



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

The Doctoral Program in Business Administration

Ivane Javakhishvili Tbilisi State University

Date of Evaluation:

September 27, 2019

Report Submission Date:

Tbilisi  
2019

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University Legal Entity of Public Law
HEI's Identification Code	204864548
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	Business Administration
Level of Education	Doctoral program
Qualification Granted Indicating Qualification Code	Doctor of Business Administration 0413
Language of Instruction	Georgian
Number of Credits	Learning component 50 ECTS. Learning duration – 6 semesters
Programme Status (Authorized/ Accredited/New)	Accredited (Conditional accreditation for one year)

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Prof. Pandelis Ipsilandis TEI of Thessaly, Greece
Member (Name, Surname, University/organization/Country)	Prof. Sophio Khundadze, IBSU
Member (Name, Surname, University/organization/Country)	Ms. Nino Dgvepadze, Brandor Consulting
Member (Name, Surname, University/organization/Country)	Ms. Nana Pirtskhelani (Student expert),

### ▪ General information on the education programme

The Doctoral program in Business Administration of Ivane Javakhishvili Tbilisi State University (TSU) has been functioning at the Faculty of Economics and Business since 2007.

The Doctoral program "Business Administration" passed accreditation in 2012 (Decision of the Accreditation Council N1 from 01.02.2012). In 2018 was submitted for the re-accreditation and awarded with the Conditional Accreditation for one year (Decision of the Accreditation Council N156 from 21.11.2018). Now the program submitted for the re-accreditation.

In December 2018, the new edition of the TSU Doctoral Studies minimum standard was approved (Academic Council Decision №245 / 2018 from December 27, 2018 On Approval of the minimum standard of Doctoral Studies). At the same time, the rule of Dissertation Council formation was changed. In particular, the Faculty Dissertation Councils were abolished and the University Dissertation Council established, the TSU University Dissertation Council Provision approved the rules of its formation and composition approved.

According to the minimum standard of TSU Doctoral Studies the Provision of the Faculty of Economics and Business Doctoral Studies was elaborated and approved (Decision # 75/2019).

The program was revised through a well-structured self-assessment process that took place after the last accreditation in 2018. Major inputs to the process came from: a) updated standards for accreditation of higher education programs of the Ministry of Education and Science, b) recommendation of the Expert panel of the 2018 accreditation, c) results of workshops held by the staff involved in the program with participation of students and alumni d) a Faculty survey among graduates that took place in May 2019, and e) enrollment indicators for the program. The whole process was elaborated and directed by the TSU Quality Assurance Service, working together with the Quality Assurance Division of the Faculty of Economics and Business and the program leaders.

Program revisions include major changes in program Learning Outcomes – so that they are clear and aligned with the University strategy, the structure of the program, the workload of various components, the preconditions for dissertation defense, the upgrade of syllabi and updates to course related literature in the learning component. The revisions alleviate most of the weaknesses pointed out in last accreditation and make the program more coherent in structure and academically stronger.

The Program is implemented by the highly qualified academic staff, who have exceptional teaching and research experience, and is managed by a so-called group of “program directors” who actually form a strong core team of academics that covers various scientific fields in business administrations. Currently two of the directors serve as program coordinators.

#### ▪ **Brief overview of the accreditation site-visit**

The accreditation visit took place on Friday, September 27, 2019. Before the visit, the experts' panel received a Self-Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme components (in English) and documents regarding University Services, CVs and documentation regarding the academic staff, etc. (in Georgian).

During the visit, the panel had the chance to meet and interview representatives of the University administration, the programme directors, the SER work team, academic staff (both affiliated and invited), doctoral dissertation supervisors, students and PhD graduates of the program, as well as social partners. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

The experts' panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit.

#### ▪ **Summary of education programme's compliance with the standards**

The program is:

- **Compliant** with the first standard: *Educational programme objectives, learning outcomes and their compliance with the programme*

The program objectives describe knowledge, skills and the competences that program graduates can obtain through the program so that they are prepared to implement original researches focused on the creation of new knowledge; to introduce the outcomes both in the academic process of higher education institution and in industrial and business activity; to implement teaching through modern methods; to use the skills of a scholar for the development of the public and business at local and international levels. Objectives comply with the university mission, which claims to support creation and dissemination of new knowledge, development of the university traditions through research and innovations, promotion of continuing education, promotion of the intellectual, moral, cultural and socio-economic development of the society, and they are realistic and achievable. Program has developed learning outcomes and program objectives map, which demonstrates compliance of each learning outcome with each program objective. It is recommended to include development of teaching skills as one of the program learning outcomes, since this is part of the program objective and is achieved through the delivery of the program.

- **Substantially compliant** with the second standard: *Teaching methodology and organization, adequate evaluation of programme mastering*

The Information on the admission preconditions is public and transparent - accessible at the Faculty website. The program aims in selecting high caliber students and admission criteria are rigorous and in line with those goals. Pre-admission counselling to prospective students regarding the requirement of the program should be considered as a possible action for reducing high rates of student abandonment.

Major revision to program structure alleviated most of the weaknesses pointed out in last accreditation. Nevertheless, the learning component could be increased to 60 credits (common practice in most Ph.D. programs) to accommodate for a second more advanced seminar or similar activity that will strengthen the state of the art knowledge of students in their research field.

Course Learning Outcomes (LOs) are stated explicitly and clearly in the corresponding syllabus divided in Knowledge and understanding, Skills and Responsibility and autonomy. A summary “Map of Learning Outcomes” indicates which courses or programme components contribute to each of programme LOs. In certain cases, LOs and content should be revised to be compatible with doctoral level studies.

Overall, students are exposed to the many facets of Higher Education teaching and develop appropriate practical skills. The Research methodology course, the involvement in two research projects, the completion of their dissertation and the production and publication of two scientific papers work towards the development of expected research skills upon graduation. Establishing a list of high impact English language international scientific journals, as not all indexed journals and/or conferences are of the same scientific quality, will certainly strengthen the evaluation process.

Appropriate teaching and learning methods used throughout the program with emphasis, as expected in building skills in research methodology, intensive seminar teaching and practice-assistantship.

The evaluation of students is performed in accordance with the set procedures; it is transparent and complies with the legislation. The detailed information is given in the minimum standard of TSU Doctoral program and in the Statute of the Dissertation Board and the Doctoral program of the Faculty. Overall, the evaluation process for both learning and scientific component is fully transparent.

- **Compliant** with the third standard: *Student achievements and individual work with them*

All necessary students support services are in place. Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development. In the framework of the Programme, students have an opportunity to participate in local and international projects, events, conferences and research fellowships and international exchange programmes. Various structural units of the Central Administration of TSU, as well as the Scientific Research and Development Services of the Faculty, ensure the organization of the academic process

Every student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. A University document defines rights and obligations of the supervisor and the supervision process. Interviewed students and alumni expressed their satisfaction with the qualified supervision and mentioned that they are constantly able to receive consultation and assistance from the supervisors, as well as formal and informal communication.

- **Compliant** with the fourth standard: *Providing teaching resources*

The program is carried out by 42 academic staff members all of whom are affiliated with TSU, thus ensuring sustainability of the program. Academic and invited staff members meet the

legislative and the university requirements regarding their qualification. Scientific supervisors of doctoral students possess contemporary knowledge of the field and are the authors of scientific publications relevant to the content of the doctoral dissertations they supervise. Number of doctoral students are relevant to the number of academic staff for supervision, considering that doctoral students can be supervised by the academic staff from other higher educational institutions. Directors of educational program are academic staff members of TSU. Their knowledge and qualifications are approved by publications and practical experiences in their fields. Program has 2 coordinators who take the responsibility of coordinating program development process.

University creates convenient working environment for its academic staff members to develop and to carry out academic or scientific activity. University has developed self-evaluation report for its academic staff members, through which different scientific, and research activities are evaluated. Academic performance is also evaluated by students for each course at the end of each semester. Evaluation results are communicated to teaching staff members for the consideration.

University ensures all the necessary resources to achieve program-learning outcomes in terms of both infrastructures and learning materials and support (library, IT systems). University classrooms still need to be equipped with modern facilities, a renovation program is in place but given the size of the University, the process will take substantial time.

The financial support of the program is performed within the budget allocated annually from the University to the Faculty and by funding of expenses covered by the University central budget. Additional funding is derived from international and national development and research grants such as Erasmus, Shota Rustaveli National Science Foundation, Ministry of Education and Science of Georgia scholarships, etc.

- **Compliant** with the fifth standard: *Teaching quality enhancement opportunities*

Quality Assurance is provided at University and Faculty level and includes evaluation of program implementation, measuring learning outcomes through direct and indirect methods, and recommendations for future development of the program to the Program Committee. Relative documentation is publicly available. Faculty Quality Assurance Service. The involvement of academic and invited personnel as well as graduates and employees were well presented during the site visit but the same did not happen with the case of students. QA is also involved in staff evaluation process, which is still not fully developed. QA processes included external evaluation process within the university with participation of external actors. Formal accreditation recommendations were considered to a great degree and relative improvement actions are taken. The program evaluation procedure developed by TSU ensures the compilation of internal and external methods of evaluation, involvement of all the stakeholders in program evaluation and its further development.

#### ▪ **Summary of Recommendations**

It is recommended to include development of teaching skills as one of the program learning outcomes, since this is part of the program objective and is achieved through the delivery of the program.

The learning component should be strengthened in providing more opportunities for exploring the state of the art in the research field of the doctoral student(s). Accordingly increase the learning component to 60 ECTS.

LOs and content should be revised in certain courses where they are not compatible with doctoral level studies.

Formalize the requirements regarding publishing at least one of the two papers by establishing a list of high impact English language international scientific journals, as not all indexed journals and/or conferences are of the same scientific quality.

Electronic portal for communicating teaching material to students needs to be improved to make material exchange process more effective and thus, to make the portal more useful for students as well as for academic and invited staff members.

University classrooms need to be equipped with modern facilities.

Involvement of students' in the programme review for Programme development cycle should be improved and become more substantial

- **Summary of Suggestions**

Have the information about program objectives, publicly available at the university web-page in English.

Considered actions of more detailed communication of the requirement of the programme to prospective students, along with pre-admission consultation to candidates by program supervisors.

The faculty should encourage students to write their dissertation in English.

Overlaps among the Academic Writing, Research Methodology, and Science Management courses, should be evaluated jointly by administration, academic staff and students.

Assessment methodologies should be reviewed after completion of the first cycle of the learning component to ensure that they are linked with the Learning Objectives of each subject.

The faculty may explore this possibility to extend internationalization of research by establishing cooperation with neighboring countries as students expressed their interest in such opportunities.

It is suggested to review the hourly workload of academic staff.

For students and graduates survey, the quantitative research approach is used. Nevertheless, due to low number of students and graduate participation, and taking into consideration the level of maturity (i.e. doctoral students), it is advised to get in-depth information regarding the programme through moderation of several focus groups.

It is suggested to refine the scheme of personnel appraisal and use the process as a motivation for their professional development. Self-evaluation form has no real value without trustworthy appraisal system. Quality Assurance structure at the University is advised to support not only personal self-evaluation form submission but ensure assessment of individual professional development in accordance to their personal development plan.

Device a mechanism to monitor and analyze the progress of TSU programme graduates with regards to their scientific output (publications, citations) and teaching practice by establishing appropriate quantitative and qualitative indices. This can also be a significant input to the periodic review process.

- **Summary of best practices (If Applicable)**

Simulation of informal external evaluation events with participation of external to the department / faculty actors

- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**

Program LOs have been aligned with requirements set by NQF for academic doctoral programs signifying the research orientation of the Ph.D. program.

A curricula map showing how each programme LO is achieved, as well the connection of each programme LO with the courses and research component LOs.

Major revision to program structure alleviated most of the weaknesses pointed out in last accreditation.

Newly introduced prerequisite of publishing 2 scientific papers before dissertation research strengthens the evaluation of the dissertation.



## Compliance of the Programme with Accreditation Standards

### 1. Educational programme objectives, learning outcomes and their compliance with the programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme.

<b>1.1 Programme Objectives</b>
<p>Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>Doctoral educational program in Business Administration at Tbilisi State University has clearly defined objectives. The program objectives are to prepare highly qualified professionals possessing the ability to implement original researches focused on the creation of new knowledge; to introduce the received outcomes both in the academic process of higher education institution and in industrial and business activity; to implement teaching through modern methods; to use the skills of a scholar for the development of the public and business at local and international levels. Thus, the program objectives describe knowledge, skills and the competences that program graduates can obtain through the program. Objectives are realistic and can be achieved.</p> <p>The program objectives are in compliance with the university mission, which claims to support creation and dissemination of new knowledge, development of the university traditions through research and innovations, promotion of continuing education, promotion of the intellectual, moral, cultural and socio-economic development of the society.</p> <p>Program objectives are shared by the people carrying out the educational program that was demonstrated during the interviews with them. Program objectives are publicly available at the university web-page: <a href="https://www.tsu.ge/data/file_db/economist_faculty/bizakted.pdf">https://www.tsu.ge/data/file_db/economist_faculty/bizakted.pdf</a>. However, it is suggested to have the information about program objectives publicly available at the university web-page in English as well.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation Report</li> <li>○ Educational Program</li> <li>○ Interview results with the university administration, SER team, directors and coordinators of the programme, teaching staff</li> <li>○ University web-page</li> </ul>
<p><b>Recommendations:</b></p>

<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Have the information about program objectives, publicly available at the university web-page in English.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Complies with requirements</b></li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>1.2. Programme Learning Outcomes</b>
<ul style="list-style-type: none"> <li>➤ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li>➤ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</li> <li>➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>Program learning outcomes comply with the program objectives and describe main knowledge, skills and competencies considered by the content of the program. Program has developed learning outcomes and program objectives map, which demonstrates compliance of each learning outcome with each program objective. Development of teaching skills is defined as one of the program objectives and the program does meet this objective. Therefore, it is recommended to refer explicitly to the development of teaching skills as one of the program's main Learning Outcomes.</p> <p>Program learning outcomes are realistic and achievable, it is in compliance with the qualification obtained through the program and with the level of qualification.</p>

<p>Study of the documentation, reports and the interviews with different stakeholders revealed that program Learning Outcomes (LOs) were framed with the participation of potential employers and alumni that ensures consideration of market requirements and demand. Involvement of other stakeholders (students, academic and invited staff, students) in the development of program learning outcomes was revealed as well.</p> <p>Program has developed learning outcomes map, which describes achievement of each learning outcome through the components of the program. In addition, learning outcomes map describes the form of evaluation for each learning outcome, time for data collection and the targeted level for each learning outcome that has to be observed for the assessment. Learning outcomes are planned to be assessed every year, on a regular basis using direct and indirect methods of assessment. Last year (2018-19 academic year) assessments were conducted and the assessment result were described and presented.</p> <p>Learning outcomes are assessed by chief specialist of faculty scientific research and development office and by the chief specialist of faculty quality assurance office.</p> <p>Quality Assurance Office plans to use learning outcomes assessment results for the program development, however, 2018-19 academic year results did not show the need for changes, therefore, further observations are planned to be considered for the program development.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation Report</li> <li>○ Educational Program</li> <li>○ Results of interviews with the stakeholders</li> <li>○ Survey results with the stakeholders</li> <li>○ Program learning outcomes map</li> <li>○ Report of assessment of program learning outcomes.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ It is recommended to include development of teaching skills as one of the program learning outcomes, since this is part of the program objective and is achieved through the delivery of the program.</li> </ul>
<p><b>Suggestions for programme development:</b></p>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>

<ul style="list-style-type: none"> <li>○ Program LOs have been aligned with requirements set by NQF for academic doctoral programs signifying the research orientation of the Ph.D. program.</li> <li>○ A curricula map showing how each programme LO is achieved, as well the connection of each programme LO with the courses and research component LOs.</li> </ul>
<b>Evaluation</b>  <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> <b>Substantially complies with requirements</b>  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	<input checked="" type="checkbox"/>			

## 2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

### 2.1. Programme Admission Preconditions

Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.

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

Admission preconditions to the Doctoral program in Business Administration are clear and in line with the existing legislation and the regulations of TSU and include a Master's degree in Business Administration, Economics or other Business Studies or an equivalent degree (or equivalent), Knowledge of one of the European scientific languages (English, German or French) at least at B2 level confirmed by a university exam or respective certificate, Knowledge of Georgian language for foreign students and an interview with the sectoral commission. The later contains preparation of a 3-4 page research project where the relevance of the dissertation topic, research objective, problems and the expected scientific-theoretical and practical results are validated followed by a presentation in front of the sectoral Commission, and a recommendation letter from a Professor. Evaluation criteria are well defined in terms of relevance of educational background to the topic, motivation, and quality of the research project. An overall score of 60% is required for admission. Overall, the admission process is rigorous and according to international practices.

The Information on the admission preconditions is public and transparent - accessible at the Faculty website

The program aims in selecting high caliber students and admission criteria are rigorous and in line with those goals. However, a high dropout rate is observed over the recent academic years. Interviewed program directors and academic staff believe that candidates are well prepared to pursue doctoral studies and the main reason for students abandoning or postponing studies are the conflict of students' employment obligations to the demanding requirements of the programme. Although, the programme should be praised for keeping the requirement at high academic level and in no case should even consider lowering the requirements, possible pre-admission actions should be considered in terms of clear communication of the requirement of the programme, along with pre-admission consultation to candidates by supervisors.

**Evidences/indicators**

- Self-evaluation Report
- Doctoral Program description and Syllabi
- Results of interviews with program directors and supervisors
- TSU Academic Council Decision N 99 from July 22, 2019 on the program approval
- The Faculty web-page:  
<https://www.tsu.ge/ge/faculties/economics/news/kaduMIrO1iFGCWcKq/?p=1>

**Recommendations:****Suggestions for programme development:**

<ul style="list-style-type: none"> <li>○ Considered actions of more detailed communication of the requirement of the programme to prospective students, along with pre-admission consultation to candidates by program supervisors.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> <b>Complies with requirements</b>  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

<b>2.2 Educational Programme Structure and Content</b>
<p>Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The program structure and content was renewed after the last program accreditation in 2018. The revision of the program took place according to the provisions of the TSU Academic Council Decision N153/2017, with the participation of all the stakeholders in open, transparent and cooperative process. The expert team received relative documentation about meetings and discussion among the programme leadership and stakeholders during the programme development phase. The revised program is into effect from the beginning of the current academic year.</p> <p>Overall, the structure of the programme has undergone specific changes that improve its structure and strengthen its research profile. These include:</p> <ul style="list-style-type: none"> <li>- Clarification of the content of <i>Contemporary Teaching Methods</i> and modifying the course into <i>Learning / Teaching Methods and Strategies</i>, adjusting the syllabus accordingly</li> <li>- Rationalizing the credits of <i>Professors Assistance</i> course from 15 to 10 credits</li> <li>- Including the "Sectoral Seminar" in the learning component</li> <li>- Adding : 'Research Methodology in Business' (core, 10 credits), in the place of "Research Methods which was focused mainly in statistical methods (Statistical Forecasting Methods in</li> </ul>

Economics and Business)"

- Adding the course "High School Pedagogy" (elective, 5),
- Modifications of all syllabi, and update the literature

The Program consists of a learning component (50 ECTS), while the research component is accounted in elapsed time (2 years). The learning component comprises 35 credits of core courses addressing building research abilities [ "*Research Methods in the Business*" (10 ECTS), "*Sectoral Seminar*" (10 ECTS)] and Higher Education Teaching abilities [ "*Teaching Learning/teaching Methods and Strategies*" (5 ECTS), "*Professors Assistance* (10 ECTS)"]. Students can also take elective courses (total of 15 ECTS) like *Academic Writing, Science Management, Pedagogics in Higher Education Institution, Non-traditional economy methodology and methods* or an academic course taken abroad.

The *Sectoral Seminar* course is a field-specific part that aims in developing new understanding and expansion of knowledge, integrating modern achievements and advances related directly to the field of the dissertation topic of each candidate. The Expert Team believes that this part should be strengthened to better orient and prepare students for the research part of the program. Nevertheless, the learning component could be increased to 60 credits (common practice in most Ph.D. programs) to accommodate for a second more advanced seminar or similar activity.

The Doctoral Program typical term is 3 years (6 semesters) as most doctoral programmes in European Universities. Within this period, the PhD student should meet all the requirements considered by the program, or his/her student status will be terminated. However, most of students postpone the research part of the programme completion of Ph.D. dissertation.

The implementation of two research projects, which is a prerequisite for the defense of the Dissertation consist an efficient mechanism for controlling students' progress through specific stages before completing their dissertation.

The newly introduced required condition for the defense of the Dissertation: "publication of two scientific publications in international journals (or conference materials), which have an ISSN code, an international editorial board (or a scientific committee), disseminated internationally, and open for international cooperation, one of which should be published in materials that are indexed in Scopus or Web of Science databases" it is definitely commended by the expert team but it is expected to lengthen the time before students defend their thesis.

Doctoral students are not limited in their topic of research to specific concentrations but can choose topics in any subfield of Management.

Dissertations are written in Georgian language and an extended abstract of it is submitted in both Georgian and English. The Faculty Council decides the issue of writing Dissertation in another language, however not such cases exist or presented to the panel. The faculty should encourage students to write their dissertation in English. That will eventually help doctoral students to sharpen their English language skills and eventually facilitate the dissemination of research output.

<p>Dissertation defense is public. The defense process involves the presentation of a Doctoral thesis, a scientific discussion, and the conclusion (evaluation) of the Dissertation Defense Commission. The rules of defense determined by the provision of the University Dissertation Council.</p> <p>The structure of the Program published on the website of the institution  <a href="https://www.tsu.ge/ge/faculties/economics/study/docprogram/iy9lmkntrwwphbxj//"> (https://www.tsu.ge/ge/faculties/economics/study/docprogram/iy9lmkntrwwphbxj//) </a>.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation Report</li> <li>○ Doctoral Program description and Syllabi</li> <li>○ Results of interviews with program directors, supervisors and academic staff</li> <li>○ Ivane Javakhishvili Tbilisi State University Decisions №116 / 2018, №244 / 2018, №117/2018, №140/2018 №73/2019 - on matters relating to Doctoral programs regulations and</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ The learning component should be strengthened in providing more opportunities for exploring the state of the art in the research field of the doctoral student(s). Accordingly increase the learning component to 60 ECTS.</li> </ul>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The faculty should encourage students to write their dissertation in English.</li> </ul>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p> <ul style="list-style-type: none"> <li>○ Major revision to program structure alleviated most of the weaknesses pointed out in last accreditation.</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>

## 2.3 Course



- Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
- Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

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

For each course, a very detailed well-organized subject descriptor (Syllabus) has been developed. Each descriptor contains: Course objectives, intended learning outcomes, teaching methods used to achieve learning outcomes, detailed description of weekly content, corresponding literatures, and individual work, assessment methods for each component of assessment work, as well as clear criteria linking student achievement to grades, and suggested literature.

Course Learning Outcomes (LOs) are stated explicitly and clearly in the corresponding syllabus divided in *Knowledge and understanding*, *Skills* and *Responsibility and autonomy*. A summary “Map of Learning Outcomes” indicates which courses or programme components contribute to each of programme LOs.

Generally, course LOs are stated clearly and support program LOs. Certain cases need attention since corresponding LOs and associated content are not at doctoral level. Indicatively in *Science Management*: LOS like *compose a CV and a motivation letter, find donor organizations/funds and, if necessary, collaborators/partners...., competent in the specifics of scientific funds operation*. Similarly, *HE pedagogics* to a great extent address issues like *EU trends in HE, Accreditation standards, etc., Regulations* which are rather procedural, while modern core pedagogic research topics like the role of IT technology in education, critical aspects of on-line courses/programs, learning outcome course orientation, MOOCS, etc. are overlooked. The position of the academic staff is that those skills are valuable and necessary for the Ph.D. students. The Expert Team shares this view and furthermore believes that since those skills are valuable not only for doctoral students as future researchers and teachers in HE, but also for all academic staff as well, it is more suitable to be included in a continuous staff development program that also include doctoral students.

Evidence from discussion with current students regarding the research methodology they are using confirmed that the restructured Research Methodology course covers adequately both Quantitative and Qualitative research methodologies and tools.

Several overlaps were noticed among the Academic Writing, Research Methodology, and Science Management courses. However since two of them are electives this is a marginal issue that at a future review should be looked at.

The literature listed in the syllabi is well organized and presented. It includes required textbooks, additional reading materials including books, scientific articles, web based materials, while for each lecture references to specific chapters, and other sources is given.

<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Academic program and syllabi</li> <li>○ The Program learning outcomes map</li> </ul>
<b>Recommendations:</b> <ul style="list-style-type: none"> <li>○ LOs and content should be revised in certain courses where they are not compatible with doctoral level studies..</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Overlaps among the Academic Writing, Research Methodology, and Science Management courses, should be evaluated jointly by administration, academic staff and students.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> <b>Substantially complies with requirements</b></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</b>
Programme ensures the development of students' practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The Doctoral program is focused on development of doctoral student scientific/research/practical skills.</p> <p>The students develop practical skills in teaching mainly through the <i>Professor's Assistance</i> course, during which the Doctoral student is obliged to assist academic staff and participate in the education process of the University. Students perform tasks include: conducting team exercises, laboratory work, practical assignment for Bachelor's and Master's program students; lectures for the "Children's University" students, preparation of tests and questions for midterm and final</p>

examinations, review student works in Bachelor's and Master's papers and prepare an online educational course in agreement with the scientific supervisor. Overall, students are exposed to the many facet of the teaching process in Higher Education.

The development of scientific/research abilities starts with the course *Research Methodology in Business*, and continues with the involvement of students in two research projects that mainly address the literature review part of their dissertation, and the research part and concludes with the completion of their dissertation. It is important that student research capacity is evaluated not only within the program but also through the prerequisite of students achieving two scientific publications in international journals (or conference materials), that have an ISSN, international editorial board (or scientific committee), one of which should be in materials indexed in Scopus or Web of Science databases.

#### **Evidences/indicators**

- The Academic program and syllabi
- Minimum standard of TSU Doctoral program
- The Faculty Provision of Doctoral Studies
- Interviews with Program directors, academic staff, students and alumni

#### **Recommendations:**

#### **Suggestions for programme development:**

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

#### **In case of accredited programme, significant accomplishments and/or progress**

#### **Evaluation**

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

## **2.5 Teaching and learning methods**

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>The teaching and learning methods used in the program are indicated clearly in the relevant syllabus of every component. The methods were chosen considering the requirements of the level, the content of the course and the learning outcomes.</p> <p>As expected for a doctoral programme, priority is given to building skills in research methodology, intensive seminar teaching and practice-assistantship.</p> <p>According to the SER and the Course syllabi, methods of achieving the learning outcomes: Lecture, Working in a workgroup, Workshop, Practical workshop, Discussion/Debate, Cooperative teaching, Heuristic method, Case study, Brainstorming, Demonstration method, Induction, Deduction, Analysis and Synthesis, Explanation-Interpretative method, Action-oriented learning, E-learning, etc. Interviewed students and alumni expressed their satisfaction regarding their teaching and learning experience during their studies</p> <p>The entire learning process is very well monitored on a weekly base, though specific assignments, group-work, practicals, etc.</p> <p>The institution has a regulation for the development of an individual educational plan and a regulation for the implementation of an educational process for the Doctoral students with special needs, although no need for the later was reported.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Course syllabi</li> <li>○ Regulation on the development of individual educational plan</li> <li>○ Interview with the programme directors</li> <li>○ Interview with the Academic staff</li> <li>○ Interviews with students and alumni</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>

## Evaluation

☒ **Complies with requirements**

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

### 2.6. Student Evaluation

Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

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

The doctoral students' evaluation system considers active participation of students in the learning process and it is based on the principle of continuous evaluation of the acquired knowledge.

With regard to the learning component of the programme, students are evaluated based on their in-class attendance and performance during the semester, several interim assignments (in the form of presentations, projects, paper assignments, midterm exams, etc.) and grades of their final evaluation. Allocation of grades to different assessments depends on the nature of the course but in all cases, a clear rubric is laid out in the course syllabus.

The Expert team expressed a concern regarding the appropriateness of having both Midterm and Final Exam in the form of 10 tests (0/1) and 2 questions in the Research Methodology course, instead for requiring some forms of assessment that are more comprehensive and appropriate in testing the course LOs. For instance, a research project activity – part of intermediate assessment – is given only 5 points. Since the course is offered for the first time, there was no available sample of midterm and final exam for the Expert Team to review, so no judgement can be conferred at this time.

Grading scheme follows the regulation of Higher Education in Georgia where students pass if they accumulate more than 50% of the total point across all methods of assessment. For each course, students are required to have accumulated a certain number of points at interim assessment to be allowed to participate in the final exam and achieve a score of at least 50% at the final examination. Students whose overall grade is in the range 41-50, fail the course but they are given one more attempt to pass, while if a grade is 40 or below the student must repeat the course.

The above scheme takes into consideration the overall performance of students, it is transparent - specifics are explained in detail in every course syllabus, and it complies with Higher Education regulations in Georgia. However, for a doctoral programme, which, by its nature, requires students to be devoted to excellence, requirements could be set by the university at somehow higher than

those established by general regulations that set minimum levels of achievement. For example, higher threshold for interim evaluation, restriction on the total number of exam retakes (FX), maintaining an average grade of at least “Good” or perhaps “Very good”, would indicate to candidates and stakeholders that the programme strives for excellence.

The scientific component is evaluated during the defense of the dissertation thesis. The newly introduced prerequisite of “*publishing 2 scientific papers in highly ranked international journals or conference materials that possess an ISSN code and have an international editorial Council/Scientific committee, one of which should be included into the indexed database of Scopus or the Web of Science*” strengthens the evaluation of the dissertation research and is commented by the Expert Team.

Considering the fact that most of the state in the art in the field of Business Administration is published in English language, the university should consider formalizing the requirements regarding publishing at least one of the two papers by establishing a list of high impact English language international scientific journals, as not all indexed journals and/or conferences are of the same scientific quality.

The evaluation of research component/components of the Doctoral educational program is performed by means of the following system: the evaluation of the dissertation by the dissertation committee is performed in a confidential manner, using a 100 point system. The final grade is mapped to the Latin evaluation scheme (summa cum laude, magna cum laude, etc. ) In the case of receiving insufficient evaluation (41-50), the Doctoral student granted a right to present a renewed version of the Dissertation work within the period of one year. In the case of completely insufficient evaluation (40 or less), the student will be denied the right to present the same dissertation paper.

The evaluation of students is performed in accordance with the set procedures; it is transparent and complies with the legislation. The detailed information is given in the minimum standard of TSU Doctoral program and in the Statute of the Dissertation Board and the Doctoral program of the Faculty.

Overall, the evaluation process for both learning and scientific component is fully transparent.

#### **Evidences/indicators**

- Course syllabi
- Programme description
- Self-Evaluation Report
- Interview with the Academic staff
- Interviews with students and alumni

#### **Recommendations:**

<ul style="list-style-type: none"> <li>○ Formalize the requirements regarding publishing at least one of the two papers by establishing a list of high impact English language international scientific journals, as not all indexed journals and/or conferences are of the same scientific quality.</li> </ul>
<b>Suggestions for programme development:</b> <ul style="list-style-type: none"> <li>○ Assessment methodologies should be reviewed after completion of the first cycle of the learning component to ensure that they are linked with the Learning Objectives of each subject.</li> <li>○ The University should consider raising the standards of academic performance for doctoral candidates above those that are set by national regulations as the latter reflect minimum acceptable performance in general, while doctoral students should be devoted to excellence.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b> <ul style="list-style-type: none"> <li>○ Newly introduced prerequisite of publishing 2 scientific papers before dissertation research strengthens the evaluation of the dissertation.</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> <b>Substantially complies with requirements</b></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering		<input checked="" type="checkbox"/>		

### 3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

#### 3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

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

The Expert Panel on the basis information collected through programme Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that all necessary students support services are in place.

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development. The hours of academic / scientific / invited / administrative / support personnel are provided for student consultation. Students confirmed this during the interview and the administration noted additional information that there is a University Monitoring Service to control this.

In the framework of the Programme, students have an opportunity to participate in local and international projects, events, conferences and research fellowships; they can also participate in international exchange programmes. Students express their wishes to enhance at faculty level the future research cooperation with the universities of neighboring countries namely: Azerbaijan, Armenia, Turkey in order to exchange scientific data as part of their PhD research. The faculty may explore this possibility to extend internationalization of research.

Students are informed about various local and international projects and events. Meanwhile, doctoral student may receive individualized consultation from the program staff and directly from the program leader, both on academic, as well as on organizational issues of the program. Doctoral student can get initial information on the qualification description and structure of the program, semester schedule of the announcement of academic disciplines, prerequisites for admission on these subjects, their weekly workload on university and faculty websites. Supervisor/co-supervisor/coordinator is responsible for providing full information regarding program curriculum to the students.

During the determination of the study profile, the Doctoral student can receive necessary information, consultation and assistance in planning the learning process and improving achievements from administrative and supporting structural units of the Faculty and administrative staff.

Various structural units of the Central Administration of TSU, as well as the Scientific Research and Development Services of the Faculty, ensure the organization of the academic process, gradual enhancement of the student learning process management system and inform students regarding



<p>the academic process. Faculty of Economics and Business and TSU Examination Center inform students regarding the midterm and final/additional exams, conduct the exams and manage the information in the Learning Process Management System. For the purpose of fast provision of the information related to the Doctoral student learning process and efficient management of other organizational issues, Students Service Center/Group operates at the Faculty, providing informational service to the students.</p> <p>The hours of academic / scientific / invited / administrative / support personnel are provided for student consultation. Students confirmed this during the interview and the administration noted additional information that there is a University Monitoring Service to control this.</p> <p>Since this year, the university has a plagiarism software (Turnitin) in place.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation report (SER);</li> <li>○ Site visit;</li> <li>○ Academic program;</li> <li>○ The Faculty of Economics and Business Program Catalog. <a href="http://www.tsu.ge/ge/study/catalogue/">www.tsu.ge/ge/study/catalogue/</a></li> <li>○ Provision of the Faculty of Economics and Business</li> <li>○ <a href="https://www.tsu.ge/data/file_db/economist_faculty/debuleba_18957.pdf">https://www.tsu.ge/data/file_db/economist_faculty/debuleba_18957.pdf</a> ;</li> <li>○ The Faculty Provision of Doctoral Studies;</li> <li>○ Minimum standard of TSU Doctoral program.</li> </ul>
<p><b>Recommendations:</b></p>
<p><b>Suggestions for programme development:</b></p> <ul style="list-style-type: none"> <li>○ The faculty may explore this possibility to extend internationalization of research by establishing cooperation with neighboring countries as students expressed their interest in such opportunities.</li> </ul>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></p> <p><input checked="" type="checkbox"/> <b>Complies with requirements</b></p> <p><input type="checkbox"/> Substantially complies with requirements</p>

<input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements
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<b>3.2. Master's and Doctoral Student supervision</b>
Master's and Doctoral students have qualified thesis supervisors.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>The Expert Panel on the basis information collected through Program Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that the Program meets the accreditation standards in this regard. Every student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis.</p> <p>The University has an elaborated document, which defines rights and obligations of the supervisor and the supervision process. A supervisors conduct consultations with students on a regular basis. The doctoral student develops an individualized curriculum in agreement with his / her scientific supervisor and the head/heads of the relevant PhD program.</p> <p>Interviewed students and alumni expressed their satisfaction with the qualified supervision and mentioned that they are constantly able to receive consultation and assistance from the supervisors, as well as formal and informal communication.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Self-evaluation report (SER)</li> <li>○ Opinions of the scientific supervisors of PhD students</li> <li>○ Interviews with students and alumni</li> <li>○ Interviews during the Site-Visit</li> <li>○ CVs of academic staff involved in the program</li> <li>○ Resolution №245/2018 - On Approval of the Minimum Standard for Doctoral Studies, Resolution №245/2018. 27, December, 2018</li> <li>○ Resolution №75 / 2019 - on Approval of the Doctoral Regulation of the Faculty of Economics and Business at Ivane Javakhishvili Tbilisi State University, Resolution №75 / 2019. June 17, 2019</li> <li>○ Resolution №116 / 2018 - on Approval of the Provisions of the University Dissertation Council of the Law Faculty of the LEPL- Ivane Javakhishvili Tbilisi State University. Resolution №116/2018, April 30, 2018</li> <li>○ Defended dissertations posted on the website: <a href="http://press.tsu.ge/ge/net_editions/xj-niq8km-r9euks3/kgpcdgffahjaoepoe/">http://press.tsu.ge/ge/net_editions/xj-niq8km-r9euks3/kgpcdgffahjaoepoe/</a></li> </ul>
<b>Recommendations:</b>

<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> <b>Complies with requirements</b>  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	<input checked="" type="checkbox"/>			

## 4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

<b>4.1 Human Resources</b>
<ul style="list-style-type: none"> <li>➤ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li> <li>➤ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;</li> </ul>

- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

Academic and invited staff members meet the legislative and the university requirements regarding their qualification. The qualifications of staff (academic and invited) members are confirmed by last five-year publications. Scientific supervisors of doctoral students possess contemporary knowledge of the field and are the authors of scientific publications relevant to the content of the doctoral dissertations they supervise.

University regulates and defines the workload (teaching hours as well as research activities) of its academic staff through the Minimal Standard of TSU Doctoral Program, approved in December 27, 2018, by the resolution #245/2018, according to which one academic staff member can supervise 7 doctoral students at once. Teaching hours are regulated through the resolution on Terms and Conditions of Academic Staff, approved in October 4, 2013 by the resolution #112/2013 of academic board. It determines maximum hourly workload of its academic staff at other higher educational institutions, and determines only minimum hourly workload of its academic staff at Tbilisi State University. Survey results conducted by the university show that 67% of staff members under the study think that hourly workload has to be reviewed.

The educational program is carried out by 42 academic staff members (14 professors, 28 associate professors and 1 assistant-professor) and 9 invited staff members. All the academic staff members are affiliated with Tbilisi State University. All the above ensure sustainability of educational program.

Academic and invited staff has determined consultation hours for students. The schedule of consultation hours is available to students from the beginning of the semester.

Number of doctoral students are relevant to the number of academic staff for supervision, considering that doctoral students can be supervised by the academic staff from other higher educational institutions.

Directors of educational program are academic staff members of Tbilisi State University. Their knowledge and qualifications are approved by publications and practical experiences in their fields. Program has 2 coordinators who take the responsibility of coordinating program development process.

### **Evidences/indicators**

- Self-evaluation Report
- Educational program
- Minimal Standard of TSU Doctoral Program, approved in December 27, 2018, by the resolution #245/2018

<ul style="list-style-type: none"> <li>○ Terms and Conditions of Academic Staff, approved in October 4, 2013 by the resolution #112/2013 of academic board</li> <li>○ Survey results of academic staff</li> <li>○ Results of interviews with administration, academic/invited staff, students, alumni</li> <li>○ CVs and diplomas of academic and invited staff.</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<ul style="list-style-type: none"> <li>○ It is suggested to review the hourly workload of academic staff.</li> </ul>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<ul style="list-style-type: none"> <li>○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)</li> </ul>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Complies with requirements</b></li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li>➤ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li>➤ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<b>Descriptive summary and analysis of compliance with standard requirements</b>
<p>The process of staff evaluation is regulated at Tbilisi State University by the document “Rules on Evaluation of Tbilisi State University Staff Members”, approved in February 26, 2018, by the resolution #81/2018 of the academic board. Within the scope of this document, University has developed self-evaluation report for its academic staff members. Report defines evaluation points for different scientific, research activities. Academic staff members are required to fill in this form</p>

<p>annually. Sample of filled in form was presented by the university during accreditation site-visit. As for the evaluation of academic performance, university has developed a questionnaire for students to evaluate academic performance of each lecturer at the end of each semester. Evaluation results are communicated to teaching staff members for the consideration.</p> <p>Evaluation results are used for staff development purposes. University/faculty organizes scientific conferences (6 conferences since 2013), scientific seminars, and supports exchange projects with the participation of its academic staff. In 2019, internal university funding was used for implementing 5 targeted scientific research projects in the field of business administration, in which 16 staff members are involved.</p> <p>University creates convenient working environment for its academic staff members to develop and to carry out academic or scientific activity.</p> <p>Academic or invited staff implementing the educational program participates in international projects, international conferences and in international research activities (international conference papers – 127, publications in international journals - 223).</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation Report</li> <li>○ Rules on Evaluation of Tbilisi State University Staff Members, approved in February 26, 2018, by the resolution #81/2018 of the academic board</li> <li>○ Scientific performance report of academic staff</li> <li>○ Survey results of students</li> <li>○ Results of the interviews with academic and invited staff, administration, quality assurance office and students.</li> </ul>
<p><b>Recommendations:</b></p>
<p><b>Suggestions for programme development:</b></p>
<p><b>Best Practices (if applicable):</b></p>
<p><b>In case of accredited programme, significant accomplishments and/or progress</b></p>
<p><b>Evaluation</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Complies with requirements</p>

<input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements
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<b>4.3. Material Resources</b>
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>University ensures all the necessary resources to achieve program learning outcomes. Compulsory literature determined by the course syllabi are available in the library. However, electronic portal for communicating teaching material to students needs to be improved to make material exchange process more effective and thus, to make the portal more useful for students as well as for academic and invited staff members.</p> <p>International online library databases are available to students and to all staff members, through which recent scientific periodical editions are available to them. Students can freely access to online library databases from the computers of Tbilisi State University. Outside the university, they can use their student identification numbers for the access. Students are informed about these possibilities and procedures.</p> <p>University ensures the program with necessary infrastructure to achieve program-learning outcomes, however, university classrooms still need to be equipped with modern facilities. The Expert Team was informed that this year's budget for innovation of facilities amounts to 25M GEL, certain results are already visible and strongly recommends that funding for facilities upgrade continue.</p>
<p><b>Evidences/indicators</b></p> <ul style="list-style-type: none"> <li>○ Self-evaluation Report</li> <li>○ Educational Program</li> <li>○ Syllabi</li> <li>○ Library, material and technical resources and equipment</li> <li>○ Results of interviews with librarian, administration, academic and invited staff, students.</li> </ul>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ Electronic portal for communicating teaching material to students needs to be improved to make material exchange process more effective and thus, to make the portal more useful for students as well as for academic and invited staff members.</li> </ul>

<ul style="list-style-type: none"> <li>○ University classrooms need to be equipped with modern facilities.</li> </ul>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> <b>Substantially complies with requirements</b></li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.4. Programme/faculty/school budget and programme financial sustainability</b>
The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.
<b>Descriptive summary and analysis of compliance with standard requirements</b> <p>The Expert Panel on the basis information collected through the site visit, Program Self-evaluation Report and relevant enclosed documents believes that implementation of the program is financially sustainable. The financial support of the program is performed within the frames of the expenditure part of the budget allocated from the University annually to the Faculty and by the expenses considered in the expenditure part of the University central budget. Meanwhile, the Program for its successful implementation use finances such as Erasmus grants, Shota Rustaveli National Science Foundation research grants, scholarship financed by Ministry of Education and Science of Georgia. During the site visit interviews with Faculty financial manager, the Expert Panel was reassured that financing of the Program is stable and sustainable.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Interviews during the Site-Visit</li> <li>○ Self-evaluation report</li> <li>○ The budget of Doctoral Program for Business Administration</li> </ul>



<ul style="list-style-type: none"> <li>○ University Budget 2019, approved by the University Representative Council Decision, Minutes # 9 of session of December 27, 2018</li> <li>○ The project of the Faculty Budget 2019, approved by the Faculty Council decision, extract from the minutes #18 of the December 25, 2018 session of the Faculty Council</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input checked="" type="checkbox"/> <b>Complies with requirements</b>  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources	<input checked="" type="checkbox"/>			

### 5. Teaching quality enhancement opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analyzed and utilized for informed decision making and programme development on a regular basis.

## 5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

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

Quality Assurance Service coordinates the provision of internal quality at TSU. Relative documentation is publicly available at <https://www.tsu.ge/ge/government/qaa/-j1mq5jlupmbtvcy/>. The Head of TSU Quality Assurance Service is accountable to the Academic and Representative Council and her responsibilities are determined by the statute. Since 2017, TSU Quality Assurance Service consists of two departments: 1) Department of Institutional Development and Authorization; 2) Department of Accreditation, Researches and Evaluation. Quality Assurance Service functions at University as well as Faculty level. TSU Quality Assurance Service provides implementation of the "plan-implement-check-develop" cycle.

University internal Quality Assurance comprises the following main directions: 1. Examination of an educational program, monitoring and evaluation of the programme implementation in compliance with the criteria developed by the authorized bodies, taking into consideration the material-technical and human resources; 2. Ensuring key stakeholder involvement in the process of evaluation and development of PhD programme.

Faculty Quality Assurance Service with the cooperation of University Quality Assurance Service evaluates the implementation of the programme, measures learning outcomes through direct and indirect methods of LOs evaluation, develops recommendations for future development of the program and submits them to the Educational Programs Committee, Faculty administration and Academic Board. It should be stated that the Faculty Committee was formed to ensure the involvement of all the stakeholders in the process.

Since February 2018, TSU Academic Council approved the rule for the personnel (academic, administrative as well as invited staff) evaluation. The process involves the personal self-evaluation form submission to the structural unit councils. As stated in the resolution the councils review the self-evaluation forms and submit the individual development plan to the Quality Assurance Service. Nevertheless, during the interview process of academic and invited staff, it was not obvious that the process was fully in place, as the personnel were not informed about the results of self-evaluation form submission and its connection to the appraisal system.

Though some suggestions for internal quality improvement still exist, the Expert Panel on the basis of information collected through Program Self-Evaluation Report, relevant enclosed documents and the Site Visit discovered that the Program meets the accreditation standards and substantially complies with its requirements. It is obvious that Faculty Quality Assurance Service with the cooperation of University Quality Assurance Service and Faculty Committee worked on the identification of weaknesses of the programme during self-evaluation report elaboration and took into consideration the recommendations and suggestions provided. The resolutions taken

after the previous accreditation visit as well as the Programme itself reveals that Programme staff utilizes quality assurance results for Programme improvement.

#### **Evidences/indicators**

- Provision of the TSU Quality Assurance Service: <https://www.tsu.ge/ge/government/qaa/-j1mq5jlupmbtvcy/>
- Resolution N 2 of TSU Educational Programme planning, development and evaluation committee as of June 11, 2018
- Resolution N 67/2018 of TSU Academic Council as of February 19, 2018 on "Approval of the rule for the evaluation and indicators of evaluation of implementing educational programs of LEPL Ivane Javakhishvili Tbilisi State University"
- Resolution N 81/2018 of TSU Academic Council as of February 26, 2018 on "Approval of the rule for the personnel evaluation at Ivane Javakhishvili Tbilisi State University" (Annex 16.3)
- PhD programme internal appraisal results
- Questionnaires for academic and invited personnel, students, graduates and employers
- Survey results of academic and invited personnel, students, graduates, employers'
- Activity Report of TSU Faculty of Economics and Business Quality Assurance Service 2018 <https://www.tsu.ge/ge/faculties/economics/xarisxi/zqtf7qws2a7vjh7tm//>
- Self Evaluation Report
- Interview results.

#### **Recommendations:**

- Involvement of students' in the programme review for Programme development cycle should be improved and become more substantial

#### **Suggestions for programme development:**

- For students and graduates survey, the quantitative research approach is used. Nevertheless, due to low number of students and graduate participation, and taking into consideration the level of maturity (i.e. doctoral students), it is advised to get in-depth information regarding the programme through moderation of several focus groups.
- It is suggested to refine the scheme of personnel appraisal and use the process as a motivation for their professional development. Self-evaluation form has no real value without trustworthy appraisal system. Quality Assurance structure at the University is advised to support not only personal self-evaluation form submission but ensure assessment of individual professional development in accordance to their personal development plan.

<b>Best Practices (if applicable):</b>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b>  <input type="checkbox"/> Complies with requirements  <input checked="" type="checkbox"/> <b>Substantially complies with requirements</b>  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

<b>5.2 External quality</b>
Programme utilizes the results of external quality assurance on a regular basis.
<b>Descriptive summary and analysis of compliance with standard requirements</b>  <p>An external quality assurance is functioning in TSU, which considers the participation of external actors in the evaluation, including the processes of course as well as program evaluation, use of evaluation results for improvement of the programme and the fulfillment of the goals set by the strategic plan of the University. In the process of external evaluation, the main measurement for the Quality Assurance of the program simulates the process of accreditation conducted by the National Center for Education Quality Enhancement.</p> <p>In the process of preparing for the re-accreditation of TSU educational programs, majority of the recommendations and advises of accreditation experts have been fully taken into consideration. Some of the suggestions and recommendations were solved by different methods utilized and the Programme administration as well as SER committee provided the argumentation during the re-accreditation process.</p>
<b>Evidences/indicators</b> <ul style="list-style-type: none"> <li>○ Educational program</li> <li>○ Self-Evaluation Report</li> <li>○ Interview results</li> <li>○ Accreditation Expert Group Report on Higher Education Programme dated as of August 8, 2018</li> <li>○ Resolution # 99 of TSU Academic Council as of July 22, 2019 on approval of the Program</li> <li>○ Strategic Plan of TSU</li> </ul>

<ul style="list-style-type: none"> <li>○ Protocol # 5 of TSU Education Programme Planning, Development and Appraisal Committee dated as of 26.06.2019.</li> </ul>
<b>Recommendations:</b>
<b>Suggestions for programme development:</b>
<b>Best Practices (if applicable):</b> <ul style="list-style-type: none"> <li>○ Simulation of informal external evaluation events with participation of external to the department / faculty actors</li> </ul>
<b>In case of accredited programme, significant accomplishments and/or progress</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Complies with requirements</b></li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>5.3. Programme monitoring and periodic review</b>
<p>Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.</p>
<p><b>Descriptive summary and analysis of compliance with standard requirements</b></p> <p>TSU has developed a multi-component system of internal and external assessment, with the involvement of almost all the stakeholders. Student online surveys are conducted after each course with the purpose of evaluating the educational courses and lecturers. Graduates' surveys, academic, scientific, invited and administrative personnel surveys, employer and other stakeholder surveys are conducted once a year. Thus, the assessment of the quality of the program implementation is carried out based on statistical data, academic data, stakeholder surveys, and other sources.</p> <p>The Faculty Quality Assurance Service together with SER committee familiarized the program Directors, members of the program committee, members of the Faculty Board and other</p>

stakeholders with the suggestions and proposals developed as a result of the survey report analysis considering the Accreditation Expert Group Report on Higher Education Programme ( August 8, 2018).

The review of survey results with the stakeholders depicts that in the survey questionnaire for graduates there are a lot of questions regarding their employment but this instrument doesn't give TSU a possibility to get to know and monitor graduates' progress in regards to scientific and teaching career. According to the PhD programme purpose it is designed “..to prepare highly qualified Doctoral Degree holders, who will be able to implement original research focused on the creation of new knowledge, to introduce the received findings both in the academic process of higher education institution ...”. Therefore, it is reasonable and more important to measure the graduates' scientific and teaching progress and not the fact that they are employed or not. Moreover so since basic LOs like autonomous research abilities are measured only after graduation, Though some suggestions for programme monitoring and periodic review still exists, the Expert Panel on the basis of information collected through Program Self-evaluation Report, relevant enclosed documents and the Site Visit discovered that the Program meets the accreditation standards in this regard. The program evaluation procedure developed by TSU ensures the compilation of internal and external methods of evaluation, involvement of all the stakeholders in program evaluation and its further development.

#### **Evidences/indicators**

- Educational program
- Self-Evaluation Report
- Interview results
- Accreditation Expert Group Report on Higher Education Programme dated as of August 8, 2018
- Protocol # 5 of TSU Education Programme Planning, Development and Appraisal Committee dated as of 26.06.2019
- PhD programme internal appraisal results
- Questionnaires for academic and invited personnel, students, graduates and employers
- Survey results of academic and invited personnel, students, graduates, employers

#### **Recommendations:**

#### **Suggestions for programme development:**

- Device a mechanism to monitor and analyze the progress of TSU programme graduates with regards to their scientific output (publications, citations) and teaching practice by establishing appropriate quantitative and qualitative indices. This can also be a significant input to the periodic review process.

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<b>Evaluation</b>  <input checked="" type="checkbox"/> Complies with requirements  <input type="checkbox"/> Substantially complies with requirements  <input type="checkbox"/> Partially complies with requirements  <input type="checkbox"/> Does not comply with requirements

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>			

### Enclosed Documentation (If Applicable)

HEI's Name:

Ivane Javakhishvili Tbilisi State University

Higher Education Programme Name:

The Doctoral Program in Business Administration

Number of Pages of the Report:

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	<input checked="" type="checkbox"/>			
2. Teaching methodology and organization, adequate evaluation of programme mastering		<input checked="" type="checkbox"/>		
3. Student achievements and individual work with them	<input checked="" type="checkbox"/>			
4. Providing teaching resources	<input checked="" type="checkbox"/>			
5. Teaching quality enhancement opportunities	<input checked="" type="checkbox"/>			

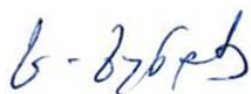
Expert Panel Chair's

Pandelis Ipsilandis,



Expert Panel Members'

Sophio Khundadze







Nino Dgvepadze



Nana Pirtskhelani