



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Higher Education Institution Authorisation Experts’
Final Report on
St. Andrew the First-Called Georgian University
(SANGU)**

Expert Panel Members

Chair: Henrik Toft Jensen, Prof. Emeritus, Roskilde University, Denmark

Members:

Larisa Pataraiia, Managing Director, Start – Business Solutions LTD, Tbilisi, Georgia.

Levan Tsagareli, Professor, Lila State University, Tbilisi, Georgia

Ia Mosashvili, Professor, Georgian Technical University, Tbilisi, Georgia

Tinatin Gabrichidze, PhD Candidate, International Black Sea University, Georgia

Ekaterine Pirtskhalava, Associate Professor, Tbilisi State University

Authorisation Report Resume

General information on the educational institution

St. Andrew the First-Called Georgian University (SANGU) was founded in 2008 by the Georgian Apostolic Autocephalous Orthodox Church. SANGU consist of 2 "schools": The School of Humanities and Law with 4 scientific centers; The School of Business, Computing and Social Sciences.

SANGU has 1242 active-status students divided according to the levels of higher education in the following way: 1021 Bachelor's, 141 Master's, 42 doctorates, 32 students from Teacher Training Program.

SANGU has a total staff of 368: Academic staff - 37, invited staff involved in teaching - 229 and an administrative and support staff of 92.

SANGU offers the following accredited study programmes:

Bachelor Programmes:

English Philology

History

International Relations and Regional Processes

Law

Georgian Philology

Economics

Computer Science

Business Administration

Tourism Business

Psychology

Social Work

The number of students at some of this bachelor programs are very small.

Master Programmes:

Linguistics

Georgian History

History of Georgian Literature

Public administration

Law

Business Administration (Management)

Social and mood psychology

Psychodiagnostics and consultation

Economics

PHD. Programmes:

At the moment there are 2 PhD programmes:

Georgian History

Philology

Teacher Training Programme

Brief overview of the evaluation process for authorization: SER and Site visit

St. Andrew the First-called Georgian University of the Patriarchate of Georgia is seeking the renewal of its authorization that was first awarded on 10.10.2013 until 31.12.2019.

The self-evaluation report is a comprehensive document of 127 pages with a big number of documents of 62 altogether around 500 pages. The Self-Evaluation report is very informative even if small parts either had been written too fast or was lost in translation. It is obvious that the knowledge about SANGU, at the University is precise and comprehensive.

The expert panel has visited the University for 3 days from 23.10 to 25.10 2019; there has been a comprehensive program with altogether 25 meetings. The program was fulfilled and the timetable was well respected, nearly all invited persons took part and contributed to the interviews. The meetings were successful and very informative.

There was meeting with the leadership of the university, with academic staff, invited staff (teachers), research centers, academic council, program heads, high school for translators and interpreters, administrative centers, services and offices, employers and other external stakeholders, students and alumni. A meeting with the students' self-government was canceled.

Most interviews were conducted in Georgian, with a translation, the interviews took place in a friendly atmosphere.

The interviews ended up with a University tour where the panel was very impressed of a well-kept university with green plants, chairs and nice surroundings also in the corridors – nice student areas. The teaching equipment was up to date with modern facilities.

The panel has access to all information necessary for a reliable assessment of all 7 standards required for authorization.

Even if the expert panel has had a dense program, the panel has enjoyed the hospitality of the university.

Overview of the HEI's compliance with standards

SANGU had recently done a comprehensive work to prepare the accreditation and to make structures fulfilling the requirements indicated in the standards. This has been successful, but the experiences in using the structures was due to the short period the structures have been in function limited, therefore many of the standards have been evaluated as substantially compliance with the requirements, a lot is looking promising but the experiences were limited.

The students and the employers were satisfied with the education and the academic staff. The alumni would recommend SANGU to school leavers, one of the alumni said the syllabus at the university needed to be renewed with more modern textbooks. 6 standards were evaluated as substantially compliance with the requirements and the 1st standard was evaluated as fully compliance with the requirements.

As mentioned some of the bachelor programmes have very few students, it is a question do this harm the quality of these programmes? The panel suggests evaluating these programs. Do these programs have a development possibility?

Considering the all the standards the university has to concentrate the future effort to develop the main activities of the university: Educational programmes, teaching methodology, research activity and services to society. And due to the fact that the university already had used a lot effort in building administrative procedures, developing material resources and creating a wine yard, these activities should have less concern in the next couple of years.

The expert panel supports the plans of the university to increase the number of academic staff and suggest to increase the speed in doing so.

Summary of Recommendations

- Reduce the numbers of goals in the strategic plan and the action plan and develop the way you are evaluating the results, to make it possible to conclude the achievement of the goals. Here parameters and measurement would be helpful.
- Make priorities between the strategic goals and and task for actions.
Here should teaching, education and research development be in focus.
- All the objectives and goals to have exact performance indicators; To develop an efficient instrument for evaluating achievements and outcomes.
- Describe the election procedure for members of the academic council.
- Continue to develop the effort to create international relations and make sure that the language skills at the university are improved.
- Continue to develop quality assurance systems and make sure that there will be a systematic follow up in teaching, education and research.
- Develop quality culture as an integrated feature at the university, and use learning outcome in the planning of the teaching and in the development of the educations.

- Make sure that quality in teaching, education and research is not just an important activity of an office at the university, but is an integrated part of the the activities of the academic staff.
- Strengthen quality assurance service efforts at the university to cover all the processes at the university.
- Continue to develop the plagiarism control at the university with a modest expenditure.
- Programme outcomes and qualifications should be formulated in line with the current National Qualification Framework (latest in September 2020).
- The university should ensure that the volume of the programme components (number of hours and ECTS) is defined by its content, learning outcomes and specifics of the field.
- The university should modify its assessment system in a way that it becomes more flexible and allows the academic staff to introduce variation in terms of assessment formats, components and methods making them more appropriate to the specifics of the field.
- Increase the staff awareness about internationalization availabilities.
- Promote and support the staff involvement in international programs and activities.
- Develop the staff professional development plan based on the analysis of surveys, conducted by University.
- Review the regulation and conditions for terminating student's status and make amendments in the learning process regulation rule.
- Put more effort in communicating rights and duties stemming from the contract to students.
- Increase the participation of students in governance and decision-making, as well as in the student rights protection.
- Ensure the continuous functioning of the student self-government.
- Continue your effort to increase the career services and opportunities available to students.
- Ensure that career services cover students at all three levels and expands to alumni.

- The career development center should create the database for employers and provide the statistics of employments, active employers, etc.
- Ensure that the employers are actively involved in the development of the programs and develop a regular mechanism for it.
- Expand the opportunities of international exchange for students, increase the number of available exchange programs.
- Increase the number of academic staff to increase the research activity
- Considering the low percentage of PhD graduation, the university should increase effort for ensuring the effectiveness for doctoral supervising and supporting the PhD students.
- The university should increase the efficiency of assistance and support services to academic staff as well as research centers to find funding for collaborative scientific activities with international partners.
- The university should ensure the internationalization of the research and educational activities carried out at the institution by promoting and support travel possibilities for the academic staff.
- The university should make sure that most academic staff develop their language qualifications.
- The university should develop the system for evaluating and analyzing (not just collecting and describing!) the quality of research and the productivity of scientific-research units and academic/scientific staff.
- The university should ensure the transparency of the results of implemented research activities through publishing them on the web-page, which would also contribute to the constitution of the institution's scientific profile.
- Renew the library resources, add more modern books to the library resources.
- Increase the working hours of the library so that it is in line with the requirements of authorization standards.
- Ensure that all of the mandatory literature listed in the syllabi is available at the library.

- Develop Financial Management department to forecast future revenues in better manner with less margin of error.
- Gain financial sustainability by developing alternative revenue streams
- Reduce the portion of grant in its budget from Patriarchate of Georgia by strengthening existing educational services and focusing on winning scientific grants;
- It is highly recommended to make a concentric diversification: having strategic fit in business units, not losing linkage with education.
- Use modern financial modeling techniques to have more realistic scenario of the organization financial performance.

Summary of Suggestions

- The mission statement of the university should describe more clearly what the most important and special feature of the university are, and where the university wants to be different and strong.
- Look at the strategic plan and the action plan to find out the following: Are there too many strategic goals and too many actions, what is the most important.
- The results of the actions are mentioned as activities and reports or list of indicators. Do you really need so many activities and reports instead of focus of the most important results in teaching, education, research and other services to society?
- Discuss if a reduction of the number of offices/ centers ect. could contribute to a reduction in the number of administrative actions/procedures.
- Concerning quality culture, it could be an idea to have some meetings/discussion on how to promote it and use it at the university, the rector, the academic staff, the invited teachers and the quality office should take part in the discussions and meetings.
- The university should consider best international practices while planning, designing, and developing of the educational programmes.
- The programme outcome maps should be designed in a way that they properly reflect the role and status of each component / course.

- The university should ensure that a variety of innovative teaching and learning methods is applied in order to enhance Student-Centeredness.
- The literature indicated in syllabi should be updated and internationalized in order to reflect the recent developments of the field.
- The university should ensure that within the MA and PhD programmes more attention is drawn to teaching and application of research methods.
- The personnel involved in the programmes should be indicated in the curricula in order to increase the visibility of the programmes.
- The university should develop enhanced mechanisms for giving individual feedback to students on their achievements and gaps.
- To be revised the Statute of the Non-entrepreneurial (Non-commercial) Legal Entity - Saint Andrew the First-Called Georgian University of the Patriarchate of Georgia and make the points clearer (Article 5. Paragraph 2, points R and S)
- The university should make sure that the practice of grant system for young scientists contains public, transparent and fair procedures.
- It is suggested in the second building emergency exit to be changed from iron to wood.
- Try to find ways to increase the usage of electronic databases.
- Develop English language page.

Summary of the Best Practices

Having established funding opportunities/grant system for PhD students.

The level of maintenance and the creativity in creating attractive surroundings with green plants and chairs in the corridors is impressive. This creates together with a nice canteen and small areas for student activities good possibilities for student work and discussion at the university.

The expert panel have realized that SANGU has accomplished a lot during the last year. The university is developing, but still first steps and plans have to be changed to realities.

During the visit, the expert panel has enjoyed meeting with students and staff proud of their university and employers happy about the educated Bachelors and Masters.

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with	Substantially complies	Partially Complies	Does not Comply with Requirement
1.	Mission and strategic development of HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input checked="" type="checkbox"/>	<input 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"/>
2.	Organisational structure and management of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organisational 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Educational Programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input checked="" type="checkbox"/>	<input 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	Staff of the HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Research, development and/or other creative work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

1. Henrik Toft Jensen

2. Levan Tsagareli

3. Ekaterine Pirtskhalava

4. Larisa Patariaia

5. Ia Mosashvili

6. Tinatin Gabrichidze

Compliance of the Applicant HEI with the Authorisation 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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The Mission statement of the university is seen as a result of a long process with focus groups involving several members of the staff and stakeholders as well. It looks as it is shared by staff and students</p> <p>The mission statement of the university mentions:</p> <ul style="list-style-type: none"> • Development of the country, protecting the values of the country. • Prepare competitive high-level specialist for the labor market. • Provide a learning environment that will fully realize an individual's creative potential. • Prepare new scientific personnel responding to the challenges the country is facing, by providing relevant conditions for development scientific research and innovations. <p>The mission statement of the university has clearly professional formulations in accordance with a European tradition, however it is somehow too general, making it difficult to find out, whether the university has some special characteristics or a special profile for instance in terms of special competencies in some scientific areas, or teaching and learning methodology, or research focus, or relations to the national or global society.</p> <p>During the interview it became clear that the programs in History and Georgian Philology serve the purpose of protecting the national values. It was also mentioned that the integration in the modern world was of crucial importance as well, however there is no description of an international profile in the mission statement. When asked about the main characteristics of the university its representatives came up with a variety of features that are not highlighted in the mission statement either. For instance, they see their university as a secular, multiethnic and multireligious one that strives to follow American educational model and focuses on students, providing not just opportunities for personal development (which is represented in the motto of the university: "Nosce de ipsum!"), but also ensuring their employability (the establishment of the Student Employment and Career Development Division could be a good evidence for it) and taking care of them by protecting their civic rights. Due to its small size the university seems to make an impression of a comfortable, growing, peaceful family that is rather flexible, transparent and supportive in relation to students.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation report;</p> <p>Mission statement of the university;</p> <p>Interview results.</p>
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standard component</p>
<p>Suggestions:</p> <p>The mission statement of the university should describe more clearly what the most important and special feature of the university are, and where the university wants to be different and strong.</p>
Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

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

The university has a strategic development (7-year) and an action plans (3-year) in place.

The university contributes to the development of the society, shares with the society the knowledge gathered in the institution and contribute to lifelong learning.

The university has plans for evaluating the implementation of strategic and outcome of action plans.

The strategic plan contains 16 strategic goals. The goals seem relevant for the development of the university, but the relationship to the SWOT analyses is not always clear enough, there is no discussion of the relationship between strategic goals and the strength, weaknesses, opportunities and threats.

The strategic plan is followed by an action plan with more than 42 actions or tasks and more than 250 activities all of them described with responsible actors, time schedule and partly with financing. Altogether an impressive plan with a heavy load of activities and responsibilities.

More focus on teaching, education, research and service to society in the action plan would had increased the value of the action plan.

As the university itself point out in the self-evaluation: "The university has little practice in monitoring and evaluating the implementation of the Strategic Development Plan and the Medium-Term Action Plan. The University should systematically ensure full monitoring and evaluation of the process in accordance with the methodology development". In the action plan the responsibilities are mentioned and in the interviews, it was not demonstrated how the results of strategic plan are going to be evaluated. SANGU Strategic Development plan lacks key performance indicators. In many cases KPIs are not measurable. This might be hindering in execution. Especially monitoring and control mechanisms can't be developed in a proper way and it will be very hard to evaluate the outcomes. Even if the action plan in-between has some indicators, the strategic plan should have indicators related to the strategic goal. In this case there will be opportunity to analyse strategic and financial performance of the SANGU and to have opportunity to adapt strategic plan for being more realistic and achievable.

Evidences/indicators

Self-Evaluation report;

Strategic development plan 2018-2025 with SWOT analyses;

Medium-term action plan;

Interviews with leadership and administrative staff.

Recommendations:

Reduce the numbers of goals in the strategic plan and the action plan and develop the way you are evaluating the results, to make it possible to conclude the achievement of the goals. Here parameters and measurement would be helpful.

<p>Make priorities between the strategic goals and and task for actions. Here should teaching, education and research development be in focus.</p> <p>All the objectives and goals to have exact performance indicators; To develop an efficient instrument for evaluating achievements and outcomes.</p>
<p>Suggestions:</p> <p>Look at the strategic plan and the action plan to find out the following: Are there too many strategic goals and too many actions, what is the most important?</p> <p>The results of the actions are mentioned as activities and reports or list of indicators. Do you really need so many activities and reports instead of focus of the most important results in teaching, education, research and other services to society.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>

2. Organisational Structure and Management of HEI

Organisational 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. The head of the administration –The chancellor takes care of the economic situation of the university together with the administration at SANUG. Different models of economic steering were discussed. The review panel found the business continuity in place related to the size of SANGU.

<p>2.1 Organisational Structure and Management</p> <ul style="list-style-type: none"> ○ Organisational 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 internationalisation.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The University was founded by the Patriarchate of Georgia (the Georgian orthodox church) in 2008. The leadership of the university consist of the Plenipotentiary Representative of the founder (Chorepiscopus), the Rector and the Head of Administration (chancellor).</p> <p>The Rector and the Chancellor are appointed and dismissed by the representative of the founder of the University, who himself is appointed for an indefinite period of time. This could create an imbalance in the leadership.</p> <p>As in many cases where the leadership is appointed the process is not always transparent, but the description of whom appoint whom is clear enough.</p> <p>Concerning the academic council most of the members are appointed. It is not clear to the panel, how the last members are elected.</p>

<p>The structure of the University was changed in 2018 from 4 faculties to 2 schools making the school structure and the Ph.D. program structure simpler.</p> <p>The administrative structure of the university is impressive taking the size of the university in account. There are 20 administrative offices /centers/ services. Several of them quite new with professional ambitions. The division of labor between actors looks like it is possible to ensure the implementation of the goals in the strategic plan. The challenge is the number of goals.</p> <p>The organizational structure of SANGU with its division of labor between the offices, of the SANUG administration, should together with activities described in its strategic plan and action plan ensure the implementation of goals in the strategic plan, but we need a more active role of the academic staff.</p> <p>The implementation of the strategy is monitored by observing and evaluating whether the planned outcome has been achieved, but SANUG has little practice in monitoring and evaluating the implementation of the strategic plan.</p> <p>The internationalization process of SANUG is still very new, but there are initiatives to create international collaboration and to improve the languages skills at SANUG. Internationalisation is mentioned as one of the strategic goals and student exchange as well, but these goals are not yet developed.</p> <p>The election of the academic council should be described.</p> <p>An international policy has been developed and there are several initiatives with memorandums and agreement of future staff and student exchange. At the same time the university has development of a language policy.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation report; Structure of the university; Strategic plan and action plans. Interviews.</p>
<p>Recommendations:</p> <p>Describe the election procedure for members of the academic council;</p> <p>Continue to develop the effort to create international relations and make shure that the language skills at the university are improved.</p>
<p>Suggestions:</p> <p>Discuss if a reduction of the number of offices/ centers ect. could contribute to a reduction in the number af administrative actions/procedures.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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="radio"/> <input type="checkbox"/> Does not comply with requirements </p>
<p>2.2 Internal Quality Assurance Mechanisms</p> <p> <input type="radio"/> 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. <input type="radio"/> HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education. </p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p>

Institution has developed mechanisms for internal quality assurance, the responsible body for the quality assurance is the quality assurance and strategic development office. It is important that the academic staff develop their own responsibility, to leave it to an office is not enough, it is the responsibility of the academic staff, to create quality in the daily activities.

Several steps have been accomplished: questionnaires and processing of questioners with results to the teachers have recently been accomplished, which are important results. There is still a need to develop an understanding of how the teachers can use the results from the questionnaires. That is to say there is a need to develop a quality culture at the university. The quality assurance system at the university is quite new.

Even though the university has developed questionnaires for students, the assessment of learning courses and lecturers was until now not done systematically (each semester). The reason for this was, according to the quality assurance service the inexistence of electronic system for surveys. As it was interesting how the evaluation of programs was done according to the PDCA cycle without the system of surveying students, the quality assurance service told they had focus groups and different needs-based evaluations. The quality assurance office expects to change the system making it possible to make a systematically surveys at the end of each semester.

The employers' survey is done once in five years. The students could not provide the information regarding the systematicity of surveys. Even though the institution plans to conduct surveys each semester, all the above mentioned circumstances question the implementation of the continuous PDCA cycle at the institution throughout this period.

Overall, the expert group thinks that more comprehensive approach is needed. QA office is not involved in the assessment of staff, it is mostly concerned with the evaluation of programs and updating them for accreditation. The vision of the quality assurance at the university is to cover all processes at the university, however, this vision should be incorporated into reality – quality assurance should expand further than accreditation process and educational programs and has to cover all elements in the educational and teaching process. It seems that quality assurance is delegated to the quality office and not an important element in the actions and concerns of the leadership. As the QA office and mechanisms cover educational programs, the results of the evaluations can not be used by leadership in the issues other than educational programs.

Learning outcome is used as an element in the quality assurance initiatives at the university, this is an important step, but the university still needs to develop and use this tool.

In research, publication activities are now used as a tool in measuring research activities, this is an important step. However, measuring is one step but support to international publication activities are also important to create research results. In this connection it is important also to publish in the Georgian language, several research results from the university are first of all directed to a Georgian audience.

The planning of the size of the student body is determined at programme level, according to the interviews with the senior management of the institution, now there is capacity to serve a bigger number of students at all programmes. The methodology of student body planning takes into account the resources of the institution (material, human, library and electronic resources), also the numeric indicators for the program – including the student intake, the indicators of the suspension and termination of students' status, etc. The methodology also takes into account the opportunity of students to participate in the practical component of the programs.

However, the problem is that the demand for the programs as well as the number of students on the programs is low.

Evidences/indicators

Self-Evaluation report;

Meetings at the university with the quality assurance staff and the academics, both full time and guest teachers;

Quality assurance mechanisms and policy of the university;

Student body planning methodology.

Recommendations:

Continue in developing quality assurance systems and make sure that there will be a systematic follow up in teaching, education or research.

Develop quality culture as an integrated feature at the university and use learning outcome in the planning of the teaching and in the development of the educations.

Make sure that quality in teaching, education and research is not just an important activity of an office at the university, but is an integrated part of the activities of the academic staff.

Strengthen quality assurance service efforts at the university to cover all the processes at the university.

Suggestions:

Concerning quality culture it could be an idea to have some meetings/discussion on how to promote it and use it at the university, The rector, the academic staff, the invited teachers and the quality office should take part in the discussions and meetings.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

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

2.3. Observing Principles of Ethics and Integrity

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

Descriptive summary and analysis of compliance with the standard component requirements

The university has developed a code of ethics and they have procedures of disciplinary offence. There is commission established for disciplinary misconduct. It has further developed "Recommendations for Discovery of plagiarism for Academic Staff and Invited Lecturers" in order to combat plagiarism effectively.

Students are aware of plagiarism and they understand the sanctions that may be taken in the case of plagiarism. The Georgian University is actively fighting against cases of plagiarism. To this end, the University has adopted the "Rule of Detection, Prevention and Response to Plagiarism". This rule applies to students as well as academic and invited staff. In order to avoid plagiarism, the University provides various information events. The rules for detecting, preventing and responding to plagiarism are posted on the University website, also the academic and invited staff involved in the university education process inform students about the forms of plagiarism, ethics, and possible sanctions if identified.

The University has been negotiating with the Polish plagiarism detection company "Strike plagiarism" for this purpose. As a result of the negotiations, it was decided to launch the electronic plagiarism detection software of the aforementioned company in 2019 and to check doctoral dissertations at the first stage.

There is the checking process for plagiarism, but it has not been properly used, according statistics from the university it was only 10 times used.

<p>The University Code of Ethics is available on the University website (http://dl.sangu.edu.ge/pdf/etika.pdf) and is publicly available for anyone interested.</p> <p>Academic freedom would seem to be largely ensured by the university's internal regulations where at lot of decisions are left to the program heads and to the leaders of the schools and the heads of the research centers. All staff members, invited personal and researchers at the research centers was satisfied in relationship to their working conditions.</p>
<p>Evidences/indicators</p> <p>SER;</p> <p>Strategic development plan;</p> <p>Action plan;</p> <p>Code of Ethics; (annex 20);</p> <p>"The Rule of Detection, Prevention and Response to Plagiarism" (annex 21);</p> <p>The Instruction on the essence of plagiarism and avoiding it" (annex 21);</p> <p>Agreement with "Strike Plagiarism" (annex 21);</p> <p>The university Internal Regulations (Annex 22);</p> <p>Interviews during the Site visit</p>
<p>Recommendations:</p> <p>Continue to develop the plagiarism control at the university with a modest expenditure.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>

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

<p>3.1 Design and Development of Educational Programmes</p> <p>HEI has a policy for planning, designing, implementing and developing educational programmes.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university has a methodology and procedures in place for developing, approving, amending, and annulment of educational programmes. They are described in the following regulations: <i>Methodology of Elaboration and Development of Educational Programmes</i>, <i>Rule of Evaluation and Development of Educational Programmes' Learning Outcomes</i>. Although, according to the Self Evaluation Report, many procedures in terms of design and development of educational programmes are claimed to be rather at a planning stage (see pages 41-43),</p>

the documents provided by the university (*The Results of Students, Alumni and Employers Survey's Analysis and Report on Their Implementation, The Analysis of Labour Market and Employers' Demands, The Results of Students' Academic Achievements Analysis*) are a good evidence of the fact that the university considers requirements of labour market and feedback from employers as well as results of students and alumni satisfaction surveys while developing and annulling educational programmes. This was confirmed by interviews in which several concrete examples of involvement of academic staff, students, alumni and employers in the programme development and modification process were given. So, the university constantly works on the renewal and development of its educational programmes.

Offering students internal or external mobility in cases of amending/annulling of programmes seems to be a well-established practice at the university since there have been 50 programmes annulled during the recent years.

Evidences/indicators

Self-Evaluation Report;
Methodology of Elaboration and Development of Educational Programmes;
Rule of Evaluation and Development of Educational Programmes' Learning Outcomes;
The Results of Students, Alumni and Employers Survey's Analysis and Report on Their Implementation;
The Analysis of Labour Market and Employers' Demands;
The Results of Students' Academic Achievements Analysis;
Interview Results

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

The university should consider best international practices while planning, designing, and developing of the educational programmes.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

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

Programme learning outcomes are clearly stated (predominantly following Bloom's taxonomy), however it's difficult to find out, if they are in line with the level of higher education and qualifications to be granted, since they are not formulated in accordance with the current National Qualification Framework combining Knowledge and Understanding, Skill, Responsibility and Autonomy. Furthermore, some qualifications indicated in the programmes are outdated (for instance, BA in Area Studies) and thus not in line with the current classification of National Qualification Framework. In the interviews we could see that not all the stakeholders involved in the programme development were aware of the amendments

to be done to the programmes in order to update them in line with the current requirements, whereas the others stated that they would start working on it in January.

Another area of improvement with regard to the programme outcomes are definitely the outcomes' maps. In many programme outcomes' maps all the compulsory subjects cover the same outcomes not indicating which function each of them actually fulfils with regard to the given programme outcome, i.e. whether it is an introduction, a developing, a practical or a master course. This observation raises concerns on the whole programme development process and reveals that the programme outcomes were not considered while elaborating the programme contents and structure.

Although the university follows current legislation and European Credit Transfer and Accumulation System (ECTS) guidelines, the same amount of ECTS points (6) is allocated to the vast majority of courses throughout the programmes. We also found unnecessary homogeneity with respect to the number of contact hours of the courses: The majority of them in most of the programmes (the programme of Law might be regarded as the only exception) have a format of 3 hours per week (i.e. 45 hours per semester). Even though the university staff claims that this kind of homogenous workload format is easy for students to handle, all this makes us doubt that the volume of the programme components is defined by its content, learning outcomes and specifics of the field.

The teaching and learning methods used within the educational programmes and syllabi are manifold but at the same time somehow outdated, resulting in the fact that the learning outcomes are mainly assessed based on "oral interrogation" (see below, 3.3.). So, the interconnection between teaching methods and learning outcomes remains rather vague.

Based on the literature listed in the syllabi we could conclude that predominantly Georgian, but no international scientific sources are used for teaching (programmes of Law and International Relations and Computer Sciences might be a nice exception in this respect), which is an issue particularly if we take into consideration the quite ambitious internationalization plans of the university. In the interviews it became clear to us that, on the one hand, students and academic staff are not ready for using the sources in foreign languages due to insufficient foreign language skills, and on the other hand, the university is aware of the given situation and planning to integrate foreign literature following a step-by-step strategy of enhancing the foreign language skills among the academic staff members and students.

Another striking issue with many programmes (in particular the MA and PhD ones) is the absence of the courses on research methods. The lack of knowledge and experience in this field has been verified during the inspection of PhD and MA thesis where no use of recent research methods could be detected. Without international scientific resources and worldwide acknowledged theoretical framework / valid approaches the educational programmes will not be able to reflect the recent developments of the field.

The catalogue of the educational programmes on the web-page is somehow more general than and different from the descriptions provided for the authorization purposes. No course list is available online, which might cause difficulties for students while electing the non-compulsory courses and / or planning individual programmes. As to individualized educational programmes, we found out that their need usually emerges in case of internal and external mobility. In the interviews it was also mentioned that the schedule is often planned based on individual needs and requests of students, and disabled students are offered special conditions, and it is also planned to establish online-classroom for employed students.

Evidences/indicators

Self-Evaluation Report;

Educational programme, syllabi;

Catalogue of educational programmes on the web-page;

Methodology of Educational Programme Elaboration and Development;
Interview results

Recommendations:

<p>Programme outcomes and qualifications should be formulated in line with the current National Qualification Framework (latest in September 2020);</p> <p>The university should ensure that the volume of the programme components (number of hours and ECTS) is defined by its content, learning outcomes and specifics of the field.</p>
<p>Suggestions:</p> <p>The programme outcomes maps might be designed in a way that they properly reflect the role and status of each component / course;</p> <p>The university should ensure that a variety of innovative teaching and learning methods is applied in order to enhance Student-Centeredness.</p> <p>The literature indicated in syllabi might benefit from dateting and internationalization in order to reflect the recent developments of the field;</p> <p>The university might ensure that within the MA and PhD programmes more attention is drawn to teaching and application of research methods;</p> <p>The personnel involved in the programmes might be indicated in the curricula in order to increase the visibility of the programmes.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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="radio"/> <input type="checkbox"/> Does not comply with requirements </p>
<p>3.3 Assessment of Learning Outcomes</p>
<p>HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Assessment system and related regulations are clearly described in the Methodology of Educational Programme Elaboration and Development and are in line with legal acts of Georgia. However, the document appears to be a rigorous and binding rule that does not give Academic Staff opportunity of variation if they would like to take into consideration the specifics of the field. The result of it is that the learning outcomes assessment components and criteria are homogenous throughout the university consisting of midterm exam (30), oral interrogations (20), a presentation (10) and an obligatory final examination (40) (a nice exception in this respect is probably the programme of Computer Sciences). Even if the lecturers are supposed to decide individually on assessment formats, components and methods to be used in their courses, according to syllabi, the predominant assessment method seems to be "oral interrogation". Obviously, the academic staff of the university is not familiar with the principles of Student-Centred Learning described in ESG (standard 1.3) as follows: "Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach." (p. 12)</p> <p>The rigor in terms of assessment methods may hinder the university to identify whether students have achieved learning outcomes attributed to the specific educational programme.</p> <p>The midterm and final examinations are organized by the Examination Center which is there to ensure equal and fair approach. In order to give students feedback on their gaps and achievements the academic staff members have to pick up the assessed exam papers from the Examination Center. In the interviews it became clear that non-formal interaction (also using social media) between lecturers</p>

<p>and students plays quite a role when it comes to giving a verbal or written feedback (an advantage of being a small university).</p> <p>The students are informed about the assessment system in the first lecture of a course as well as via electronic journal available online. The assessment criteria are described in every syllabus.</p> <p>Whenever students submit an appeal with a demand of revising the results of an examination, other lecturers are summoned to revise the paper. Since the lecturers are requested to justify the given marks, only in approx. 20% of cases the marks are revised. At the same time, the students' appellation system seems to be quite an efficient one evidenced by a case of a lecturer's dismissal.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation Report;</p> <p>Educational programme, syllabi; Methodology of Educational Programme Elaboration and Development; Interview results</p>
<p>Recommendations:</p> <p>The university should modify its assessment system in a way that it becomes more flexible and allows the academic staff to introduce variation in terms of assessment formats, components and methods so that they are more appropriate to the specifics of the field.</p>
<p>Suggestions:</p> <p>The university should develop enhanced mechanisms for giving individual feedback to students on their achievements and gaps.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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="radio"/> <input type="checkbox"/> Does not comply with requirements </p>

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.

<p>4.1. Staff Management</p> <ul style="list-style-type: none"> ○ 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.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Prior to 2019, University didn't have the personnel management policy as a unified, approved, concerted regulatory act, but in 2019, SANGU has developed the Personnel Management Policy, which includes the general principles and rules of staff management, the procedures for selecting/appointing academic, scientific, invited, administrative, and support staff; about probation period, internship, staff involvement in decision making process, professional development of staff, their encouragement.</p>

Personnel management policy is shared by University web-site. According to University management regulations, plenipotentiary representative of the Founder (Legal Entity of Public Law - Georgian Apostolic Autocephalous Orthodox Church) has the right to manage and represent the University, but the exercise of the powers is delegated to the university Rector and head of administration - Chancellor. Interviews with staff have shown that they are familiar with personnel management policy and regulations. SANGU has the affiliation rules for academic staff. The preliminarily defined principles of remuneration and encouragement are formulated in internal regulations. In the Statute of University, in particular, in Article 5, paragraph 2 (The management / representation of the University) there are R and S points, which are non-clear, but during the interviews to University Lawyer and head of HR department, these points have been clarified.

University has employed the academic personnel in accordance with the rules established by the University and applicable to Georgian legislation. Qualification of the academic personnel is consistent with the qualification requirements set by the University, which is also in compliance with the existing legislation. SANGUs' affiliated, academic, invited and administrative staffs are qualified, which seems in their personal files, as well as from the interviews. Affiliated staff knows the terms and conditions of affiliation. The staff are aware of the internal regulations of University. It was mentioned that from now on the quality office together with the schools periodically would conduct surveys of staff, namely: a survey for evaluation of administrative staff, the staff satisfaction survey, a survey of staff concerned to material resources, a survey of academic staff concerned to international cooperation and internationalization, a survey of student satisfaction, where they evaluate also the lecturers and administrative staff. Assessments are analyzed by the relevant schools according to the rules of the university and then the final evaluation documents are transferred to the internal quality assurance service. The analysis of the surveys and interviews to administration presented shows that internationalization is an improvement in terms of staff. As the interviews show, they are involved in the process of solving various issues at the university and university administration takes into account their opinions.

In total, there are 368 staff at University (academic, scientific, invited, administrative and support staff), among of them 37 are academic staffs (all they are affiliated one), 10 – scientific staffs, invited staffs – 229 and 92 are administrative and support staffs. In Self Evaluation Report file, University represents the benchmarks with quantity identifiers for all staff and they are achievable.

University has the scheme of academic and scientific staff distribution according to position, gender and age and they are balanced according to the rule for determining the number of the students, academic and visiting personnel. In order to integration of new employees into work environment, during the interviews, the staff mentioned that University even today cares their efficient involvement into the working process.

The interviews revealed that different types of trainings were conducted for staff development, but it is also worth noting that University doesn't have the well-defined plan for the professional development of academic staff, researchers and PhD students. Their involvement in international activities are very limited, because of their knowledge of foreign languages.

SANGU staff are qualified, which seems from their personal files as well as from the interviews. Personal files consist with copy of: ID card, Diplomas and certificated, CV, contest documentation (if applicable) and the order of their selection in appropriate position at University. There are 3 types of templates of contracts for administrative, academic and invited staff. SANGU has defined the qualification requirements of all kind of staff; also, in the contracts are their job descriptions and functions at University.

Evidences/indicators

Staff management policy;
Rule for conducting a competition for being appointed to an academic position;
Rule for the academic staff affiliation;
Rule of evaluation of administrative staff;
Staff job descriptions;
Samples of contracts with the staff;
Staff evaluation and satisfaction survey results;

<p>The university Internal Regulations; Web-page; Self-evaluation report; Staff personal files; Distribution of Academic and scientific staff by age and gender; The Competition documentation of academic staff; Interviews.</p>
<p>Recommendations:</p> <p>Increase the staff awareness about internationalization availabilities; Promote and support the staff involvement in international programs and activities; Develop the staff professional development plan based on the analysis of surveys, conducted by University.</p>
<p>Suggestions:</p> <p>To be revised the Statute of the Non-entrepreneurial (Non-commercial) Legal Entity - Saint Andrew the First-Called Georgian University of the Patriarchate of Georgia and make the points clearer (Article 5. Paragraph 2, points R and S)</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>4.2. Academic/Scientific and Invited Staff Workload</p>
<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>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>SANGU has developed the affiliated academic/academic and visiting staff workload, which is properly developed according to the methodology of determining the number of staff in relation with academic programs. In this methodology there are presented the general provisions, workload of staff, procedure for remuneration of the personnel, procedure for supervising a bachelor`s/master`s/doctoral work/internship and Transitional Provisions. During the site visit the panel has checked the workloads of staff and they are according to Georgian legislation, in particular, maximum weekly workloads are 40 hours for affiliated and/or other staff. Staff workload hours are clearly described in their contracts. The academic staff gets information about their workload at least 2 months before the new semester. This was confirmed by both academic / invited staff and administrators, who are responsible for timetables.</p> <p>According to the regulations of the workload and remuneration of the affiliated academic/academic and invited staff, University calculates the number of affiliated academic staff in following ways: a) at least one affiliated academic person holding an academic position provided for every 50 students of the educational program; b) at least 51% of the total number of credits of core academic courses of specialization envisaged by the educational program shall be implemented by the University's affiliated academic personnel. The number of academic, scientific and affiliate staff isn't ensuring the proper implementation of research activities. During the interviews with University administration is mentioned that University is planning to increase the number of academic staff, which is shown in benchmarks table. The dynamic of the process of benchmarks improvements is growing, which gives sign that</p>

University works on this direction. This is important due to the fact that the number of academic staff is too small to secure further development of the research activity at the university.

Evidences/indicators

Regulations for workload and remunerating of the affiliated academic/academic and invited staff;

Workload indicator of the academic staff;

Regulation for determining the number of students' cohort, academic, scientific, and invited staff;

Self-evaluation report;

Interviews.

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

Non-binding suggestions for further development.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions.

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. 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

The university 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. The regulations are transparent and are provided in the educational process regulation rule. The document is very comprehensive and informational, providing all the needed information to student regarding the learning process, it also defines the rights and duties of the student, which includes the appeals related to the work of academic and administrative bodies.

Regulations for assignment, suspension and termination of student status, mobility, qualification granting and recognition of education are transparent and fair and in accordance with the legislation, however an item in the regulation has caused uncertainty among experts – according to the educational process regulation rule, a status of student can be terminated when the student is convicted.

However, during the interview with Department of Educational Process Regulation and Students Service Division, the expert group found that the institution already had a practice of having a convicted student and providing him with the individual learning plan.

During the interview with the legal office, it was mentioned that this article does not imply that a student's status will be terminated in any matter.

The panel thinks that the regulation is not fair to students, especially given the recent changes in legislation and it also contradicts the notion of student-centeredness that was often mentioned during the interviews. The panel thinks that the learning process regulation should be reviewed, and the item in it corrected, especially given the practice that the university already has in providing a convicted student with the individual learning plan.

The regulations are public and easily accessible to students and other interested parties, the university has developed a guidebook for students, which includes all the necessary information for students, including the regulations for student status, mobility, appeal, information about academic integrity, contact units for different issues, possibility for consultations, etc. The guide is accessible on the web-page of the institution. Students mentioned they know the guide and that the university has "orientation week" for freshmen, when the information needed by them is communicated.

During the interviews, the fact of explaining the contract to students was not proved, so all the above mentioned mechanisms for informing students could be completed by explanation of rights and duties in contract to students as the contract may include the items that are not represented in the regulation for educational process and it also has financial duties of students in it as well. So the panel thinks that more effort should be put for ensuring students are informed well about their rights and responsibilities before signing the student contract.

The contract itself is also very comprehensive and contains all the information needed for students, even though some items regarding students' rights and duties provided in the regulation are not provided in the student contract, student contract itself states that the learning process regulation rule is integral part of the contract and that student by signing the contract agrees that s/he has read and understood learning process regulation rule and ethical code.

It should also be mentioned, that the contract also names conviction as one of the reasons for terminating student status.

SANGU has mechanisms for protection of students' rights and lawful interests, it has developed appealing procedure that makes possible for students to appeal against administrative and academic issues/bodies. Students are informed about the appeal procedure and overall, the appeal system is working at the university. The appeal procedure has the opportunity to involve external reviewer for the assessment.

Student self-government is present in the university structure and the student representative (head of self-government) is in the academic council and he was present at the meeting with the academic staff. However, the student self-government is not involved in any processes related to the governance of the university or protecting the student rights. Student self-government is only responsible for extracurricular activities at the university. Empowering students to take part in the decision-making processes is a challenge for the university by now. The student representative was also not involved in the process of self-evaluation of the university. It should also be mentioned that the meeting with the student self-government was cancelled due to the fact that there was no student self-government body at the moment. This fact was an indicator for the panel that the institution had problem with the continuity of self-government and could not ensure the continuous functioning of the unit.

The expert group finds that the university has close relationships with the students, students feel safe and welcomed at the university and they have the sense of belonging to the university. They can address the university with the issues important for them and they feel these issues will be supported.

Evidences/indicators

Self-evaluation report;

Interviews with students, the Department of Educational Process Regulation and Students Service Division, the members of the Academic Council, Legal Service;

<p>The educational process regulation rule;</p> <p>Students' contract;</p> <p>Appeal procedure;</p> <p>Students' guide.</p>
<p>Recommendations:</p> <p>Review the regulation and conditions for terminating student's status and make amendments in the learning process regulation rule;</p> <p>Put more effort in communicating rights and duties stemming from the contract to students;</p> <p>Increase the participation of students in governance and decision-making, as well as in the student rights protection;</p> <p>Ensure the continuous functioning of the student self-government.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>
<p>5.2 Student Support Services</p> <ul style="list-style-type: none"> ○ 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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>According to the interviews with academic staff and students, students at SANGU receive consultations needed for improving their academic performance. Academic consultations are done by lecturers during consultation hours, which are scheduled beforehand and available to students, by hanging them on the walls at university, which was observed by experts during observing the facilities. The students said they knew about the schedule for consultations and were informed about the possibility of it.</p> <p>As the university has a well-developed e-management system, UMS, which serves the informative function for students, the panel would suggest to include the consultation hours there as well. The possibility of consultations is not included in the syllabi, however, the guide for students includes information about the possibility of consultations from staff and the students also confirmed their knowledge about it.</p> <p>SANGU has a Students' Employment and Career Development Service, which is responsible for helping students with their career path. The center is established recently, in year 2018 and has shown a good progress by far. The center has organized an employers' forum recently.</p>

The main activities of the center by far cover contacting the employers, sending the available job vacancies to students, sharing information on the social media and UMS, however, the service does not have an employer's database. The unit by now covers services only to BA students, it has partnerships with approximately 40 companies and most actively they collaborate with the companies that offer flexible shifts to students. The center plans to shift its services towards the MA and PhD students and alumni as well, however, for now the services are available only for first-cycle students.

The center could not provide the statistics about the employment, e.g. where are the students employed, which employer is most active, etc. As the student employment and Career Development Service has not yet been responsible in involving employers in the development of educational programs, program heads and deans of the relevant faculties are performing this duty.

The interviews with the employers showed that the involvement of employers in the development and assessment of programs depends on the educational program and would mainly be explained by the accreditation timing and processes. The employer's survey is done once in 5 years for each educational program.

To sum up, even though the university has established the career services and the hard work of the department should be noted, as well as the progress done by it, there are still areas for improvement. It is clear that more organized and systematic mechanisms for ensuring employers' participation in the development of programs is needed and the department should participate in the process, as well as the assessment process of students from employers. The services should expand beyond BA students to all level students, as well as cover alumni.

The university has conducted a survey of alumni and students regarding their career and academic development and the panel would suggest continuing it regularly and survey alumni according to their graduation year. The survey of students is done once in two years.

The international opportunities offered to students are very scarce so far, internationalization is one of the areas for improvement of the university and the staff is well aware of the fact. None of the students have participated in an exchange program so far. The panel was informed that the university offers one exchange program and also helps a couple of students to leave to China and learn Chinese for one year. The memorandum of agreement about the exchange program was provided to experts during the site-visit, but the agreement about Chinese language learning was not available to experts neither in the initial documents, nor during the visit.

International opportunities are not open to MA or PhD students as well, while internationalization of their research is very important. The PhD students who were present at the interviews have not participated in any international conference. During the interviews, staff pointed to the low level of English language proficiency among students and the panel was told that the students at university now are offered English language courses more intensely than they used to. The university should increase an effort towards increasing the number of exchange programs available to students, as well as increase their level of English language knowledge.

SANGU fosters additional (extracurricular activities) and supports student initiatives. Students have the opportunity to join dancing group, as well as different sport activities – including soccer, rugby, etc. SANGU fosters the popularity of healthy lifestyle among students and has its own gym available at affordable prices to students (and staff) but students do not use it actively. SANGU aims to promote the healthy lifestyle. The budget for student support services and extracurricular activities is not fixed and is allocated according to the needs.

SANGU offers flexible payments to students with low SES status, but there are no other benefits – e.g. stipends or discounts to low income students. Information about it is public and available.

Evidences/indicators

Self-Evaluation Report;
Interviews with Students' Employment and Career Development Division; PR and International Relations Office; Students; Alumni; Employers; Sports and Student Life Organization Service;
The survey of students and graduates;
The statute of student self-government;
The support mechanisms of students with low SES status and its results;

The university website.
<p>Recommendations:</p> <p>Continue your effort to increase the career services and opportunities available to students.</p> <p>Ensure that career services cover students at all three levels and expands to alumni.</p> <p>The career development center should create the database for employers and provide the statistics of employments, active employers, etc.</p> <p>Ensure that the employers are actively involved in the development of the programs and develop a regular mechanism for it.</p> <p>Expand the opportunities of international exchange for students, increase the number of available exchange programs.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>

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

<p>6.1 Research Activities</p> <ul style="list-style-type: none"> ○ 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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The research activity at the university is limited partly due to budget restrictions, partly due to the low number of academic staff. The academic staff is too small and the invited staff is very big compared to the academic staff.</p> <p>SANGU has developed a vision of fundamental / applied research in the university and plans to integrate research not just in the PhD education but also in the bachelor and master education and provide service to the society not just in the educations but also by delivering results to extern partners. The research activities among the academic staff are in close connection with the educational activities at the two schools.</p> <p>SANGU measure the scientific productivity of the staff by counting the number of different type of publications and participation in national and international scientific events. Concerning the PhD supervision there are clear regulations of the supervision and functions of the staff. The defense of the</p>

PhD dissertation at SANGU is also regulated by clear regulations of a public transparent procedure. SANGU have reduced the number of PhD programme to two, this should ensure a higher quality in the supervision of the PhD students.

SANGU with a research strategy develops the vision of future scientific and research development of the University. 9.4% % of the budget was allocated to support research activities at Georgian University.

SANGU academic staff as well as research units have been involved and are involved in various international research grant projects. Also participate in various international and local conferences.

There are four research centers at the University: "Georgian Folklore Scientific-Research Center," "Georgian Research Center for Kartvelology", "Ecclesiastical-Scientific Center Georgian Christian Encyclopedia" and "Scientific-research Center for Unbiased History of Georgia."

1. "Georgian Folklore Scientific-Research Center" was founded in 2010. The field of study is the collection, recording, thematic-genre classification and study of previously unknown folk patterns in Georgia and abroad (Saingilo, Imerkhevi, Fereidani, etc.).

2. "Kartvelology Scientific Research Center" founded in 2010. The purpose of the center is to study the dialects of Georgians (both Autochthon, as well as Muhajirs or other migrants) living beyond the current borders of Georgia, ethnographic peculiarities and oral language and creating a corpus of documentary materials.

3. "Ecclesiastical-Scientific Center of Georgian Christian Encyclopedia". The purpose of the center is to present material about the entire historical heritage of the Georgian Orthodox Church and also about the modern state of affairs.

4. "Scientific-research Center for Unbiased History of Georgia." The goals and objectives of the Center are to write Georgia's objective record from time immemorial; A study of the law of the Church of Georgia; Preparation of a collection of Georgian church laws; Preparation of the Historical Atlas of the Church of Georgia; Establishment of the jurisdiction borders of the Georgian Church, etc.

The projects founded by Shota Rustaveli National Science Foundation at the University:

"Regulations of Mixing Kartvelian-Turkish Speech Codes According to Speeches of Descendants of Kartvelian-speaking Muhajirs" NFR-18-14869 (ongoing).

"With the participation of compatriots working abroad for collaborative research". The Project title: "Effective Theories of Quantum Dynamics and Computations on the Lattice" N13/02 (completed).

"With the participation of compatriots working abroad for collaborative research". The Project title: "Three-particle problem in a finite volume and continuity" DI-2016- 26 (completed).

"With the participation of compatriots working abroad for collaborative research". The Project title: "Pilot Project for Arrangement of too Low Frequency / Low Frequency Electromagnetic Radiation Network in Georgia" DI/21/9- 140/13. (completed).

"Young Scientists Research Grant". The Project title: Historical-Ethnological Essay on the Religious Syncretism of Mtiuleti YS17_63 (ongoing).

In November 2018 Georgian University received a grant to host an international scientific conference: "Quality assurance of professional public official professional development program and prospect for Establishing a Georgian Model" MG-ISE-18-1785.11 representatives from 5 countries participated in the conference.

The university was also involved in Tempus research grant (2013). Project title: "Development of Continuing Education Tools in Transcaucasian region: E-teaching". In addition to the Georgian University staff, the project involved staff from Spanish, Italian, Hungarian, Armenian and other Georgian universities. (the project coding: 544605-TEMPUS- 1-2013-1-BE-TEMPUS-JPHES)

The number of Doctoral programs at Georgian University varied over the years.

There are currently two Doctoral programs: Both programs - Georgian History and Georgian Philology are implemented by the School of Humanities and Law

The studies conducted at the university by staff and doctoral students is mostly in philology and history.

The fact that the university has 4 research centers is welcome, but the university should increase the effort for supporting research activities within the university schools ensuring that the research product meets the international requirements.

Evidences/indicators

SER;

HEI Mission - (Annex 01);

Scientific/creative activities of academic and scientific staff of HEI (Annex 64);

<p>Mission of the university and strategy for development of its fundamental and/or applied research/creative activities (Annex 51);</p> <p>Implemented, current and/or planned activities for scientific research/ creative projects (Annex 52);</p> <p>The results of students' survey conducted by the HEI (Appendix 53);</p> <p>Regulations for workload and remunerating of the affiliated academic/academic and invited staff (Annex 41);</p> <p>School of Humanitarian Sciences and Law`s Doctoral Studies and Dissertation Board Provision (Annex 56);</p> <p>Information on the university academic and scientific staff activities (Annex 49);</p> <p>The list of Doctoral dissertations over the last 5 years and Master thesis over the last 2 years according to Faculties (Annex 54);</p> <p>Abstracts of defended Dissertations over the last two years (Annex 55).</p> <p>Interviews during the Site visit</p>
<p>Recommendations:</p> <p>Increase the number of academic staff to increase the research activity</p> <p>Considering the low percentage of PhD graduation, the university should increase effort for ensuring the effectiveness for doctoral supervising and supporting the PhD students.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>
<p>6.2. Research Support and Internationalisation</p> <ul style="list-style-type: none"> ○ HEI has an effective system in place for supporting research, development and creative activities ○ Attracting new staff and their involvement in research/arts-creative activities. ○ University works on internationalization of research, development and creative activities.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The lack of language skills at the university seems to be a barrier in the international collaboration. Recently the university has developed a languages division taking care of the language's qualifications of the students. SANGU has also plans to offer the academic staff a more systematically language's education/ development to overcome the languages barrier.</p> <p>The university has recently (since 2019) started to support the scientific research and is in the stage of developing procedures for funding research. Approximately 9% of the university budget is allocated to research activities like participation in international conferences (travel costs and participation fees), organizing local conferences, publishing books and articles etc. The academic staff of the university seems to be informed about the funding opportunities available at their institution and occasionally take advantage of it.</p> <p>There is a special administrative division at the university – Scientific Research and Development Service that is in charge of providing information about the grant competition calls and consultations concerning grant application procedures. However, the Scientific Research and Development Service is a very new administrative unit so that the academic staff members seem not yet to take full advantage of the support provided by this division. Instead, they rely rather on the information and regulations available on the web-site of the university as well as on the close interrelations between</p>

colleagues resulting in the fact that an initiative about a project usually comes from academic staff members.

The university has recently established a mechanism of attracting young staff and their involvement in research: The PhD students are able to apply for funding (5000 GEL) in order to cover their research costs. In the interviews some PhD students also confirmed their involvement in the research projects funded by Shota Rustaveli National Scientific Foundation of Georgia. They participate in scientific conferences as well. Apparently, the university starts to attract its students to scientific research activities already at the BA level, encouraging and offering them funding for participation in a conference.

Most of the grant projects (6) that the university was involved so far were funded by Shota Rustaveli National Scientific Foundation of Georgia. Only one of them was financed by TEMPUS. In the interviews the academic mobility was referred to as one of the most important benefits from those projects. Another aspect of internationalization of the university life are the public lectures of foreign scholars and scientists held periodically at the institution.

The planned increase in the number of academic staff create good possibilities to attract young staff.

Evidences/indicators

Self-Evaluation Report

Rule of funding/co-funding of the scientific activities of academic and scientific-research staff of the university

Strategy for attracting and involving young staff in scientific research/arts-creative activities of the university

Interview results

Recommendations:

The university should ensure the internationalization of the research and educational activities carried out at the institution by promoting and support travel possibilities for the academic staff.

The university should increase the efficiency of assistance and support services to academic staff as well as research centers to find funding for collaborative scientific activities with international partners.

The university should make sure that most academic staff develops their language qualifications.

Suggestions:

The university should make sure that the practice of grant system for young scientists contains public, transparent and fair procedures.

Best Practices (if applicable):

Having established funding opportunities/grant system for PhD students.

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

6.3. Evaluation of Research Activities

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

Descriptive summary and analysis of compliance with the standard component requirements

The university understands the evaluation of research activities somehow narrowly, restricting it to a statistical description of research activities of its academic staff and research centers. This kind of evaluation takes place annually, partially taking into account the diversity between the discipline (for instance, in programme of Law). But it is important that there is a registration of research activities.

<p>However the reports on implemented research activities are at the moment determined for internal circulation only (i.e. sent to the rector of the university) and are not published on the university web-site. No case of using those reports for the further development of research activities was reported. Neither an analysis of strengths and weaknesses of the research activities is in place.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation Report</p> <p>Scientific productivity evaluation system of the staff</p> <p>Interview results</p>
<p>Recommendations:</p> <p>The university should develop the system for evaluating and analyzing (not just collecting and describing!) the quality of research and the productivity of scientific-research units and academic/scientific staff.</p> <p>The university should ensure the transparency of the results of implemented research activities through publishing them on the web-page, which would also contribute to the constitution of the institution's scientific profile.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>

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.

<p>7.1 Material Resources</p> <ul style="list-style-type: none"> ○ 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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university owns all the necessary fixed and current assets, which is sufficient for implementing its core activities, serving educational</p>

process considering the number of existing and planned student body. It is confirmed by the documents, students survey results, by interviews.

During the site visit the panel was able to check all material resources: facilities are in a very good condition. Recently, SANGU is located in two separate buildings. The buildings are owned by Georgian Church and SANGU has right to operate in it during 20 years. The agreements are registered in public registry. University area indoor as well as outdoor has very pleasant atmosphere, buildings are well-furnished and full of green plants. SANGU has several students' informal meeting spaces. All classrooms have whiteboards, modern screens, air-conditioners and central heating system. The university developed several laboratories with safety systems. All of them are well-equipped. There is separate translators' room with modern technique appropriate for simultaneous translation. Computer Labs and several classrooms have modern smart boards and it can be considered as the best practice for teaching IT with using modern technologies. The university has examination halls with signal jamming system and IP cameras with capability to read texts. The university has two professor offices which are located in both buildings. SANGU has an archive and keep all examination results and thesis.

The university recently purchased a new generator and has uninterruptable power supply system. All two buildings are fully equipped with modern central heating and ventilation systems. All the rooms have windows and illuminants.

The university has healthcare and safety policy. All the area is equipped with fire prevention system. In every floor there is evacuation plan and fire extinguishers are located in visible areas. Buildings have additional emergency exits, where doors are opened inside out. In the second building emergency exit door is made by iron. SANGU internal and external area is equipped by cameras and special security guard observes it. The information is preserved for two weeks. The university also has its own security staff, who is responsible for peace and discipline at the university.

The university has a medical cabinet and fulltime doctor staff. The cabinet is equipped with all necessary facilities and first aid valid medicines.

There is an adapted environment for persons with special needs. The buildings have ramps, elevators, adapted sanitary unities in first floor of both buildings. All the minimal requirements to serve people with special needs are satisfied.

The university does not have its own parking area.

Evidences/indicators

Site Visit Interview results;

Self-Evaluation Report;

Strategic Development and Action Plans;

Documents certifying the possession of real estate, extract from the Public Registry (Annex 65);

Documents/Inventory materials certifying possession of the movable property (Annex 66)

Document certifying orderly operation of heating and ventilation systems (Annex 69);

Document Proving Protection of Sanitary Norms (Annex 70);

Fire prevention and safety, First Aid, and Order mechanisms (Annex 71);

Document Asserting Security of the Buildings (Annex 72);

Agreements concluded with practice/research-scientific institutions (Annex 67).

Recommendations:

Proposal(s), which should be considered by the institution to comply with requirements of the standard component

Suggestions:

It is suggested in the second building emergency exit to be changed from iron to wood.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

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

SANGU library includes book archive, reading hall, library staff working space, IT equipment space. However, the book archive and reading hall is not separated and there is no library staff office space. The library does not have a meeting and group workplace, so the room of the conference hall is temporarily used for this purpose.

The regulations for using library are at place, library has computers connected to the internet, library has wi-fi, scanner and xerox are not available for students at the library as they are placed in other part of the university. The panel observed that more computers are needed in the library.

During the site-visit, the panel members randomly written out compulsory literature from the syllabi and asked the librarian to find them. One of the books was not possessed by the library.

Others were xero-copies and electronic versions (which were books written on CD). In overall, the panel thinks that the library resources should be updated, and more recent books should be available to students and staff. SANGU has the access to electronic journals and databases (however the usage is low and according to the surveys, students usually do not use the electronic journals) and for solving the English language barrier that is common at the university, SANGU has access to the electronic database with scientific journals in other foreign languages (e.g. French, German, Italian). The librarians have the necessary competences in library science and have undergone special trainings.

The books in library are processed in accordance to the library regulations. SANGU has electronic catalogue of library resources where the students and staff can find a book in the library, check its availability and reserve it.

The library organizes informational meetings with students, where they are taught how to use library resources and access international databases.

According to the self-evaluation report library now works for 6 days, 54 hours. During interviews, the librarian said that the library works for 56 hours and plans to expand to 60 hours. As according to the authorization standard, the library should work a minimum of 60 hours, the process of increasing the working hours should be fastened.

The library updates the books according to the requests of staff, according to the interviews. Students are mostly satisfied with the library.

Evidences/indicators

Self-evaluation report;

Documentation certifying the possession of library resources;

Electronic catalogue;

Documents certifying involvement in international electronic library database;

Documents certifying possession of equipment of the library;

Statistics for use of electronic library databases;

Mechanisms for the development and renewal of library resources and services;

Regulations and instructions for using library;

Student survey results;

Dynamic of funding allocated for provision and development of library resources during last 5 years;

Interview results with library representatives, staff, students.

Recommendations:

Renew the library resources, add more modern books to the library resources.

Increase the working hours of the library so that it is in line with the requirements of authorization standards.

Ensure that all of the mandatory literature listed in the syllabi is available at the library.
Suggestions: Try to find ways to increase the usage of electronic databases.
Best Practices (if applicable): Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div style="margin-left: 40px;"> <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 </div>
7.3 Information Resources
<ul style="list-style-type: none"> ○ HEI has created infrastructure for information technologies and its administration and accessibility are ensured ○ Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place ○ HEI ensures business continuity ○ HEI has a functional web-page in Georgian and English languages.
Descriptive summary and analysis of compliance with the standard component requirements SANGUs' IT infrastructure ensures their successful implementation and its accessible for the staff and students. There are enough modern computers in the classes as well as the software is appropriate to the courses. The classes are equipped with computers, projectors and monitors. Also, at University exists the special equipment for recording the video lectures (Galicaster) as well as 8 smart boards. University is fully covered by the internet. In the library there is needed more computers. There are three conference halls at the university. All three of them are equipped with a personal computer or a laptop, a projector, acoustic systems with respective "mixers" and sound equalizers, also with the wireless microphone system. For such events that require translation, the university has simultaneous translation devices for 32 persons and two interpreters can work concurrently. University server is quite powerful, it's in safe place, which is controlled by IT manager. University has the special e-management system UMS (University Management System) for the students and staff. University web page works, but it needs more development to be easy to use and full, especially English language pages need more information. There isn't the same information in English language pages, what is in Georgian one. Public and International Relations Office is responsible for management of the university website and its daily update, also it obtains necessary information, processes and posts it on the website. For University exam center there are used the IP cameras and sound suppression system, which will be considered as the best practice. There is no IT risks at University, the systems are quite well safe, the server is in safe area, they have the alternative power resources and appropriate information security systems.
Evidences/indicators Management policy and procedures of Information technologies, IT infrastructure; Agreement with the internet provider; Document certifying possessing domain and hosting; Information about electronic services and electronic systems of management; Mechanisms for the development of electronic services and electronic systems for management; Results of visual inspection Interviews.

<p>Evaluation</p> <p>Please mark the checkbox which mostly describes your position related to the HEI's compliance with this specific component of the standard</p> <p> <input checked="" type="checkbox"/> Fully 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 </p>
<p>Recommendations:</p> <p>Recommendation/or proposal, which should be considered by the institution to comply with requirements of the standards</p>
<p>Suggestions:</p> <p>Develop English language page.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>7.4 Financial Resources</p> <ul style="list-style-type: none"> ○ 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
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university has several income sources: from educational program tuition fee, (56.8%) grant from patriarchate of Georgia (37.4%) and other income (5.8%). Totally SANGU has 9 sources of income. The resources are rationally distributed for implementing planned and current activities. The interviews showed that the university has ability to adopt its budget to the changing environment. The university revenues are slightly rising from year to year. Average annual growth rate is 3%. Annual financial reports and audit conclusions were given from 2014 to 2019. The findings show that the university is in a break-even. Annual budget is formed with the involvement of every structural unit considering historical data and experience though 2019 budget was adjusted with the 50% error. So, it is crucial for the university to develop its financial department to manage all the financial resources effectively. Recently SANGU has developed new business unit "Bodbis Marani" LLC. From 2020 the university forecasts new revenue stream from its new business unit and approximately extra 200 000 GEL will be generated annually from this business unit and reinvested in the university development to implement strategic objectives reflected in a strategic plan. It could be discussed if this activity is relevant in relation to the university, creating income is always important, but the business unit the wine yard is not the most obvious business activity of a university. In strategic plan and on-site visits, it was declared that SANGU plans to construct new building nearby, but existing financial situation is not sufficient for such decision to be implemented.</p> <p>The financial reports are given and observable, made with international standards considering Georgian taxation and legislation system. The university permanently uses audit services and financial audit reports are available. There is not document which regulates the distribution of funds within the activities therefore the transparency is as good as it could be. Though in the budget there are funds for supporting students, academic and scientific staff but it will be suggested to make predetermined share of scientific and research activities in budget. Also, it must be considered that revenue streams for research development is not sufficient and it will be better if SANGU will allocate more financial resources for further developing research and internationalization.</p>
<p>Evidences/indicators</p> <p>Site Visit Interview results; Self-Evaluation Report; Strategic Development and Action Plans;</p>

<p>Regulations for workload and remuneration of the affiliated academic/academic and invited staff (Annex 41);</p> <p>Public, transparent and fair procedures for research financing (Annex 57);</p> <p>The Budget of the HEI- Annex 85;</p> <p>HEI Dynamics of funding - (Annex 86)</p> <p>Financial account (appendix #86)</p> <p>Opinion of an independent auditor (Annex 86)</p> <p>Rule of establishing the financial management and control system (Annex 88)</p> <p>Information about the financing sources (Annex 84);</p> <p>Regulation and format for the distribution of responsibilities, delegation, and accountability (Annex 87);</p>
<p>Recommendations:</p> <p>Develop Financial Management department to forecast future revenues in a better manner with less margin of error;</p> <p>Gain financial sustainability by developing alternative revenue streams which are strategically related to education.</p> <p>Reduce the portion of grant in its budget from Patriarchate of Georgia by strengthening existing educational services and focusing on winning scientific grants;</p> <p>It is highly recommended to make a concentric diversification: having strategic fit in business units, not losing linkage with education.</p> <p>Use modern financial modeling techniques to have a more realistic scenario of the organization financial performance.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</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>