAA has five major educational units: faculties of Architecture, Fine Arts, Design, Media Arts and Restoration, Art History and Theory. The Administrative Structural Units are as follows: Rector's Office, International Relations department, Legal Affairs Department, Financial Department, Study Process Management Office, HR department, Office of the Scientific Research and Development, Technical department, and Library.

The structure of the Academy and the duties of the major educational and administrative units are defined by the Statute of TSAA and provisions of the units, while the duties and responsibilities of the specific positions are determined by job descriptions and qualification requirements.

According to the provisions, the responsibilities of each structural unit are clearly defined and divided. However, interviews with the academic and administrative staff revealed that sometimes they did not have a clear understanding about the responsibilities of each structural unit (for example, different opinions were observed about who was responsible for conducting the creative tour- the practical entrance examination for students).

Structural units implement their functions in a coordinated manner. The heads of structural units have weekly meetings in the Rector's office, where the actual topics are discussed, future activities are planned, and tasks are divided. The effective implementation of their functions will be evaluated according to the rules and mechanisms for monitoring management effectiveness and evaluation system. At the end of each year, performance of each unit is checked by submitted annual reports.

Although, from the Organizational chart there is some lack of clarity on responsibilities. For example, the quality assurance service is under the subordination of the Representative Council and Rector, while

in its provision it is declared that the quality assurance service is accountable to the Academic Council. The Review Team was unable to get clarity on this.

The requirements and procedures for election/appointment of the management bodies are transparent, equitable and in line with legislation.

Since 2016, the TSAA has an Electronic Document Circulation System, which is in line with existing legislation. Although from the interviews of academic/administrative staff the Review Team noted that they do not consider this as a means of effective communication.

The TSAA maintains a registry of educational institutions as described in current legislation. The database of the teaching personnel is managed by the Human Resources department and the database of students is operated by the Study Process Management Department.

The sustainability of the study, scientific/research, artistic/creative, and administrative processes is ensured by the respective human and material resources (including the spaces with a specific artistic infrastructure and equipment, such as: art halls, studios for ceramics, glass, industrial design, wood processing, etc., laboratories for restoration/conservation, textile, Fab Lab, etc.).

Interruptions to the IT or electronic management systems, as well as the protection of the personal and confidential information are considered by the TSAA as possible risk factors. For their prevention the TSAA has elaborated an IT Business Continuity Action Plan, which describes the components of IT infrastructure (Computer network, server, database, software), and their design, operation mode and links with the external IT systems.

According to the Mission and Strategic Development Plan of the TSAA, the process of internalization, - in particular, the experience of sharing the learning process and international scientific and research activities, mobility of students and personnel, their active participation in the international artistic and scientific forums, - represent one of the core priorities of the Academy. It is also noted an area for improvement in the TSAA self-evaluation report.

The TSAA participates in Erasmus + projects, but has a noticeably low rate of international mobility (2016-2017 year - 16 students, 19 professors).

In the self-evaluation report and interviews with the Review Team TSAA stated that the reason for low international mobility rate was the absence of foreign language programmes and low levels of English language of staff and students. At the present stage the Academy intends to develop programmes with a more international appeal and to promote the improvement of English language skills among its students and staff. Though from the interviews with the administration revealed that there are no funds allocated in the Academy budget in this direction and the TSAA and there is no specific plan to attract English-speaking academic personnel.

#### **Evidences/indicators**

- Structure of the TSAA
- Statute of the TSAA
- Provisions of the main educational units
- Provisions of the structural units
- Document Circulation procedure
- IT Business Continuity Plan
- Internationalisation Strategy and Action Plan
- International activities/projects
- Statistical data on student and personnel international mobility
- Survey results conducted among students and personnel
- Rule and mechanisms for monitoring management effectiveness and evaluation system

<ul style="list-style-type: none"> <li>• Interview results</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• The Review Team felt that clearer and more effective Communication channels between different management bodies and groups needs to be developed across the Academy.</li> <li>• The Review Team recommend that significant attention and financial resources is devoted to Internationalisation, including the development of a clear internationalisation strategy across all areas of the academy. This needs to include English language training for staff and students, more exchange possibilities, more formal and planned international partner links.</li> </ul>
<b>Suggestions:</b> The Review Team suggests a revision of the subordination of quality assurance service in the organisational chart of TSAA, considering its roles and responsibilities in the higher educational institution in order to provide better clarity.
<b>Best Practices (if applicable):</b>
<b>Evaluation</b> Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard  <div> <input type="checkbox"/> Complies with requirements             <input checked="" type="checkbox"/> Substantially complies with requirements             <input type="checkbox"/> Partially complies with requirements             <input type="radio"/> <input type="checkbox"/> Does not comply with requirements         </div>
<b>2.2 Internal Quality Assurance Mechanisms</b>
<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.</li> </ul>
<b>Descriptive summary and analysis of compliance with the standard component requirements</b>  In order to ensure continuous assessment and development of its activities and resources, the TSAA has implemented internal quality assurance mechanisms. Though, most of these mechanisms are recently implemented by the Institution and therefore are on P (plan) and D (do) level. The evaluation of the effectiveness of quality assurance mechanisms is the responsibility of the Quality Assurance Service of TSAA.  The TSAA has mechanisms in place for the evaluation and improvement of educational programmes. The evaluation is carried out by the Quality Assurance Service of the Academy and the Faculty quality Assurance Departments. Their roles, functions and duties, as well as coordination among them are ensured by the Statute of TSAA and the provision of the QA Service. Academic/invited staff, together with students and external stakeholders are actively involved in these processes. The diversity of the above-mentioned mechanism and the involvement of relevant stakeholders ensure effective evaluation of the educational programmes.

The staff performance evaluation system is in the process of implementation. The evaluation of administrative personnel was conducted for the first time in 2017, and collected data is currently being processed. The final data was not available to the panel at the time of the visit.

In the 2017 the Quality Assurance Department of the Academy developed monitoring mechanisms for students' academic performance and the TSAA plans to use its results for the improvement of the teaching process. The Quality Assurance department is working on a new form of student survey for ensuring the accuracy of the process. The new forms deal with transparency of evaluation criteria, fairness of the evaluation system and the contents of the examinations/examination topics.

The QA service of the TSAA regularly conducts surveys to evaluate the quality of the resources and services of the Institution. The recent results of the evaluation has been indicated in the self-evaluation report and the TSAA is working on improvements. Students the Review Team met were aware of these surveys and many said they regularly completed them.

The TSAA has developed a mechanism for planning the student body, which will be carried out according to a special methodology defined by the Quality Assurance Department of the TSAA. The document – student body planning mechanism, methodology and benchmarks – indicates the general approach of the Institution and explains that the methodology is based on factors such as human and material resources, total number of students and for those in their last year of study, employment index for graduates, dynamics of admissions (in recent years), as well as labor market demand for graduates with specific specializations. However, the absence of concrete ratios and benchmarks makes it unclear. The Review Team heard conflicting views from Management, staff and the Finance department on the planned growth in student numbers and considers that a clear decision needs to be reached on this and communicated to staff.

#### **Evidences/indicators**

- Provision of the Quality Assurance Service
- Description of quality assurance mechanisms and evaluation of their effectiveness;
- Procedure for the use of quality assessment results and report on the use of results;
- Student body planning mechanism, methodology and benchmarks
- Analysis of survey results and relevant report;
- TSAA Self-evaluation report;
- Interview results.

#### **Recommendations:**

- The Review Team recommends the revision of student body planning mechanism, methodology and benchmarks. The Review Team also recommends that a clear decision is reached on the growth of student number and communicated to staff and that the financial implications of any decision are fully considered.
- The Review Team recommends developing awareness about the need for a quality Culture across the Institution to include training on what this means and what are the roles and responsibilities associated with developing and implementing such a culture.
- The Review Team recommends ensuring that there is clarity on quality responsibilities and roles of each quality assurance group in the structure.

#### **Suggestions:**

<b>Best Practices (if applicable):</b>
<p><b>Evaluation</b></p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements </p>
<b>2.3. Observing Principles of Ethics and Integrity</b>
<ul style="list-style-type: none"> <li>○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.</li> <li>○ Institution has implemented mechanisms for detecting plagiarism and its prevention.</li> <li>○ HEI follows the principles of academic freedom.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>The TSAA has developed a Code of Ethics for students and staff. The Code includes regulations and mechanisms for establishing norms of ethical conduct and responsibilities when these norms are violated. The Code of Ethics is published on the Academy's website and is available to interested parties.</p> <p>The Academy has produced a document providing mechanisms for discovering plagiarism and the ways for responding to such cases. From the interviews the Review Team noticed that students are not aware of it. Staff the Review Team met were also unclear about procedures for identifying plagiarism, in particular with reference to creative work and practices.</p> <p>The Review Team examined syllabi on a random selection basis and only in one syllabus among 6 was there any indication that in the case of detecting plagiarism in the student's examination work, the latter is not evaluated.</p> <p>According to the self-evaluation report of TSAA, for the next year, TSAA together with the other Georgian HEIs for Art is planning to become implement the use of plagiarism detection computer programmes. The Review Team supports this development.</p> <p>In the SER the institution indicates, that there are plans to conduct information meetings with students of all three levels in order to provide them with detailed information, through the specific examples, on the cases when a work is considered as plagiarism during the evaluation of students' work. Due to the specificity of the academy, special attention must be paid to the plagiarism of visual material.</p> <p>In relation to Intellectual property, the Review Team found in our interviews with staff and students that there was a lack of clarity on intellectual property rules and guidelines within TSAA. Staff and students appeared to be overly reliant on Georgian legalities in relation to this area rather than laying down clear guidance for students in relation to ownership of their work and any commercial value coming from it.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>● Code of Ethics of the TSAA</li> <li>● Internal Regulation of the TSAA</li> </ul>



<ul style="list-style-type: none"> <li>• Procedures for detecting and responding to the cases of plagiarism</li> <li>• Syllabi</li> <li>• Interview results.</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>• The Review Team recommend that students need to be given clear and written guidelines on Plagiarism, intellectual property and copyright during their induction, with reinforcement at key relevant points in their programme.</li> </ul>
<b>Suggestions:</b>
<b>Best Practices (if applicable):</b>
<b>Evaluation</b> Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input checked="" type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 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

<b>3.1 Design and Development of Educational Programmes</b>
HEI has a policy for planning, designing, implementing and developing educational programmes.
<b>Descriptive summary and analysis of compliance with the standard component requirements</b>  TSA has in place a system for planning designing and developing educational programmes. Educational programme planning, designing and developing goes on with the methodology, where the specifics and differences of art spheres are taken into account. Academic personnel and invited staff participate in the development of programmes; the recommendations and opinions of the employers and alumni are also taken into account. The Review Team heard examples of this from our meeting with industry and social partners. On the basis of such recommendations practical and creative changes are made in the programmes.  Three levels of the educational programme (baccalaureate, master and PHD) are clearly articulated for the students. Student appeared clear on the level and outputs of their programmes .They are satisfied with the competence of the stuff and the level of the education they receive. The Review Team also heard examples from students where they had made suggestions for changes to the programmes which had been accepted and implemented by the Academy. Approving and annulment of the

programmes are in line with current legislation that is described in the regulation of planning and elaborating of educational programmes (protocol of academic council #10, 2010).

The programmes appear to be planned with a good balance between academic and creative components and the Review Team heard evidence of student involvement in creative practices.

The Self-evaluation report and the evidence the Review Team heard from staff and students and industry stakeholders did raise issues in relation to the international elements of programme design and the opportunities for delivery in English, this is an area for development for TSAA.

#### **Evidences/indicators**

- Methodology of planning, designing and development of educational programmes in Tbilisi State Academy of Arts;
- Educational programmes and syllabis of Tbilisi State Academy of Arts;
- The analyses of 2015-2017 employment of Tbilisi State Academy of Arts;
- Student academic performance monitoring results;
- The procedure of making changes in the Educational programmes;
- The results of the interviews – interviews with the academic/scientific personal, invited staff, management staff, students.

#### **Recommendations:**

- In accordance with the aims of the TSAA there is a need to strengthen and incorporate the study of foreign languages – and in particular English language - during the planning, designing and development of educational programmes. This will help the Academy to integrate into the international creative area.

#### **Suggestions:**

#### **Best Practices (if applicable):**

- Tbilisi State Academy of Arts has a good level of involvement of students and staff in concrete practical projects. This practice and experience influences programme planning, designing and developing and it is very useful for the ongoing development of creative-practical studies.

#### **Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

#### **3.2 Structure and Content of Educational Programmes**

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

## **Descriptive summary and analysis of compliance with the standard component requirements**

In Tbilisi State Academy of Arts, Educational programmes are elaborated according to the Georgian legislation and the European Credit Transfer and Accumulation System (ECTS).

The results of the programmes essentially are formulated well, and the different levels of the education of different faculties are taken into account. Programmes learning outcomes are in place and appear to be well articulated and understood. Learning outcomes relate to the level of the programme and students appeared clear about their programme levels. In the programmes structural units are logically connected and creative-practical components are taken into account very well. TYSAA will need to put in place an ongoing structure to review its programmes to ensure specifically that they are up to date with changing practices globally in relation to new ways of working and new technologies. According to the programme description, students have opportunities to choose non-compulsory subjects – they can choose special subjects and general subjects of the institution.

The Creative-practical specific factors are clearly described in the study process. Because of the specific needs of practical-creative work staff are aware of the need to use specific study and learning methods

The institution ensures access to information on programmes via the website, in student handbooks and materials provided to the students. The Review Team did hear evince from our meetings with staff and students that access to Georgian and English language textbooks and materials is an ongoing issue in relation to programmes.

The Review Team did find some confusion in relation to the Creative Tour, the entrance examination, both in terms of who was responsible for it and also in relation to its effectiveness and as a means of assessing potential student's suitability for programmes. There were conflicting views on this from the staff the Review Team met. There is a document in which individualized education programmes for student with different requirements are described and are mentioned in different cases.

### **Evidences/indicators**

- Educational programmes and syllabi's of Tbilisi State Academy of Arts;
- Academic calendar of Tbilisi State Academy of Arts;
- The analyses of the statistics of employment in 2015-2017 in Tbilisi State Academy of Arts;
- Analysis of students' academic achievement results;
- The results of the interviews – interviews with the academic/scientific personal, invited staff, management stuff, students;
- Interview of the students and questionnaires;
- Internet site of Tbilisi State Academy of Arts.

### **Recommendations:**

- The planning, designing and development of educational programmes in Tbilisi State Academy of Arts should be further refined to ensure that they meet the needs of students in a changing creative arts global environment.
- The Review Team recommend that greater clarity is needed in relation to the purpose, the content and the responsibilities associated with the Creative Tour examination

### **Suggestions:**

In some cases it would be better for the academic/scientific personal to elaborate the course of recommendations in Georgian language for some subjects. In these recommendations, it would be useful to use electronic and printed materials.

**Best Practices (if applicable):**

- In TSAA the direction of fine arts has a good mixture of practical and creative work. Academic/scientific personal and students take part in different exhibitions and workshops in Georgia and abroad.
- Restoration, architect, media art and design have close relationships to the labor market – this experience is reflected on the structure and content of the programmes.

**Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ 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**

The evaluation system is in line with the legal acts of Georgia. TSAA has a fair, transparent system of studying evaluation, which takes into account different components and evaluation methods. Students the Review Team met seemed clear on the assessment practices associated with their programmes.

Evaluation forms define the specifics of art subjects – the creative-practical component is relevant to the studying results.

The components and criteria of evaluation are different in different levels of studying and subjects and are appropriate to the levels of study.

Transparent criteria are used to assess student learning. The system is equal and fair and students are informed about it. The students have right to use an effective assessment appeal system. Students did refer to the fact that they could approach staff informally in relation to their results but were also aware of the formal processes.

The Review Team sampled a number of assessment strategies to check their relationship to the stated learning outcomes. In a sample of 6 chosen at random by the team, 3 had clear assessments related to the specific learning outcomes, in 3 cases the relationship was not clear.

**Evidences/indicators**

- Educational programmes and syllabi of Tbilisi State Academy of Arts;
- Academic calendar of Tbilisi State Academy of Arts;
- The analyses of the students' academic results.
- The results of the interviews – interviews with the academic/scientific personal, invited staff, management staff and students.
- Interviews of the students and questionnaires.

**Recommendations:**

- The Review Team looked at assessment strategies and noted some inconsistencies in the quality where the form of assessment did not always match the learning outcomes. The Review Team recommends that assessment strategies are reviewed across all programmes to ensure consistency and high quality.

**Suggestions:****Best Practices (if applicable):****Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ 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**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

TSAA has a HR plan in place with identified processes for the recruitment of staff to the Academy. The Review Team heard about the process for the advertisement and filling of posts from administrative and academic staff. Academic, scientific and administrative staff are appointed through an open competition every 4 years. The number of staff appointed by the faculty council is based upon the needs of programmes taught in the faculty. However, the procedure of hiring staff at TSAA would attract more qualified employees if some criteria, for example, knowledge of the English language, active engagement of candidates in a relevant professional field besides the educational process, would be more clearly emphasized during the recruitment process. The proportion of fully affiliated academic staff is high in TSAA, which was seen as positive by the Review Team.

There is a staff evaluation system in place using a range of methods, including staff surveys and feedback to evaluate staff on each structural unit. Both administrative and academic staff the Review Team met were aware of this system. The need for the professional development of staff is defined by the faculty quality assurance representatives. The issue is that for further training, often knowledge of the English language is required.

The academic/invited staff of the TSAA participate on a quite regular basis in exchange programs, international and other cultural or field specific activities organized by the institution or generated by the Ministry of Culture and Monument Protection of Georgia. However, the Review Team could not observe an elaborated approach and strategy for the professional development of the staff, or any aspiration to focus exclusively on specific pedagogical needs and to improve relevant professional skills.

TSAA's Strategy Development Plan shows an important aspiration toward the internationalization process. However, different groups of TSAA representatives confirmed that the institution is not ready to receive visiting international staff and students (on a regular basis), nor to prepare adequately local staff and students in order to fully benefit from the process. Specific plans are not in place to increase the number of programmes taught through English or to train staff to facilitate international developments although this was identified as an issue in the self-evaluation report.

#### **Evidences/indicators**

- Self-evaluation report
- Meeting with the HR and legal affairs, academic staff, invited staff, faculty quality assurance representatives, international relations department, continuing educational center, financial department

#### **Recommendations:**

- TSAA should define the specific needs of pedagogical skills and organize relevant professional trainings for the academic/invited staff of the TSAA.
- TSAA should actively support the Continuing Education Center in its work to integrate its function as a staff development center.
- The Review Team recommend that English language knowledge be set as one of the criteria while hiring academic/invited staff.
- The Academy should put a greater accent on English language learning strategy for students, hire highly qualified teachers and regularly control the learning outcomes and quality.
- While planning the yearly budget for staff development , the TSAA administration should take into account the key activities related to the internationalization process, for example reinforcement of English learning process for staff and students.

#### **Suggestions:**

#### **Best Practices (if applicable):**

#### **Evaluation**

- ☐ Complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements

<input type="checkbox"/> Does not comply with requirements
<b>4.2. Academic/Scientific and Invited Staff Workload</b>
<p>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</p>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>While meeting with academic representatives of TSAA, the Review Team found out that 100% of the academic staff have a primary affiliation to the institution, which certainly is a positive practice ensuring implementation of educational programmes and proper fulfilment of research/creative/performing activities and function/duties assigned to them.</p> <p>However, the Review Team could not clearly observe benchmarks set by the TSAA for its staff in order to effectively carry out its educational/research/creative/performing activities.</p> <p>The workload scheme for academic and invited staff is defined by the administration, or by the faculty council. However, educational workload details have to be the subject of a common decision between academic/invited staff and the faculty, according to the realistic needs of the specific educational programme.</p> <p>The Review Team identified a potential future problem in relation to future funding in order to support student growth, there was a lack of clarity from staff and management in relation to planned student numbers. Clarity on planned growth in student numbers is necessary to enable effective planning of future staffing needs.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation report</li> <li>• Meeting with the HR and legal affairs, academic staff, the faculty quality assurance representatives</li> <li>• The workload schedule of academic staff document.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• TSAA should set benchmarks for the more effective management of staff workload considering the number of existing and future students on each programme, the specifics of the programme and the best international practices.</li> </ul>
<p><b>Suggestions:</b></p>
<p><b>Best Practices (if applicable):</b></p>

**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**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

Students appeared generally satisfied and positive about the Academy. Their rights for discussion of appeals related to the work of academic and administrative bodies are mostly considered. However, the Academy does not have specific mechanism for the protection of students' rights. Students are mostly not aware to whom to officially address in case of a problem. The system does seem to rely on informal communications.

Moreover, the Review Team observed that presentations about existing regulations and programmes (especially for mobility and newly admitted students) are not always held formally, communication between students and administration is mostly personal, which sometimes causes confusion regarding educational programmes and existing regulations.

Regulations for student status, mobility and similar services seem to be fair at the university. However, during the interviews with students and staff, the creative tour (which justifies students' painting skills and is extremely important while entering the university) appeared to be less transparent. Students appeared not to be positive about the general results, and the methodology of the exam seemed to be unclear for the staff as well. Moreover, alternative solutions for the existing exam were suggested.

There is a student self-governance body in place through an election process. The students who the Review Team met who were not on this body appeared not to fully be aware of its role or function and did not appear to have much connection with the self-governance process.

**Evidences/indicators**

- Self-evaluation report
- Meeting with students, educational management service



**Recommendations:**

- The Review Team note that communication channels between staff and students are largely informal or use a variety of platforms. Whilst this appears to work for the students this may need to be reconsidered if the numbers of students grows or if the student body becomes more diverse.
- The Review Team recommends that programme lecturers and students must be clear on official technological communication and learning pathways, structured pedagogically based Technology Enhanced Learning training to understand when, how, and why Virtual Learning Environments are appropriate and when platforms like email, Facebook, Dropbox, , Google Docs, Twitter, Tumblr, Pinterest, Blogger are useful (and not useful) in education. Moreover, mechanisms for protecting students' rights should be clear and more formal as well. Students need to be aware of the assistance services provided by the university. Therefore, the Review Team recommends the development of officially responsible bodies at the university, which will provide informational access and help for students by protecting their rights.
- The Review Team recommends the improvement of the methodology of entering exams, to create transparency by using different tools.

**Suggestions:**

- The best practices related to entering exams in other HEIs with similar structure can be searched and implemented. TSAA can consider students' and staff's opinion related to changing the format of the exam by managing enquiries, discussion etc.

**Best Practices (if applicable):****Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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

**5.2 Student Support Services**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

Students commented on the positive personal relations with staff, the skills and knowledge of staff and their availability to discuss student issues and provide academic direction and support. The Review Team saw good practice in the Restoration lab and the opportunities it presents for students at all levels to engage with real commercial and industry projects.

On the other hand, the Review Team noticed the lack of awareness between students about existing career development and student support services and studied existing issues regarding ICT services. Moreover, there is no commonly used official communication channels between different management or academic bodies and students or alumni. Cooperation with graduates is not well-organized and supported.

In addition, the Review Team observed that there is extremely low level of foreign language skills between students, which causes demotivation for participation in international programmes. Staff of the university noted that they are planning to improve the language level between students by finding solutions to outsource the language teaching part. The language level between general teaching staff is also very low, which might be affecting the HEI's development strategy regarding the ability to effectively support international students and to use the latest formal/non-formal education and other tools available. Moreover, the HEI does not have any requirement regarding language proficiency for new staff appointments from next year, which seems to be inappropriate given the necessity to improve the numbers of staff who have good written and spoken English.

#### **Evidences/indicators**

- Self-evaluation report;
- Meeting with students, educational management service, academic and invited teaching staff, career development center, Meeting with the financial department and IT department and library.

#### **Recommendations:**

- The Review Team recommend that the Career development center develops clearer and more focused strategy to ensure that students are more aware of it and its functions and to enable it to grow and develop
- The Review Team recommend the further development of the Academies ICT strategy to increase ICT with appropriate funding and to better meet changing student demand
- The Review Team felt that clearer and more effective Communication channels between different management bodies and students needs to be developed across the Academy.
- The need for further development of relationships with alumni was noted in the SER as an area for improvement and the Review Team supports this, as did the graduates we met.
- The range of student supports to be reviewed to ensure students have access to full range of supports including counselling and psychological supports
- The Review Team recommends the sustained development of foreign language skills to include English this will assist student and lecturer mobility (incoming and outgoing), and will help with lecturer professional development and the ongoing development of the programmes programme, ensuring that the programme reflects the very latest achievements in the Arts internationally.

#### **Suggestions:**

- Improve the English level proficiency through the students and staff within the university, and to hire future employees with the relevant level of English.

**Best Practices (if applicable):**

- Good practice in the Restoration lab and the opportunities it presents for students at all levels to engage with real commercial and industry projects.

**Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ 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**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

TSAA, especially on the bases of Media Art and Restoration/Art History and Theory Faculties fairly supports the integration of teaching, research and economics. Examples therefore are the two independent scientific research units: "Institute of Visual Communication and Media Arts" and "The Conservation Center".

In common with the above-mentioned faculties the Design faculty also contributes to the income generation activities within the institution by founding "Blue Table Cloth" project. This project also relates positively to the TSAA stated intention in its Strategic Plan of developing and supporting Georgia's cultural heritage.

TSAA cooperates with economic agents which contributes to scientific, social and cultural development at a regional and national level. Research results are integrated in teaching activities of the institution and staff appeared clear in interviews on their roles as teachers, researchers and creative practitioners.

Regarding the effectiveness of doctoral research, as well as the quality of scientific and arts-creative projects once more the internationalization policy has to be taken into consideration: TSAA does not take enough initiatives to support doctoral students on international level. Students try to communicate with professionals on international level using only their own contacts. There are no formal opportunities in place to support doctoral students in attendance at international conferences or in connecting with other students in benchmarked institutions.

<p>While meeting doctoral students of TSAA, Review Team noticed the positive side of inter-communication between students and their supervisors. Among other useful subjects, a pedagogical component is also included in the doctoral programme. These give the opportunity to students to obtain a better academic and scientific qualification.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation report</li> <li>• Meeting with doctoral students, doctoral student supervisors, Institute for Visual Communication and Media Arts, Conservation Center, department of scientific research and development</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommend the development of a plan for further internationalization specifically in relation to the supervision of doctoral students. Relevant international partners have to be chosen also from the supervisor's side and then presented/suggested to students.</li> <li>• TSAA as an institution should facilitate communication between local and international doctoral students.</li> <li>• While planning the yearly budget, the TSAA administration should take into account support for doctoral students on international level e.g. attendance at international conferences.</li> </ul>
<p><b>Suggestions:</b></p>
<p><b>Best Practices (if applicable):</b></p> <ul style="list-style-type: none"> <li>• In the contexts of integration of teaching, research and economics, activities of "The Conservation Center" based on the restauration/art history and theory faculty is good practice. The center and the faculty itself are the only actors in Georgia working on restauration/conservation fields. Students from the center and the faculty are studying while practicing their profession on "real life" projects and assignments. Most of their time they are taking part in restoration/conservation process of important Georgian monuments. Furthermore activities of the center and the faculty are income generators for the TSAA.</li> </ul>
<p><b>Evaluation</b></p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p><b>6.2. Research Support and Internationalization</b></p>
<ul style="list-style-type: none"> <li>○ HEI has an effective system in place for supporting research, development and creative activities</li> <li>○ Attracting new staff and their involvement in research/arts-creative activities.</li> <li>○ University works on internationalization of research, development and creative activities.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>Tbilisi State Academy of Art has a Scientific Research and Development Service, the goal of which is to promote the growth of the scientific and research potential of the Academy, development of scientific works, popularization of activities of doctoral students and individuals working in research institutes, establishment of contacts with foreign universities and research centers and development of existing</p>

contacts. According to the provision of the Scientific Research and Development Service, it has only one employee - the Head of Service. From the interviews with students and academic staff there was no clear evidence that all of them were aware of the support provided by the Service and its role within TSAA.

The Funding Feasibilities of creative and research projects of students and staff is discussed by faculty and/or academic and representative councils of TSA. Decisions about funding/rejecting project applications are made by these collegial bodies that ensure transparency and fairness of funding procedures. TSAA does not have official rules and conditions for funding research and creative activities, but plans to develop it during the academic year of 2018-2019. The Review Team would support such a development.

MA and PhD students are involved in research projects and creative activities. On PhD level, there is no tuition fee for the research component, which encourages students to pursue their studies and research in various fields of art.

The TSAA plans to enhance its activities towards internationalization of teaching and research/creative activities by advancing cooperation with existing partners and developing co-supervised PhD and joint degree MA programs with foreign Universities, but this planned activities are based only on external funding and there is no financial support provided currently within the TSAA budget.

During interviews with students, academic and administrative personnel of TSAA the lack of foreign language skills was identified as a main obstacle towards internalization. But HEI did not allocate relevant resources in the budget and the University management doesn't have a clear view how to fulfill activities indicated in the internationalization strategy and action plan. This was identified as a priority within the self-evaluation report and the strategic plan and supported by staff and students in the interviews.

#### **Evidences/indicators**

- Self-evaluation report
- Interviews with academic staff, academic and representative councils, students, representatives of university management
- Scientific research and creative activity strategy
- Internationalization strategy and action plan

#### **Recommendations:**

- The Review Team recommends the sustained development of foreign language skills to include English. This will assist student and lecturer mobility (incoming and outgoing), and will help with lecturer professional development and the ongoing development of the programs, ensuring that the program reflects the very latest achievements in the Arts internationally.
- The Review Team recommend increasing the number of employees of Scientific Research and Development Service to enable better and more efficient cooperation with scientific and academic staff and students of TSA.

<b>Suggestions:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>At PhD level, there is no tuition fee for the research component.</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input checked="" type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>
<b>6.3. Evaluation of Research Activities</b>
<p>HEI has a system for evaluating and analyzing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.</p>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>TSAА has a system in place for the assessment and evaluation of research/creative activities and has different methodologies for the assessment of creative and scientific fields. The heads of faculty present an annual report each year to the Faculty board, which are then sent to the Scientific Development and Research Service. These reports are presented to the academic council.</p> <p>In order to provide a high quality scientific research/creative arts projects, an access to a wide range of recent literature is extremely important. TSAА is facing two major issues in this context:</p> <ul style="list-style-type: none"> <li>Usage of electronic library platforms is not fully accustomed neither at staff, nor at student level. Students use less recent publications for their research.</li> <li>Lack of field specific literature in Georgian language, lack of translated literature.</li> </ul>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>Self-evaluation report</li> <li>Meeting with doctoral students, doctoral student supervisors, Institute for Visual Communication and Media Arts, Conservation Center, department of scientific research and development, library</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>TSAА administration should work out a strategy for the promotion among students and staff of the useful and positive aspects of electronic library platforms; to inform them about the potential impact on research quality in the case of not using the platforms; and to provide training in working with such kind of platforms.</li> <li>The institution should put a greater accent on English language learning strategy for students, hire highly qualified teachers and regularly control the learning outcomes and quality.</li> </ul>
<b>Suggestions:</b>

**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**

- 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.
- HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- Health and safety of students and staff is protected within the institution.
- HEI has adapted environment for people with special needs

**Descriptive summary and analysis of compliance with the standard component requirements**

Tbilisi Apolon Kutateladze State Academy of Arts and its material base serve the implementation of the main function of the university - the educational mission.

TSAA owns buildings and structures at the following locations:

- The historic building, 22 Griboedov St.
- The building, 47 Brothers Zubalashvili St.
- The building, 5 Tabukashvili St.
- The building, 9 Kuchishvili St.
- The building, 34 Kipshidze St.
- The building, 16 Chavchavadze St.
- The building, 19 Chardin St.
- Mtskheta region, village Misaktsieli
- Kaspi region, village Akhalkalaki

The ownership of the relevant buildings by TSAA is confirmed by an extract from the Public Registry. The building located on Chardin St. includes the functions of the exhibition hall and the tapestry museum. In all buildings located at each address, except for village Misaktsieli, the educational process is conducted, lectures are read, works proceed in the art studios etc.

From 2016, rehabilitation and restoration works are being carried out of the historic building located at 22 Griboedov St., built in the 50's of the 19<sup>th</sup> century and having the status of a monument of cultural heritage. In the mentioned building, there were administration of the academy, administrative units, as well as the auditoriums of several faculties, the exhibition hall, the Academy museum and its funds, the doctor's office and other auxiliary rooms. The Academy has developed a plan for redistribution and placement of all these services and other administrative units of different functions in other buildings.

After rehabilitation/restoration of 22 Griboyedov St. the following premises envisaged in the project will start to operate: lecture halls and workshops, library of TSAA (reading rooms, book storages, etc.), museum and museum funds, 3 exhibition halls, administration and services; space for public lectures and cultural events in the eastern halls. The buffet and the gym will be activated as auxiliary structures. Thus, in the September semester of 2018-2019 academic year, in the period stipulated by the project, the functioning of the administration will be updated, the expanded library will start to work and the exhibition process will resume in the historical building of the Academy. The Review Team noted that the refurbishment will add greatly to the building stock and quality of provision across TSAA and is welcomed by staff and students.

In each building of TSAA has continuous power supply system. All lecture halls, laboratories, the library, administrative spaces have both natural and artificial lighting. The Review Team were informed that all staff and students have health and safety briefings, however, the Review Team noted the lack of public information on health and safety and fire safety around the campus in the current buildings. The Review Team noted that some spaces, e.g., Library rooms and staff work areas were very hot with insufficient air conditioning, although we were told that this was being rectified in the refurbished campus and new buildings.

In all buildings, there are separate sanitary units. The Review Team noted the poor quality of some of these facilities at present but also noted the gradual planned upgrade of all existing buildings and facilities.

Disabled access is limited at present but the refurbished building, located at 22 Griboedov St., will be fully adapted for people with disabilities, where the project provides for the arrangement of ramps. The TSAA action plan envisages adaptation of all the buildings of the Academy with the aim of unimpeded movement of persons with disabilities. A special parking lot is being arranged on Brothers Zubalashvili Street.

The Review Team noted that some of the academies activities involving students are potentially hazardous, e.g., in the restoration project. Students and staff were wearing masks but there did not seem to be Health and safety material or regulations clearly on display around TSAA. Students the Review Team met were also not clear on what health and safety training they had received, relying more on individual staff informing them what were safe working practices

#### **Evidences/indicators**

- TSAA Self-evaluation report
- Meetings with staff and students
- Meeting with student self-governance group
- Meeting with TSAA finance staff
- Site visits to buildings

#### **Recommendations:**

- The Review Team believes that a strategy for supporting, maintaining, supplementing and developing the equipment and facilities will need to be developed, implemented and monitored, including a clear plan to access regular funding to maintain and supplement the equipment inventory.
- The Review Team recommend that Health and Safety information provided to students and Health and safety information posted in the work spaces is reviewed and updated



**Suggestions:**

**Best Practices (if applicable):**

**Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ 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 Academy includes the following units:

- a) Reading room;
- b) Two book storages of the fund;
- c) Training computer resource center;
- d) L. Rcheulishvili office;
- e) The Kagle Resource Room for American Art and Architecture;
- f) The library of the Faculty of Restoration / Conservation; g) experimental gallery – “Atelier Academy +”.

There are 16 computers in the library connected to the Internet (including 9 computers in the resource center) with wireless Internet. In the reading room there are: a scanner; a printer and a scanner.

The library communicates with all the faculties of the Academy and annually receives information and recommendations on new educational literature, searches and acquires it in printed or electronic form. In agreement with the Deans, it reviews the bases of international electronic libraries, and selects and acquires databases corresponding to the profile of the Academy of Arts. The Review Team heard from the academic staff that there are processes in pace for purchase of new books and materials. There was an issue identified in relation to the low number of textbooks and printed materials in the library in the Georgian language or in English. This was commented on by staff and students, and the Review Team was told that there are plans in place to address this issue.

Since 2011, the library program "OpenBiblio" has been introduced in the Academy of Arts to create an electronic catalogue. Currently, the electronic catalog contains data of 18,400 books.

The students and teachers of the Academy have access to a number of international library electronic databases: There is an electronic catalogue on the website of the Academy <http://art.edu.ge/catalog/opac/index.php>

The Review Team heard about the Oxford art online database providing access to specialist materials in English. However when two students working in the library were asked about this, they did not seem to be familiar with it.

The Review Team were informed that there were plans for a registry of statistics of the use of digital libraries' databases planned from the next academic year but this was not in operation at the time of the visit.

The mechanisms for updating the resources and services of the Academy of Arts are still considered to be the main strategic goals and priorities of the library. These include developing the collections and in particular textbooks and electronic databases in English and in the Georgian language.

A number of memoranda were signed e.g. With Ilia Chavchavadze National Library. The qualification of the library staff was increased, and the library of the Academy of Arts was given the opportunity to participate together with the National Library in the opening of the Digital Chronicler. A memorandum was signed with "Gamrekeli Gallery", which contributed to a significant connection between the two institutions and exhibition activities. These developments will aid the library in developing its collection and services.

In January 2018, students were surveyed by means of a questionnaire. The majority of respondents were in general satisfied with the library service. The students however have noted their comments and recommendations. According to the majority, the library does not have a comfortable environment - there is not enough space for work; It would be desirable to have more computer equipment and to add educational or fiction literature in Georgian language, improve the library with new modern literature.

The library also has a box where the students can make suggestions for improvements. The Self-evaluation report states that most of the comments refer to the need for new books, which the TSAA respond to as resources allow.

The Review Team heard from students that they were dissatisfied with the space in the library and the access to Georgian and English language materials. The Review Team noted the cramped space in the library and the lack of air conditioning in students and staff work spaces.

On completion of the restoration works in the Academy, the library will start functioning in the restored historical building at 22. The project envisages much more spacious spaces for reading halls (two halls), book storages and group works. The Review Team note and support, as did the students and staff we met, the plans to relocate and improve the Library.

#### **Evidences/indicators**

- TSAA library provisions
- Rules of using TSAA library
- TSAA library memorandums and contracts
- The plan of functioning and development of Tbilisi State Academy of Arts library
- The activities carried out by Tbilisi State Academy of Arts library during four years
- The Strategy of TSAA library development
- The action plan of the library for 2018-2024.

#### **Recommendations:**

- The Review Team recommend that the library develop a strategy for the acquisition of Georgian and English language textbooks, both physical and digital, and devote financial resources to this area.

<ul style="list-style-type: none"> <li>The Review Team recommend that the Academy develop a formal system to ensure that all students/staff are aware of the international databases and are provided with information and training on the use of those databases.</li> </ul>
<p><b>Suggestions:</b></p> <p>The Review Team noted and support the Academy's plans to develop their buildings and are of the view that the historical building opening in October will greatly enhance the academy in terms of library facilities, studio and exhibition spaces, and opportunities to generate commercial income and publicise the academy to the wider public in Georgia. The building will also open up the Academy to students and staff with mobility issues. The Review Team noted the lack of access to space in the current library but are aware of and support plans to increase this under the new renovation project.</p>
<p><b>Best Practices (if applicable):</b></p>
<p><b>Evaluation</b></p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input checked="" type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements         </p>
<p><b>7.3 Information Resources</b></p> <ul style="list-style-type: none"> <li>HEI has created infrastructure for information technologies and its administration and accessibility are ensured</li> <li>Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place</li> <li>HEI has a functional web-page in Georgian and English languages.</li> </ul>
<p><b>Descriptive summary and analysis of compliance with the standard component requirements</b></p> <p>The information technology infrastructure of Tbilisi State Academy of Arts provides students, academic, scientific and invited staff, teachers and administrative staff with information computer services. Provision of services is coordinated by the information technology group of the Academy.</p> <p>All the faculties and the library have computer resource centers that are served by 382 computers available for students and academic staff. The vast majority of TSAA auditoriums are equipped with computers and projectors, which significantly improves the quality of lecturing process. Computers in the Academy serve academic, scientific, administrative and supportive personnel, the research center and the institute. The computer hardware base is updated annually by computers with technical parameters corresponding to educational programmes.</p> <p>The policy and procedures of information technology management in the Academy are carried out by specialists of information technologies of the technical support service of the Academy.</p>

The Academy has an information technology management group of the Academy of Arts is responsible for the maintenance and repair of equipment and the installation of networks and planning of IT facilities to meet student and programme needs.

Various information technologies are available in the Academy of Arts, personal computers, laptops, Internet, Wi-Fi.

The Review Team heard about the planned upgrade of old communication systems (Internet and internal networks) in all educational buildings of the Academy of Arts, and the improvement and updating of existing computer equipment in accordance with modern standards. Students the Review Team met commented that there are not enough ICT facilities and that some of these are not up to date. Students and staff also commented on the sometimes poor quality of internet access. The Review Team met staff from the ICT function. Staff were asked about student complaints, but appeared to have a system for reporting issues that relied on students finding staff to report issues, rather than a formal system. The Review Team could not identify a system for the planned upgrade of the ICT systems or a strategy for this. There also did not appear to be a financial strategy in place for this.

The website in Georgian and English languages has communicational and informational functions and includes information about all the scientific activities of the Academy; the structure of the institution; the management bodies and documents reflecting their activities; the faculties; the scientific-research units and their activities; the staff of the institution; the educational programs; the scientific-research activities; international relationships; the library and so on. Information on current artistic/creative projects, competitions, other public, cultural, sports and cognitive activities is regularly updated on the website. The website provides users with comprehensive contact information etc.

#### **Evidences/indicators**

#### **Evaluation**

Please mark the checkbox which mostly describes your position related to the HEI's compliance with this specific component of the standard

- ☐ Fully complies with requirements
- ☒ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

#### **Recommendations:**

- The Review Team recommend the further development of the academies ICT strategy to increase ICT with appropriate funding and to better meet changing student demand.
- The Review Team believes that a strategy for supporting, maintaining, supplementing and developing the equipment and facilities will need to be developed, implemented and monitored, including a clear plan to access regular funding to maintain and supplement the equipment inventory.

#### **Suggestions:**

**Best Practices (if applicable):****7.4 Financial Resources**

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

**Descriptive summary and analysis of compliance with the standard component requirements**

The budget of Tbilisi State Academy of Arts is 9 852 859.00 GEL, consisting of budgetary appropriations – 6 573234.00 GEL and own incomes - 3 279625.00 GEL

All financial resources of the Academy of Arts are directed to finance educational, artistic/creative and scientific activities. The budget provides for the maintenance and development of the material and technical base, costs of utility fees, the functioning and development of information resources, financing of communications, sanitation and hygiene etc.

The budget of the Academy in 2017 is 9 852 859.00 GEL and includes the following points:

- Remuneration - 3 882 620.00 GEL;
- Goods and services – 1 249 039.00 GEL;
- Other expenses – 127 028.00 GEL;
- Non-financial assets - 3 994 172.00 GEL;

Remuneration of TSAA professors and teachers - 2 190 625.00 GEL

Remuneration of scientific activity - 151 800,00 GEL

The library - 65 385,00 GEL

Remuneration of incoming projects - 176 868.00

Remuneration of the administration - 1 297 942,00 GEL

Projects, financed by the Ministry of Culture -187 214.00 GEL

The Academy has developed a policy document regulating the financial and economic activities of HEI. Financial control is carried out by an authorized auditor/audit firm. The accounting policy document and the audit report are presented in the attachment. There does appear to be a system of accountability, financial management and controls in place. The Review Team gained clarity on this from our meeting with the Finance team.

The Review Team expressed concerns relating to the over-reliance on state funding emanating from students, this could present a risk if national student numbers fell or if additional competitors were present in Georgia.

The Review Team also noted that there was a lack of clarity in relating to planned student numbers and growth which could impact on future funding. The Review Team heard conflicting views on the planned growth in student numbers outlined in the Strategic Plan, with some Faculty staff articulating in meetings with the Review Team, the need for the Academy to maintain current student numbers to

ensure the continuation of high quality delivery in the light of restricted resources, and management who had a view that growth was necessary to develop the Academy's profile and ensure future income streams.

There did not appear to be any Academy reserves, or any clear plans to generate more income from non-state bodies. There was also no evidence presented of a clear plan in regards to generating research or other income, or any targets for this. Whilst some potential and actual income generating activities were present, e.g., the Restoration Laboratory and the Blue Tablecloth project, there did not appear to be any strategy or plan for this nor any indication of income targets in relation to additional income streams.

When asked about priorities for allocation of resources the financial planning appeared to emanate from demands from the faculties and in particular the Deans, rather than being based on an overall agreed strategic plan. Staff the Review Team met were unclear on how resources were allocated, again referring to the individual power of Deans to argue their case rather than the Academy having a planned approach.

The Review Team asked about financial contingency plans, but did not receive clear information on whether these were in place and how they were reviewed. The Review Team was told insurance policies were in place to deal with emergencies but the Review Team felt that not all financial contingency requirements may be able to be resolved in this way.

#### **Evidences/indicators**

Meeting with the Rector, Chancellor and Management team

Meeting with the Finance department representatives

TSAA self-evaluation report

TSAA strategic plan and action plan

TSAA Statute

#### **Recommendations:**

- The Review Team recommend that a Strategy for Alternative sources of funding need to be developed to include self-generated income and fundraising and ensure longer-term financial stability.
- The Review Team heard conflicting views on the planned growth in student numbers and recommends that a clear decision is reached on this and communicated to staff and that the financial implications of any decision are fully considered.

#### **Suggestions:**

#### **Best Practices (if applicable):**

#### **Evaluation**

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

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