



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorization Experts'

Report

LEPL Ivane Javakhishvili Tbilisi State University

Expert Panel Members

Chair: Linneweber Volker, Saarland University, Germany

Co-Chair: Boros Mihaly, University of Szeged, Hungary

Members:

Iavich Maksim, LLC Caucasus University, Georgia

Pkhakadze Irine, LEPL Akaki Tsereteli State University, Georgia

Pipia Ekaterine, LLC International Black Sea University, Georgia

Lekishvili Tamta, LLC East European University, Georgia

Tavkhelidze Tamar, LLC Grigol Robakidze University, Georgia

Name, Surname, affiliated University/organisation, Country

Tbilisi

2024

General information on the educational institution

LEPL Ivane Javakhishvili Tbilisi State University (TSU) in Tbilisi is the largest university in Georgia and the Caucasus. It has 25,514 enrolled students and around 5,679 employees in seven faculties, 16 independent research institutes, and auxiliary educational and scientific research units.

The active students are in 63 undergraduate programs (76%), 92 master programs (7%), 4 one-cycle educational program (4%), 45 doctoral programs (4%), 2 MD programs (7%), 1 teacher training program (0,3%), 2 integrated bachelor and master programs (2%), 1 Georgian language preparatory program (2%). The share of international students is 5%. 0,07% of TSU's students are reported as having special educational needs.

TSU is involved in 24 bilateral international programs and 345 Erasmus+ projects.

Teaching language is Georgian but bilingual programs are also offered in English, German, French, and Russian. English-language programs are open to both Georgian and international students.

TSU scientists are involved in significant projects in Europe and Japan, publish more than 500 articles per year in peer-reviewed scientific journals.

TSU is a member of numerous university networks, especially in Europe.

63% of TSU's staff is involved in research and teaching (including affiliates), 37% work administrative and supportive.

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

TSU's self-evaluation process was conducted between April 2023 and February 2024.

The review panel visited TSU on June 18-22 conducting 20 plenary sessions and 4 parallel sessions with university leadership, staff, deans, faculties, research directors, students, PhD students, alumni, and external stakeholders. The panel also visited two medical clinics, the university library, the museum, some labs, auditoria and a sports hall. The first findings were orally presented to the university on June 22.

The site visit was very well prepared and organized by NCEQE and the university. An interpreter was always available.

Overview of the HEI's compliance with standards

Standard 1 – substantially complies with requirements

Standard 2 – complies with requirements

Standard 3 – complies with requirements

Standard 4 – complies with requirements

Standard 5 – complies with requirements

Standard 6 – complies with requirements

Standard 7 – complies with requirements

Summary of Recommendations

Component 1.1

- It is recommended that all documents important for TSU's identity should be available on the website in English too as already mentioned 2018. Some are still missing like <https://tsu.ge/ka/legalakad/15991>.
- It is recommended that TSU develops or implements procedures to systematically record Personal Development component, e.g. by longitudinal studies with randomly selected students.

Component 1.2

- It is recommended that TSU Introduces a systematic, documented and comprehensible inclusion of the latest feedback in strategic planning.
- It is recommended that TSU includes a compact and clearly presented strategy for incorporating external advice like EUA-Assessment 2022 to facilitate future evaluations.

Component 2.3

- TSU must ensure clinical research is conducted transparently according to the highest standards of human research ethics. The remit of the current Council of Ethics in Scientific Research should be extended to all human research, and the regulations and documents governing its operation should be made accessible to the stakeholders on the website.
- It is recommended that activities related to the use of live animals for educational and scientific purposes are controlled and coordinated by a special expert committee at the TSU (Animal Welfare Committee), which also acts as an independent ethics committee in charge of evaluating planned experiments and applications for project licenses for animal experiments.

Component 4.2

- The university is recommended to have more concrete mechanisms to ensure a higher proportion of affiliated staff that can ensure stability, continuity in teaching and research, and deeper integration into the institution's culture and values.

Component 7.1

- It is recommended that TSU prepares a short-term action plan, starting with a clear overview of the most pressing problems, such as the lack of air conditioning, and an assessment of the

resources available internally. The HEI should continue to address or correct the identified infrastructure gaps (with specific plans for the mid- and long-term) and search for the resources to improve the existing physical conditions.

- It is recommended that TSU further improves the technology and invests in the extension of the current Simulation Centre.

Summary of Suggestions

Component 1.1

- TSU is advised to use its prominent position to drive forward university-related innovations that were previously not possible nationwide by law.

Component 1.2

- It is suggested to consolidate the activities of the working group formed 2023 with the task of developing quantitative indicators on the development dynamics of the TSU.

Component 2.2

- TSU is suggested to continue supporting the expansion of quality culture among all stakeholders.

Component 2.3

- TSU has a valid data protection policy in place but is advised to review its compliance with the European (GDPR) system and try to bring it closer to the points where there may be a possible gap between the schemes.
- TSU is suggested to develop Organized educational background with specific courses in laboratory animal sciences for those who intend to work with living animals. Directive 2010/63/EU can serve as an example to establish standardized measures for the protection of animals used for scientific or educational purposes.

Component 3.1

TSU is suggested to increase program committee effort to collaborate actively with stakeholders to ensure employers' engagement in the Program assessment and in the program improvement processes.

Component 7.1

- TSU is suggested to continue Rehabilitation of the medical educational environment (lecture halls, university laboratories) as described in the Faculty of Medicine Strategic Plan (Objective VIII).
- In agreement with the Strategic Plan of Medicine, the Faculty is advised to have its own university clinical base, with the provision of fully equipped study spaces (classrooms) as requested.

Component 7.2

- TSU is advised to Implement a strategy for increasing the cooperation between the University Library and the National Library of Sciences, encourage the linkage of databases as closely as possible. The

goal is seamless access to the resources of the two Libraries through a single digital platform. Regularly gather feedback from faculty and research staff to understand their preferences and use this feedback to improve the joint services in both Libraries.

- It is suggested to organise jointly coordinated public events to make use of the expertise and resources available in both libraries.

Component 7.4

- It is suggested to continue close consultation and collaboration with the relevant state agencies to ensure a smooth and high-quality study process.
- It is suggested to allocate additional funds for student and staff development purposes, beyond those required for basic study needs.

Summary of the Best Practices

Openness and engagement towards third mission responsibility of HEIs

Balancing tradition and modernization

Self-image as a center of cultural heritage

Mobility portal at the Department of International Relations where all the necessary documents are uploaded and profiles of students, academic and administrative staff participating in exchange programs are automatically created.

International Advisory Board, established in 2020 at the Faculty of Medicine. A voluntary council of leading medical experts in various fields of Medicine.

Individual student counselling system to improve academic performance - doctoral-level students conduct seminars, provide additional classes and consultations to students of BA and MA educational programs.

Internship for graduate students and young specialists coordinated by the Personnel Management Department.

Career Management Mentor Program of the Career Center to share the knowledge and experience gained in the direction of career management with the students.

All papers are checked for plagiarism using the Turnitin program, and students have the right to review their work using this tool.

The university operates a psychological assistance center that helps students cope with stress.

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	Mission and strategic development of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organisational structure and management of HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organisational structure and management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input checked="" type="checkbox"/>	<input 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 Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assessment of learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff of the HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

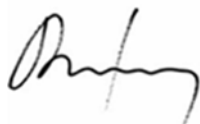
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Research, development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	and/or other creative work				
6.1	Research activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalisation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

1. Linneweber, Volker (Chair)



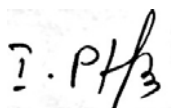
2. Boros, Mihaly (Co-chair)



3. Iavich, Maksim



4. Pkhakadze, Irine



5. Pipia, Ekaterine



6. Lekishvili, Tamta



7. Tavkhelidze, Tamar



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.

Descriptive summary and analysis of compliance with the standard component requirements

LEPL Ivane Javakhishvili Tbilisi State University (hereinafter-TSU) has been established in 1918 as the first national European Style university in the Caucasus. TSU's mission is approved by the Academic Council (2018) and available on the website.

Today, TSU is the biggest and hence undoubtedly the most influential of more than 60 HEIs in Georgia. Explicit part of TSU's mission hence is taking responsibility for this position and moreover influencing other HEIs in Georgia and the Caucasus. Although a "brain drain" – in the positive sense – from the TSU to other HEIs in Georgia is not stated as a goal in the self-evaluation report, it is perceived and promoted by the TSU. This applies not only to other HEIs, but also to the independent institutes (see below). TSU is challenged by smaller – and in some instances – more up-to date specialized institutions, particular in highly dynamic fields like IT. This instigates TSU to update curricula.

However, TSU does not rest in its role as a well-established, traditionally oriented university with a long history. Rather, it is opening up in a remarkably clear and committed way to the topic of "third mission", which does not yet play a role in the evaluation context given here but is also known to be in preparation at European level as an evaluation criterion for HEIs. This was also suggested by the EUA-Assessment 2022.

The panel suggests that TSU, as a leading higher education institution in Georgia, should also use its position to promote innovations that are currently not legally possible (e.g. part-time enrollment).

Part of TSU's mission statement is also to maintain the connection to its alumni, even beyond traditional alumni programs. The societal importance of TSU also is impressively documented by its involvement in the cultural sector (museum, library). It should also use this position to confidently stimulate, support and accompany societal innovations.

The establishment of a children's university and a commitment to lifelong learning programs to a certain extent frame TSU's responsibility for its core area, namely bachelor's, Master's and PhD programs (see also 1.2). TSU sees its contribution to promoting personal development in the Center for Lifelong Education (established in 2008), but also received the result in a survey of students that "personal development" ranks prominently among the expectations of studying (Diagram V.19, SER, p. 126). The criterion "competitiveness on the labor market" appears just as prominently here in the formulation "good foundation for the future career". For TSUs staff, the possibility of professional and personal development is considered as strength (SER, p. 103).

With respect to the importance given to this aspect – for students as well as for staff – the panel members recommend giving more attention to this aspect, e.g. by establishing a procedure for

<p>evaluating measures concerning key components like critical, creative and progressive thinking, which are considered as TSU's important values (SER, p.13).</p> <p>By establishing and maintaining international relations with HEIs in other countries, TSU also sees itself as a key player in the integration of Georgia within Europe and worldwide. To fulfill this role, TSU's mission statement is characterized by a strong reference to the European standards and guidelines for HEIs. This has also been recognized by the European University Association's (EUA) Institutional Evaluation Program (IEP) (EUA IEP) evaluation team in 2022.</p> <p>The self-evaluation report as well as various interviews leave the positive impression that TSU's mission statement is widely shared by the community of the institution, which can be seen as the result of a positive implementation of the recommendation made in the 2018 report.</p> <p>With respect to the community, relevant employers and stakeholders were interviewed indicating the same result. Employer respondents report a consistently high importance of being able to hire TSU graduates. In some cases, this is supported by MOUs. The adaptation of training programs to continuously changing requirements (e.g. digitalization) is welcomed by employers.</p> <p>The requirement to consider the role of its educational programs in developing active members of society, creating and disseminating knowledge, and especially ensuring the competitiveness of graduates in the labor market is clearly met In TSU's mission statement, in the self-assessment report, in the relevant attached documents, and in the site visit.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation Report (SER, p. 13, 14)</p> <p>interviews with university leadership, staff, faculty, students, relevant employers and stakeholders</p> <p>Resolution N79/2018 of the Academic Council of February 26, 2018 "On approval of the mission of the Ivane Javakhishvili Tbilisi State University" (not available in English)</p> <p>University mission, values and vision;</p> <p>The third mission of the university.</p>
<p>Recommendations:</p> <ul style="list-style-type: none"> • It is recommended that all documents important for TSU's identity should be available on the website in English too as already mentioned 2018. Some are still missing like https://tsu.ge/ka/legalakad/15991. • It is recommended that TSU develops or implements procedures to systematically record Personal Development component, e.g. by longitudinal studies with randomly selected students.
<p>Suggestions:</p> <p>TSU is advised to use its prominent position to drive forward university-related innovations that have not been possible nationwide by law to date.</p>
<p>Best Practices (if applicable):</p> <p>TSU's openness and engagement towards third mission responsibility of HEIs</p> <p>TSU balancing tradition and modernization</p> <p>TSU's self-image as a center of cultural heritage</p>

Evaluation
<input type="checkbox"/> Complies with requirements
x Substantially complies with requirements
<input type="checkbox"/> Partially complies with requirements
<input type="checkbox"/> Does not comply with requirements
1.2 Strategic Development
<ul style="list-style-type: none">o HEI has a strategic development (7-year) and an action plan (3-year) in place.o HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learningo 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

In July 2023, TSU formed a working group to develop a draft strategic plan of TSU for 7 years, beginning 2024. As a result, TSU describes it as a strength to take into account “the best international practices” (SER, p. 23)

The working group developed a SWOT Analysis and identified four priority areas: Educational activity; Scientific research and innovative activities; Organizational effectiveness and institutional development; Third mission.

Parallel to this, empirical studies have been conducted on the topics „analysis of the labor market and employers' requirements”, “student satisfaction” and “satisfaction of Tbilisi State University employees”.

The result is summarized on SER p. 16 and extremely comprehensive: Including a 3-year action plan approved by the Academic Council, TSU’s strategic development plan addresses visions of the University's governing bodies, academic and invited staff, students, employers and other stakeholders.

The strategic plan considers general conditions outside TSU’s responsibility (the unified strategy of education and science of Georgia in 2022-2030, vision 2030 - the development strategy of Georgia, the Georgia-EU association agreement), and the most important recommendations for the European Education Area. In addition, the experiences of leading European and American universities are included.

At this point, the panel misses systematic responses to two feedback procedures for strategic consequences: Higher Education Institution Authorization (2018) (14 recommendations) and European University Association Institutional Evaluation Program (EUA IEP) evaluation team (2022) (29 recommendations).

The reference to these institution-related assessments from outside would have been a valuable addition or "individualization" of the general strategy orientations.

The use of the BSC method enables the development of a two-dimensional, priorities generating strategic map with 29 “key performance indicators” (KPIs) (stage 1). The plan is to evaluate the resulting action plan each year (stage 2), developing advice and recommendations (stage 3) and derived modifications (stage 4).

Having elaborated the KPIs enables the established units (temporarily “self-evaluation team” and “working group” in SER p. 15) and continuously the “Strategic Development Council” (PER, p. 19) to relate these to results of a SWOT analysis (SER p. 18).

At this stage, the panel concludes that the TSU has developed both a strategic development (7 years; 2024-2031) and an action plan (3 years; 2024-2027). Key performance indicators fulfil the

<p>criteria contribution to the development of the society, sharing the knowledge gathered in the institution with the society, and facilitating lifelong learning.</p> <p>TSU has also developed the required evaluations and perspectives for resulting modifications. However, the development of the instruments for strategic development and their establishment in the institution has only taken place in recent months, so that it is not yet possible to make any statements about their usability and therefore their relevance for TSU. This should make it easier to implement the proposed inclusion of existing external advice.</p> <p>To summarize the evaluation of 1.2:</p> <p>TSU's strategic plan ensures the achievement of HEI goals being based on its mission and priorities of its activities which are evaluated as strengths of TSU in the SWOT analysis.</p> <p>TSU has elaborated a strategic planning methodology to utilize while drafting its strategic development and action plans.</p> <p>Strategic planning is organized as participatory process actively involving staff, students, employers and other stakeholders of TSU.</p> <p>The objectives of the TSU are not quantitatively defined, but they are achievable, time-limited (action plans 2024-2027; strategic development plan 2024-2031) and measurable (KPIs), although no measurement methods have yet been presented.</p> <p>The plans clearly address currently known weaknesses of TSU (SWOT analysis).</p> <p>The strategic development plan and an action plan cover all aspects which are vital to the operation of the university. They include institutional development, quality assurance, planning and implementation of educational programs, student body planning, research, arts and creative activities, human and material resources, student services, infrastructure, research, internationalization.</p> <p>In the action plans, the directions are defined qualitatively using terms such as "reinforcement", "improvement", "increase", "strengthening" (file "action_plan.xlsx"). Responsibilities, deadlines and budgets are outlined. Future activities are described, time frames for their implementation and performance criteria and resources (material, financial, human) required for their realization are defined.</p> <p>TSU plans to monitor implementation of strategic and action plans, and duly acts on monitoring results.</p> <p>Since the strategic plan and the action plan have been developed only recently, a current strategy has not been evaluated yet.</p>
<p>Evidences/indicators</p> <p>Self-Evaluation Report, various files, e.g. "action_plan.xlsx"</p> <p>interviews with university leadership, staff, faculty, students, relevant employers and stakeholders</p>
<p>Recommendations:</p> <ul style="list-style-type: none"> • It is recommended that TSU Introduces a systematic, documented and comprehensible inclusion of the latest feedback in strategic planning; • It is recommended that TSU includes a strategy for incorporating external advice like EUA- Assessment 2022.
<p>Suggestions:</p>

It is suggested to consolidate the activities of the working group formed 2023 with the task of developing quantitative indicators on the development dynamics of TSU.
Best Practices (if applicable):
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2. Organisational Structure and Management of HEI

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

2.1 Organisational Structure and Management
<ul style="list-style-type: none"> ○ Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan ○ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation ○ HEI's Leadership/Management body ensures effective management of the activities of the institution ○ Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The governing bodies of the University include the Rector, the Academic Council, the Council of Representatives, the Head of Administration, and the University Quality Assurance Service. The University has a clearly defined structure, which consists of faculties, independent scientific-research institutes, the University Library, the University Scientific Library, auxiliary educational units, auxiliary scientific units Rector's Advisory Council, Structural units of University Administration (administration), and structural support units: Secretary Office of the Rector, Secretary Office of Head of Administration, Secretary Office of the Council of Representatives, and Secretary Office of the Academic Council. All structural units have their roles and functions clearly defined. The interviews with all the structural units confirmed their smooth coordination with each other. The structure of the university ensures the implementation of the strategic plan and achievement of its goals. TSU management bodies are formed through election procedures, which are predetermined, transparent, and comply with the legislation.</p> <p>Since the previous authorization, the University has implemented several structural changes, including the appointment of deputy rectors in education, university services, and international relations to enhance the delegation and distribution of responsibilities.</p>

Additionally, a Permanent Council of Strategic Development and a University Dissertation Council have been established. The 2024-2030 strategic development plan outlines key initiatives in organizational structure and management, focusing on four priority areas: educational activities, scientific research and innovation, organizational efficiency and institutional development, and the third mission. To support effective management, a reporting system has been put in place, with some reports provided as evidence.

TSU's structural units, academic and representative councils, which constitute the management bodies, make decisions on academic, scientific, and administrative matters. These decisions adhere to procedural terms and technical deadlines as regulated by the TSU Statute. The University uses the eDocument system for communicating with and within the structural units and faculties. The Learning Process Management Department unit deals with filing management information in the database.

TSU has a business continuity plan. During COVID-19, the University created a crisis management plan focused on Information Technologies, Information and communication, Management of training processes, Quality assurance, Internationalization, and Student support. During the interview, it was revealed that implementing an e-learning system, tutorials, and regular training for staff have been extremely helpful throughout the pandemic.

The University has an Internationalization Policy document, which prioritizes enhancing the global quality of education by aligning programs with international accreditation standards, expanding student learning through exchange programs, attracting talented international students, and developing support services to create a dynamic, borderless learning environment.

Internationalization is one of the strongest aspects of the university, demonstrated through a robust and dynamic engagement with global institutions and communities. The Department of Foreign Relations plays a pivotal role in this endeavor, managing the university's cooperation with international universities and facilitating the mobility of students and staff across borders. The university has established 195 memorandums with international institutions, secured funding for 393 project applications within ERASMUS+ (ICM) programs, and outgoing international mobility for 952 students and 582 members of academic and administrative staff, incoming mobility of 376 International students and 393 academic/administrative staff. The university is a member of 7 international educational networks. The university coordinates or participates in several international projects.

Evidences/indicators

Self-evaluation Report;

TSU Statute;

University Website;

Regulations (structural units, faculties, independent scientific-research units, auxiliary educational scientific-research units, University Dissertation Council and the Office);

The procedure for selecting management bodies;

TSU chancellery reports;

Business continuity plan;

Internationalization Policy;

Interview Results

Recommendations: N/A
Suggestions: N/A
Best Practices (if applicable):
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
2.2 Internal Quality Assurance Mechanisms
<ul style="list-style-type: none"> ○ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution. ○ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high-quality education.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>At TSU, issues related to internal quality assurance are coordinated by the university's quality assurance service. The objectives of internal quality assurance are the continuous improvement of educational activities and the strengthening of a quality culture. The institution effectively implements internal quality assurance mechanisms, with the leadership consistently working to strengthen the quality assurance function and promote the establishment of a quality culture within the institution. To this end, the University has developed numerous regulations and frameworks related to the design and development of educational programs, as well as a peer review procedure for these programs and mechanisms for measuring university rankings/ratings.</p> <p>The university has allocated appropriate human, information, and material resources to ensure the effective implementation of its internal quality assurance mechanisms. A dedicated Quality Assurance (QA) team, including QA officers and coordinators within each faculty and department, is in place to oversee these processes. Advanced management information systems (MIS) are utilized to collect, analyze, and report data, facilitating data-driven decision-making. Additionally, the university invests in state-of-the-art facilities and infrastructure to support academic and administrative functions, ensuring that all quality assurance activities are well-supported.</p> <p>The quality assurance service and faculty are involved in the continuous monitoring of the educational process. The central QA department and faculty-level QA units collaborate closely to ensure the effectiveness of the process. Monitoring is mainly carried out through surveys of target groups, systematic observation of sessions, and peer evaluation of educational programs. The peer review system involves the formal evaluation of educational programs and simulates the accreditation process. These processes are transparent, collegial, and actively involve faculties. Recommendations and advice received during the evaluation process are reflected in the educational programs.</p>

The institution has established a robust performance evaluation system for its staff, encompassing academic, scientific, invited, administrative, and support personnel. This system includes regular performance appraisals, peer reviews, and student feedback mechanisms. The evaluation criteria are aligned with the institution's strategic goals and professional development plans are provided based on evaluation outcomes. Furthermore, the university conducts annual surveys and feedback sessions to gather insights from staff members, ensuring that their contributions are recognized and areas for improvement are identified.

The quality of the university's services and resources is periodically evaluated through a systematic approach, which includes internal audits, external reviews, and benchmarking against leading institutions. The evaluation results are meticulously analyzed and utilized to drive continuous improvement initiatives. For example, feedback from student satisfaction surveys and course evaluations is reviewed by academic committees to enhance curriculum design and teaching methodologies. The institution also engages external accrediting bodies to validate its quality assurance processes, ensuring adherence to international standards.

Survey forms assess various issues, such as satisfaction with educational programs, learning outcomes, management processes, infrastructure development needs, and the evaluation of the staff. Based on the survey results, data is processed to identify strengths and weaknesses, problems are identified, and solutions are proposed. One of the recent actions taken in response to student feedback regarding the large volume of the questionnaire, which was deemed inefficient due to its tiring length, is that the QA office has developed a more optimal questionnaire for the students. This new version includes only seven key questions and provides space for additional opinions to be shared.

The Quality Assurance Service regularly consults academic, scientific, visiting, administrative, and support staff on internal and external quality assurance, authorization, and accreditation issues. To monitor and evaluate the e-/distance learning process and ensure the proper implementation of internal quality assurance mechanisms, the Quality Assurance Service has prepared documents such as an e-learning guide, instructions for creating assignments on the Moodle platform, and other necessary materials. Training was also conducted to address specific needs.

The institution has a mechanism for planning the student body, which supports ensuring opportunity for students to receive a high-quality education. Students are part of the program development and self-evaluation groups. While student involvement in the development process is confirmed, the participation rate is relatively low. The institution acknowledges this and is working to improve student involvement. The university's student body planning methodology is meticulously designed, taking into consideration the institution's resources and the relevant indicators and benchmarks approved by the institution. This comprehensive approach ensures that the composition and size of the student body align with the university's capacity and strategic objectives.

Evidences/indicators

Recommendations:

<p>Suggestions:</p> <p>It is suggested to continue supporting the expansion of quality culture among all stakeholders.</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>2.3. Observing Principles of Ethics and Integrity</p> <ul style="list-style-type: none"> ○ 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.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The Code of Ethics of TSU is available to all citizens of the HEI. The Code sets out standards of behavior for staff and students, based on university values, legislation and other normative acts, including ways of resolving ethical problems. In this respect, the regulated ethics principles at TSU ensure that behavior and actions align with the Society's core values and standards.</p> <p>The policy on academic integrity is also clear, there is a common understanding of what constitutes plagiarism, cheating, and other forms of academic misconduct. The sanctions for plagiarism are clear and apply to staff and students alike. The University has launched campaigns and organized workshops on academic integrity to make all faculty and students aware of the academic standards and the consequences of non-compliance, and to prevent such cases. TSU has been actively involved in the Erasmus "INTEGRITY" project aimed at promoting a culture of academic integrity in universities and as part of the project, the Turnitin program was integrated into the Moodle system in continuous mode (the TSU e-learning portal) to check the similarity of assignments / examination papers of different courses, as well as BA, MA and doctoral theses. Checking is efficient and continuous. Resources are also available for upholding academic integrity. In summary, there is evidence that ethical guidelines for interactions between students, teachers and staff are being followed in practice.</p> <p>Academic freedom is a fundamental principle at TSU. The rules and regulations ensure that university staff carry out their teaching and scientific research activities independently, in adherence to the principles of academic freedom, free from administrative interference and in compliance with professional ethics. Adequate feedback has been received that TSU teachers have autonomy in determining the subjects of study, in choosing teaching and learning methods, and in assessing the quality of the teaching process. They can also participate in self-evaluation, express their opinions on their activities and propose changes to the training program. TSU researchers are empowered to define the scope of their research, including topics, methods, form and place of publication. They can also apply for funding to carry out scientific and research projects. Academic staff have the autonomy to</p>

decide which professional and/or social associations they wish to join, giving them the freedom to participate in communities appropriate to their interests and expertise.

An accountable body (Permanent Commission for the Study of the Violation of the Norms of Discipline and Ethics) is in place whose composition is approved by the Rector and the Head of Administration. The main composition of the Committee in each specific case is changed and chaired by the Rector or Head of Administration or one of their deputies. The Committee's activities are governed by the internal rules of TSU and the Code of Ethics, both approved by the Council of Representatives of TSU. The SER shows that a relatively large number of cases have been investigated, which indicates that the committee is active and functioning well, while on the other hand the numbers also reflect the continuous need to raise awareness of ethical standards and values among students and staff.

According to SER, the Faculty of Psychology and Education established a Council of Ethics in Scientific Research in 2022. The Council examines whether methods and procedures of a research project comply with generally accepted ethical principles of research and determines the feasibility through risk - benefit analysis and the Scientific Council of the Faculty is making appropriate recommendations. According to SER the Council also determines whether the collection and processing of human data complies with the ethical principles of human psychological research; human involvement may include interaction/intervention with the individual or the use of personally identifiable information about the individual. However, it is not clear whether the activities, expertise and competences of this committee, as well as its mandate, cover the TSU as a whole and whether it includes all biomedical-clinical areas, specific scientific activities, studies, clinical trials and data collection on human patients.

The HEI has purpose-built animal houses, and several working groups and institutes carry out experiments and studies using live animals (according to SER, operations on animals involve students looking after the animals, preparing them for surgery and procedures as nurses and assistant operators). The licensing of animal experimentation, the control of the process, including the fate of the animals used in experiments, are important issues with significant ethical implications worldwide. The SER is not informative in this respect, but during the on-site visit the Panel was informed and received feedback that the HEI closely follows the relevant legal-regulatory issues in Georgia. Nevertheless, a cross-sectional (breeding, husbandry, transport and uses of animals for educational-scientific purposes) authorization system and regulated monitoring framework is seemingly missing, and English language regulations were not available to the Expert Panel.

Privacy of personal data of employee's is handled and protected by the Constitution of Georgia and the Law of Georgia on Personal Data Protection. In particular, the university has allocated small groups of employees with access to the databases responsible for processing and updating the employees' personal information with full confidentiality.

The internal rules define the rights and benefits of vulnerable groups (elderly, single families, disabled, socially deprived, displaced persons, ethnic minorities, etc.) in line with Georgian legislation. Temporary and seasonal jobs, based on specific needs, are periodically offered for disabled persons. The university protects the equal rights of persons with disabilities, which includes equal opportunities, safe working conditions and environment, including safe movements and need-adapted bathrooms in the educational buildings.

The gender equality policy is also regulated, TSU promotes and ensures equal employment, development and career development conditions for all staff members, excluding gender discrimination in the position/job and selection/recruitment process. All forms of discrimination, harassment and violence in the workplace are dealt with in accordance with Georgian law and TSU's internal

regulations. The Expert Panel has not received any substantive feedback on such cases in relation to these issues.
<p>Evidences/indicators</p> <p>SER</p> <p>Interviews with relevant stakeholders</p> <p>Website</p>
<p>Recommendations:</p> <ul style="list-style-type: none"> • The HEI should ensure that clinical research is conducted transparently according to the highest standards of human research ethics. The remit of the current Council of Ethics in Scientific Research should be extended to all human research, and the regulations and documents governing its operation should be made accessible to the stakeholders on the website. • It Is recommended that the activities related to the use of living animals for educational and scientific purposes should be controlled and coordinated by a dedicated expert body at TSU (Animal Welfare Committee), serving also as independent Ethical Committee tasked with evaluating planned trials, applications for project licenses for animal experiments.
<p>Suggestions:</p> <ul style="list-style-type: none"> • The institution has a valid data protection policy in place, but it may be time to review its compliance with the European (GDPR) system and try to bring it closer to the points where there may be a possible gap between the schemes. • Organized educational background with specific courses in laboratory animal sciences is suggested for those who intend to work with living animals. Directive 2010/63/EU can serve as an example to establish standardized measures for the protection of animals used for scientific or educational purposes.
Best Practices (if applicable):
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

3. Educational Programs

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

3.1 Design and Development of Educational Programmes

Descriptive summary and analysis of compliance with the standard component requirements

According to the vision, TSU provides harmonization of educational programs with the demands of society and the labor market, internationalization of educational, research and administrative processes, programs running by TSU replies to mentioned set goals.

Educational programs are accessible on the university website for all interested parties; however, university website is not the only way to obtain information about programs, there are a number of events held on routinely: open days for applicants, projects for pupils in the library etc.

The Establishment and implementation of educational programs are carried out following the “Procedures for planning, elaboration, assessment and development of educational programs” (Resolution (24.02.2020, №16/2020 of the Academic Council of TSU), the accreditation standards, the National Qualifications Framework and competence descriptor, and sectoral standards.

University implements 208 higher education programs of various levels, among them are 63 bachelor's programs, 4 one-cycle programs (2 Dentistry and 2 MD programs), 92 master's programs, 45 doctoral programs, teacher training program (60 ECTS) – 1, Georgian language preparatory program (60 ECTS) – 1. 23 of the educational programs are structured in a foreign language, 10 educational programs are accredited by foreign accreditation agencies (FIBAA, ABET, ACS).

Cooperation practices with Georgian and foreign universities are shown, as a result 5 joint programs have been created and implemented with Georgian universities and 6 joint programs have been created and implemented together with foreign higher educational institutions, joint program allows to share crucial experiences and latest achievements for the development of the field. Interdisciplinary bachelor's educational program in European Studies created within the framework of the Jean-Monnet project is a result of collaborative activities at all levels and a novelty for Georgian universities.

According to Georgian legislation duration of the bachelor educational programs are 4 years /8 semester/ and includes 240 ECTS credits, the master's education programs include 120 ECTS credits, duration 2 years, the program Medical Doctor is one-cycle program, 360 ECTS and equals to master's degree. Duration of one-cycle Dentistry program 5 years, 300 ECTS equals to master's degree according to Georgian Law the duration of the doctoral educational program is at least 3 years and its study component at TSU varies between 30 and 60 credits, in many cases, doctoral educational programs with an educational component of 60 credits are part of the relevant educational program of regulated fields. The programs are based on ECTS system and are built on the principle of a student-oriented approach. The European guidelines for the transfer and accumulation of ECTS credits are used in the process of development of all programs at TSU.

Since 2018 the Quality Assurance department of TSU has ensured the evaluation of the programs to be submitted for accreditation according to the educational program evaluation procedures. The majority of educational programs underwent external evaluation during the reporting period, experts' and program accreditation councils' recommendations were taken into account and accordingly, changes were made in educational programs.

The goal of The “Procedures for planning, elaboration, assessment and development of educational programs” is “To implement programs in the University that correspond to the University mission and are based on the following principles: Taking into consideration needs of science/sector, state and/or public as well as the requirements of local labor market and international market trends; Taking into consideration the modern achievements in the sector; Integration of teaching and research; Student oriented teaching, taking into account students' individual needs and ensuring inclusion; Internationalization of curriculum, teaching-learning and research”.

<p>The “Procedures for planning, elaboration, assessment and development of educational programs” defines composition of Educational Program Committee, responsibilities of program head, procedures of changes and monitoring processes, also recommendations for Joint higher education are determined. An educational program committee supports program planning and elaboration; the Committee is comprised of:</p> <p>Head(s) of program/coordinator (if available);</p> <p>Academic personnel involved in the program implementation;</p> <p>Representative(s) of the University’s independent scientific/research unit (if available), who at the same time do not hold the academic positions;</p> <p>Student(s);</p> <p>Alumni;</p> <p>If the personnel involved in the program implementation wish so, employer(s) from the relevant and other fields (only in case of a Georgian language programs; in case of Azerbaijani/Armenian/Abkhazian language programs, instead of employers, the Committee can include the personnel implementing the program where the alumni of the above-mentioned program continue their studies);</p> <p>Representative of professional organization (if available);</p> <p>Representative of NGO from the relevant field (if available);</p> <p>Foreign specialist (if the implementing personnel wish so);</p> <p>Representative of the faculty’s quality assurance service;</p> <p>Representative of Tbilisi State University’s quality assurance service;</p> <p>Other member(s).</p> <p>In case of program change/cancellation, TSU takes into account the legitimate interests of students and advises them in the selection of relevant programs, supports in the process of mobility in the recognition of credits. The process is regulated by the rule of providing further education for the students of the relevant program (TSU Academic Council Resolution No. 61 of June 25, 2010) according to which: „If the university does not implement an educational program compatible with the canceled educational program, the university undertakes to sign an agreement regarding the recognition of credits within the program completed by the student at another accredited higher education institution that implements the canceled or compatible program and where it is possible to transfer to the modified / canceled program under mobility“</p> <p>Program assessment is a regular process, and the program committee assesses the educational program based on the results of surveys conducted every semester. Rules and conditions for Modification or Cancellation of Educational Programs, the rules of providing further education for the students of the relevant program are approved by Academic Council Resolution No. 61 of June 25, 2010).</p> <p>The interviews with panel members revealed the involvement of stakeholders in the process of evaluation and development of the program; however, in some cases the employers are not aware of their own role and importance of involvement in the process of improving the programs, they did not have information about self-evaluation of University and they had no idea about self-evaluation report document.</p>
Evidences/indicators

<ul style="list-style-type: none"> - SER - Educational programs - Interviews results
Recommendations:
<p>Suggestions:</p> <p>It is suggested to increase program committee effort to collaborate actively with stakeholders to ensure employers' engagement in the Program assessment and in the program improvement processes.</p>
<p>Best Practices (if applicable):</p> <p>10 educational programs are accredited by foreign accreditation agencies (FIBAA, ABET, ACS): 8 educational programs – at the faculty of Exact and Natural sciences, 1 educational program at the faculty of Economics International School of Economics (ISET); 1 educational program at the Faculty of Law.</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
3.2 Structure and Content of Educational Programs
<ul style="list-style-type: none"> o Program learning outcomes are clearly stated and are in line with higher education level and qualification to be granted o With the help of individualized education programs, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>TSU is running educational programs on all three levels, they came into compliance with the framework of national qualifications. A catalogue of educational programs is uploaded on the website of University, programs are available both to the university community and any interested person. Prerequisites for admission to educational programs are transparent, comply with Georgian legislation, and are available to any interested person.</p> <p>The results of the educational programs are clearly defined, learning outcomes are consistent with the relevant level of education and the qualifications awarded. The learning outcomes of regulated academic higher education programs are based on sectoral benchmarks developed on the basis of the National Qualifications Framework.</p> <p>Learning outcomes are measurable and describe the knowledge, skills and/or responsibility and independence students acquire upon completion of the program. Many different methods are used to assess results of the programs (Test, Essay, demonstration, presentation, discussion, presentation of an</p>

audio-visual work, performance of a play, participation in a play), concert performance, practical/theoretical task, group work, participation in a discussion, resolution of a case, participation in a simulated study, objectively structured clinical study, etc.) Target benchmarks are determined for each learning outcome of the program based on data analysis.

The educational programs compiled according to the regulatory procedures at university. Teaching methods correspond to the educational level, course content, learning outcomes, and they ensure their achievement. The target benchmarks are set for the learning outcomes of the program;

The educational programs of all three levels operate at the seven faculties of the university, 57 Program Committees manage all higher education programs, 1 Georgian language preparatory and 15 vocational programs. The curriculums include compulsory and elective courses, the syllabuses of the courses include the following information: Name and type of the course /module, number of credits indicating relevant contact and independent hours, course implementer, course purpose, course format, learning outcomes, grading system and criteria, learning / teaching methods, course outline, learning resources and more. Course outline and number of credits, contact hours are logically linked to the learning outcomes of the same course and specific to each discipline.

Defined and approved are Structure and Content of the Program, Functions and areas of responsibility of program supervisor(s)/co-supervisor/ coordinator; Composition of Educational Program Committee, syllabus. The faculty's quality assurance service grants codes to the training courses. Map of the curriculum demonstrates correlation between program objectives and learning outcomes, Direct evaluation of program learning outcomes.

The student-oriented teaching-learning methods are implemented, students' individual needs are taken into account, inclusion is ensured, individualized education programs are offered. Students of educational programs of all three levels can choose elective courses according their interests.

Programs are implemented with the interests of graduates and stakeholders and follow all kind of modern requirements of the market.

The educational program of a medical doctor (360/ECTS) is set up on the basis of the medical sectoral benchmark, the new requirements of the updated document of sectoral benchmark of the higher medical education were taken into account. The educational program is provided with training-methodological resources and material - technical facilities, new methods of teaching and students assessment are implemented, program reflects the challenges of modern medical education.

The institution has developed action plan for aligning educational program to requirements of the sectoral benchmark of medicine.

Students receive information about the plagiarism program more frequently from lecturers, as all papers are checked for plagiarism. Students can also verify their work using the plagiarism detection program themselves. As noted by the doctoral candidates, they had 3 to 4 training courses regarding academic ethics and article publication. All their papers and doctoral research are checked for plagiarism. The university's website provides instructions for uploading bachelor's/master's/doctoral theses to <http://e-learning.tsu.ge/> using the program "Turnitin" for plagiarism checking.

Evidences/indicators

SER

Educational programs Interviews results
Recommendations:
Suggestions:
Best Practices (if applicable):
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements
3.3 Assessment of Learning Outcomes
HEI has a law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.
Descriptive summary and analysis of compliance with the standard component requirements The assessment of the academic performance of students of higher education programs at Tbilisi State University is carried out according to the Law of Georgia "On Higher Education", by the Order of the Minister of Education and Science of Georgia No. 3 (5.01.2007) by the modern indicators. Evaluating the student's achievements the university is guided by the European Credit Transfer and Accumulation (ECTS) system; there is a unified system for assessment of the results of the student's learning, defined by Resolution N77/2011 of the Academic Council of TSU of July 25, 2011. The evaluation includes several components, namely, midterm and final evaluation. Assessment is transparent and objective, the student is informed in advance about the expected results through the evaluation criteria, the syllabus for study course/module contains the applied assessment methods. The evaluation includes midterm and final evaluation; the maximum score is 100 points. The evaluation methods and criteria relate with each other and tie with the learning outcomes of the course. The final assessment does not exceed 40/30 points. The minimum threshold for admission to the final exams varies between 11-21 points, minimum margin of assessment received by the student on the final exam is between 15-20 points. Students are informed about assessment methods through catalogue of programs (tsu.edu.ge) and syllabi (uni.tsu.ge); they can receive consultation from program heads. New assessment methods are implemented in medical programs /OSCE, OSPE, DOPS/ supported by infrastructure and resources. The special rubrics are used to assess medical student behavior, through which the assessment of student professional behavior is carried out.

<p>Management of exams at TSU is ensured by the Exam Centre. The appeal procedure is developed for the evaluation results and exam center organizes the appeal process; the Center records the grade in the Educational Process Management System(uni.tsu.ge).</p> <p>According to the university policy of academic integrity, the work will not be corrected if academic dishonesty is identified.</p>
<p>Evidences/indicators</p> <p>Educational programs</p> <p>SER</p> <p>Interviews results</p>
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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>TSU as a Legal Entity of Public Law has an obligation to comply with the “Labor Code” of organic law of Georgia as well as “Law on Higher Education”, “Law on Legal Entities of Public Law”, and “On Public Service” while designing and conducting procedures of human resource management. Human Resource Management Policy is approved by Order of Head of Administration N170/02-01, 06.07.2023.</p>

<p>The policy aims “to attract and employ the qualified and motivated professionals under the conditions of competition existing in the sphere of higher education and the challenges facing the university”, main objective of the HR management policy is to form the team of professionals with a high corporate culture targeted at the continuous development and advancement.</p> <p>The HR management policy of the University is based on values and principles: Fairness, Diversity, equality and involvement, Transparency, Expediency, Competence and merit-based approach - HR decisions, Professional development, Integrity and ethics.</p> <p>The University staff consists of employees holding administrative, academic, scientific, research, teaching and support positions. The academic staff of the University consists of professors, associate professors, assistant professors and assistants. Research staff positions include those specified in the support research unit of the University. The teaching staff include a lecturer and a senior lecturer who conduct seminars, practical and laboratory work.</p> <p>The administrative positions at the university include: The Rector and his/her deputy, the Head of Administration and his/her deputy, Deans of faculties and their deputies, the Head of the Quality Assurance Service of the University, the Heads of Quality Assurance Services of faculties. The appointment/selection of administrative staff is regulated by Georgian legislation as well as TSU statute.</p> <p>In order to effectively conduct the recruitment and selection process, the University has clearly established the qualification requirements for each position, the personal and professional qualities required for the effective work performance, the possible sources of recruitment and the adequate methods of attracting suitable candidates. An academic position can be held only through an open competition. 730 academic people were selected following all procedures. HEI approved the relevant regulations determining the rules and conditions for awarding the title of Emeritus.</p> <p>University has defined the affiliation rule and conditions for the academic staff, that allows to support the academic staff, to the maximum extent and within its scopes, to realize their full potential in the University. Currently the number of affiliated personnel is approximately 98% out of all academic staff (718 out of 730).</p> <p>The university regularly surveys the parties involved, systematic monitoring of staff activities helps to identify strengths, weaknesses and staff development needs, Results of monitoring are considered for planning professional development activities.</p> <p>The University protects the employee's personal data and acts following the requirements of the Law of Georgia on Personal Data Protection.</p>
<p>Evidences/indicators</p> <p>SER</p> <p>Human Resource Management Policy is approved by Order of Head of Administration N170/02-01, 06.07.2023.</p> <p>TSU Website</p> <p>Interview Results</p>
<p>Recommendations:</p>
<p>Suggestions:</p>

Best Practices (if applicable):
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
4.2. Academic/Scientific and Invited Staff Workload
<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>TSU's academic staff consists of 730 members, including 168 professors, 411 associate professors, 136 assistant professors, and 15 assistants. The scientific staff numbers 849, all of whom are scientists or researchers. Additionally, there are 718 affiliated academic staff members, comprising 164 affiliated professors, 404 affiliated associate professors, 135 affiliated assistant professors, and 15 affiliated assistants. 1,494 invited staff participate in teaching, out of which 169 are academic personnel. During the interview, it was revealed that if the academic personnel exceed the number of allocated teaching hours, they are granted the opportunity to take more teaching hours and they have a contract of an invited personnel. The Department of Human Resources uses an electronic platform (QMS) to monitor the workload of the academic personnel.</p> <p>The University has a framework of workload for the academic personnel, which is clearly defined. The required minimum scientific research workload for academic staff across various categories (A, B, and C) is defined by Resolution 112/2013 of the Academic Council. This workload consists of a range of scientific research outputs produced by the academic staff, which are assessed using a point system. In humanities, professors must commit to at least 16 hours per week (split evenly between teaching and consulting), associate professors to 20 hours (10 teaching and 10 consulting hours), and assistant professors to 26 hours (14 teaching and 14 consulting hours). Category B professors need 12 hours per week (6 teaching and 6 consulting), associate professors 16 hours (8 teaching and 8 consulting), and assistant professors 22 hours (12 teaching and 10 consulting hours). Category C requires 4, 6, and 8 hours per week, respectively. For the Faculty of Social and Political Sciences, professors and associate professors must meet the same requirements as the Humanities faculty, while assistant professors have 24 hours (12 teaching and 12 consulting hours). The Faculty of Exact and Natural Sciences, regulated by the Faculty Council, mandates 4 to 6 hours weekly for all staff. In the Faculty of Economics and Business, professors have a 16-hour weekly requirement (8 teaching and 8 consulting hours), associate professors 22 hours (11 teaching and 11 consulting hours), and assistant professors 24 hours (12 teaching and 12 consulting hours). Faculty of Psychology and Educational Sciences professors and associate professors follow similar rules to the Humanities faculty, but assistant professors need 24 hours (12 teaching and 12 consulting hours). The Faculty of Medicine requires 6, 8, and 10 hours weekly for professors, associate professors, and assistant professors, respectively. Lastly, the Faculty of Law mandates 16 hours per week (8 teaching and 8 consulting) for professors, 20 hours (10 teaching and 10 consulting hours) for associate professors, and 24 hours (12 teaching and 12 consulting hours) for</p>

assistant professors in Category A, with similar patterns in the other categories. The interview confirmed the information.

The teaching workload for staff invited to deliver the programs is updated each semester. This is done based on an official letter from the Dean of the Faculty and with the justified approval of the program head. The interview confirmed the information.

TSU has a methodology for planning the number of personnel implementing the educational programs by considering the specifics of the direction/field/subfield, the existing number of students, the planned number of students, the number of qualified staff, and international experience. The interview confirmed the information. The university maintains detailed and clear contractual relationships with its affiliated personnel. The interview results indicated that being associated with the university is highly esteemed by those who have achieved this affiliation. It is considered an honor and a mark of distinction for individuals to be connected to the institution, reflecting the university's esteemed reputation and the value placed on its affiliation by its members. Some of the academic staff mentioned that they had rejected their affiliation with TSU because the payment was inappropriate.

The ratio of academic and scientific staff to invited staff is 0.93; the academic, scientific, invited staff number to students is 0.13. The ratio of the academic, scientific, and invited staff number to the number of the higher educational programs is 15.79. The ratio of the administrative staff to the number of students is 0.10. The ratio of affiliated staff to the total academic and invited staff is 0.30. The ratio of the affiliated staff number to the number of students is 0.03. The ratio of the number of supervisors and master students is 0.53. The ratio of the number of supervisors and doctoral students is 0.52. For each of the above-noted indicators, the university has set the benchmarks for the year 2030. The ratio of affiliated staff to the total academic and invited staff is 0.30. In March 2024, the University formed a working group aimed at balancing the ratio between academic and invited staff. This group has advised announcing the positions for assistants for the 2024-2025 academic year. However, the exact number of assistants the University intends to recruit remains unspecified.

According to SER and interview results, there is room for improvement regarding the ratio between academic and invited personnel. Even though the invited staff bring fresh perspectives, specialized knowledge, and flexibility, relying too heavily on them may lead to inconsistency and a lack of cohesive educational and research strategies. The university is recommended to have more concrete mechanisms to ensure a higher proportion of affiliated staff that can ensure stability, continuity in teaching and research, and deeper integration into the institution's culture and values.

Evidences/indicators

- Self-evaluation Report;
- University Website;
- Samples of Affiliated Staff's Contracts;
- Unified rules for hiring scientific staff of the independent scientific-research unit of Ivane Javakhishvili Tbilisi State University and additional conditions for holding a scientific position, Resolution 63/2017 of the Academic Council;
- Rules for the selection of staff invited to implement the undergraduate, graduate and doctoral programs of Ivane Javakhishvili Tbilisi State University, Resolution 119/2018 of the Academic Council;
- Resolution 112/2013 of the Academic Council -Conditions of remuneration
- Interview Results;
- Decree by the Head of Administration, N64/02-01, 11.03.2024
- Preliminary Report by the Head of Administration, 22.05.2024

<p>Recommendations:</p> <p>It is recommended for the university to have more concrete mechanisms to ensure a higher proportion of affiliated staff that can ensure stability, continuity in teaching and research, and deeper integration into the institution's culture and values.</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

5. Students and Their Support Services

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

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights

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

Descriptive summary and analysis of compliance with the standard component requirements

In alignment with its mission, TSU creates an environment where students easily adapt to both the academic process and other activities offered by the university. To this end, the university implements a variety of events and activities. All issues related to student interests, such as acquiring student status, suspension, termination, internal mobility, workload, administrative and academic registration, student rights and responsibilities, are detailed in the document "Regulations Governing the Educational Process at Ivane Javakhishvili Tbilisi State University". The official website of the university contains information about the suspension, termination, and mobility of student status. This information is accessible to all interested parties. As the students mentioned during the interview, once the internal mobility process begins, they receive information through all available means. The information is posted on the university's official website, sent to their emails, and their phones. Additionally, the information is placed on the online learning platform. These regulations comply with the law, ensuring transparency, as all interested parties have access to the mentioned provisions. Furthermore, students can have individual consultations with the faculty regarding these procedures. Additionally, the document "Rules Regulating the Educational Process of Ivane Javakhishvili Tbilisi State University" explains the procedures for awarding academic degrees/qualifications.

During interviews with students and graduates, it was found that they receive relevant information from faculty representatives at the beginning of the academic process, and they also have a guide that contains all details related to the academic process. Every student has the right to use internal mobility, for which the university has developed the "Regulations for Transferring from One Educational Unit/Program to Another at Ivane Javakhishvili Tbilisi State University" and the "Rules for Operating the Internal Mobility Electronic Portal at Ivane Javakhishvili Tbilisi State University".

Students are informed about their rights, supported by the university's self-government and the student ombudsman, who monitors the protection of student rights. Information about student rights is also provided in the document "TSU's Internal Regulations and Disciplinary Responsibility Norms". Information regarding the regulations for protecting students' rights and legal interests is public, transparent, and accessible to interested parties via the university's website, email, electronic learning management system, text messages, bulletin boards, informational meetings, and social media. As noted by the student self-government representative during the interview, the Department for the Protection of Student Rights will be renewed from September. This department will address various issues related to exams and serve as a bridge between the administration and students in case of any other problems. When a contract is signed during enrollment, there is an additional document that informs students about their rights and responsibilities.

The university has international students, and their admission mechanism is outlined on the website as follows: After the student submits all the documents required by Georgian legislation and the university's regulations, they must undergo an interview via Skype to confirm their English language proficiency. The criteria to be focused on during the interview are detailed in the document "Explanation of Foreign Language," Appendix N2. This appendix lists the language certificates recognized by the university. Additionally, the university follows the "Rules for Admission of Applicants/Candidates for Master's Degree/Students with the Right to Study Without Passing the Unified National Examinations/Unified Master's Examinations at Ivane Javakhishvili Tbilisi State University," which is based on the law "On Higher Education."

Evidences/indicators

"Regulations Governing the Educational Process at Ivane Javakhishvili Tbilisi State University".

"Regulations for Transferring from One Educational Unit/Program to Another at Ivane Javakhishvili Tbilisi State University"

„Ivane Javakhishvili Tbilisi State University Educational Unit/Program Transfer Procedure” and „Ivane Javakhishvili Tbilisi State University Internal Mobility Electronic Portal Procedure”.

"TSU's Internal Regulations and Disciplinary Responsibility Norms"

<https://tsu.ge/assets/media/files/57/TrinItIn%202023%20BA%20MA%20PhD-hum-Fall.pdf>,

Instruction for Students of the Faculty of Humanities at TSU

Uploading bachelor's/master's/doctoral Thesis Using the Program "Turnitin" on <http://e-learning.tsu.ge/> for Plagiarism Checking

Interviews with students, graduates, administration.

Recommendations:
Suggestions:
Best Practices (if applicable): All papers are checked for plagiarism using the Turnitin program, and students have the right to review their work using this tool.
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
5.2 Student Support Services
<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
Descriptive summary and analysis of compliance with the standard component requirements At TSU, the electronic system for managing the educational process, uni.tsu.ge, has been implemented. This electronic system systematizes information about educational programs and enrolled individuals. Notably, students and lecturers are effectively utilizing online platforms to upload educational materials, access various information, submit applications online, upload grades, and more. According to the students, grades are uploaded promptly within a week. If there is any delay, they are informed in advance by the lecturer, ensuring that it does not disrupt their educational process. The university conducts a survey every semester, in which students are actively involved. However, there were some complaints from students regarding the length of the questionnaire. The university considered this feedback and reduced the number of questions. The university provides various support mechanisms for students, one of which is additional consultation hours. According to students, these are particularly utilized during the exam period. Information about consultation hours is posted on informational boards within the university and online platforms. Students can also arrange times directly with their lecturers, making this support system quite flexible. In September, the university holds open house days to help freshmen register on the online platform and choose their courses. However, when course selection begins, the administration and program heads remain involved and assist students in the selection process. The university also hosts a Student Services and Career Development Center aimed at facilitating students' full integration into university life, supporting their personal, professional, and career development, and aiding in the development of general skills necessary for employment. This center

helps students develop the professional and social skills needed to thrive in society. During the reporting period, 329 students completed internships in various structures of TSU.

The university presented statistical data on the students participating in internships, categorized by year. The university holds a job fair, where an average of 50-60 percent of participants secure employment or start internships with the companies participating in the forum.

The employment status of graduates shows that 88 percent are employed in their field of study, while 73 percent are employed overall. 34% of graduates work in the private sector, 31% - in state institutions. 16% - in the non-governmental sector, 12% - in international organizations, and 7% are self-employed. A survey of employers showed that 11.1 percent of graduates are fully prepared for employment, 36.1 percent are prepared, 36.1 percent are mostly prepared, 13.9 percent are somewhat prepared, and a very small percentage indicated that they are little prepared.

Overall, the university's students and graduates acquire skills that help them secure employment. A higher percentage are employed in their field of study, and most employers believe that the university's students are well-prepared to perform the tasks required of them upon employment.

According to students, they frequently receive information regarding employment opportunities and often meet with representatives from employer companies. During one such meeting, an employer noted that although they represent a state structure and cannot give preference to graduates from any specific university, TSU students are often more frequently employed by their organization.

The university ensures active student participation in various university activities, including international and local conferences, seminars, training sessions, research projects, and more. Representatives from independent research centers confirmed that both undergraduate and graduate students are involved in all research activities. Students also noted that participating in these conferences helps them earn points toward receiving scholarships.

In addition to these activities, the university offers various international exchange programs, Erasmus, and joint programs. For example, one student interviewed was participating in a joint program between TSU and an Italian university. Students also highlighted the success of new opportunities, such as scholarships for studying in Arab countries and frequent visits from foreign professors who deliver lectures on various subjects. One student mentioned that in March, a Japanese professor gave lectures on the peculiarities and modern forms of Japanese management to students of the Faculty of Economics and Business.

The university has presented 482 international agreements, which include exchange programs, dual degree programs, and Erasmus programs. The university presented a document detailing the number of students involved in international mobility and the number of projects, which is truly impressive. The document covers mobility since 2018, within the reporting period. It is important to note that within the framework of exchange programs, a significant number of students came to TSU (Tbilisi State University).

The International Center has its own platform from which it manages the international mobility process. The university strives to support students with fewer opportunities by creating various mechanisms. For example, an online learning system has been implemented for students. The university also offers similar support to students within the penitentiary system. Students with disabilities can participate in international mobility if they meet the minimum requirements, supported by the Department of International Relations. Students receive information about international mobility and Erasmus programs from the university's website, as well as through emails and social platforms.

<p>The university supports (SES) students with financial assistance. The Chancellor's Office is always ready to help. During the COVID-19 pandemic, computer equipment and internet support were maximally mobilized for students. The university individually reviews the financial support mechanism for each student. The university has established a rule for (SES) students, allowing them to pay the semester tuition fee (half of the annual tuition fee) in installments according to a schedule determined by the university, based on their request (N24/01-01, 05.02.2018). The university operates a psychological assistance center that helps students cope with stress. As noted by students and alumni, the university's strengths are the quality of education, the professors, and the value placed on learning and hard work. However, they identified bureaucracy as a weakness, particularly the prolonged process of issuing documents. According to university representatives, significant efforts have been made in recent years to digitize documents and shift to online management of administrative processes. These improvements will help the university respond more quickly to all incoming correspondence. University has examination Center, all students interviewed were aware of the grade appeal mechanism and rated this procedure positively. They believe that the system is flexible and efficient because the examination center quickly responds to grade appeals.</p>
<p>Evidences/indicators</p> <p>Self-Assessment Report</p> <p>International Mobility Registry</p> <p>International Registry of Agreements</p> <p>Methodology for Developing Individual Study Plans</p> <p>Interviews with students, graduates, administration</p> <p>N 02/01-01, 24.01.2012</p> <p>At Ivane Javakhishvili Tbilisi State University, vulnerable students can pay their semester tuition fee in installments according to the university's established schedule, based on their request (N24/01-01, 05.02.2018).</p>
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p> <p>Online Platform of the Department of International Relations</p> <p>The university operates a psychological assistance center that helps students cope with stress.</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 checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p>

☐ Does not comply with requirements

6. Research, development and/or other creative work

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

6.1 Research Activities

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

Descriptive summary and analysis of compliance with the standard component requirements

TSU actively carries out research/creative activities. Currently, the number of ongoing fundamental and applied research projects is 300.

Independent scientific research units (16 independent scientific research institutes) operate in higher education institutions. The Horizon Europe National Office is functioning at TSU in order to involve the university more actively in the Horizon framework programs of the European Commission. The office disseminates information about grant competitions announced within Horizon and regularly conducts training on the essential issues of grant competitions.

As a result, 20 projects (EU EPLUS, ERASMUSPLUS, H2020, UCPM) with the participation of TSU and financed by the European Commission were completed in 2018-2023. HEI scientists and students have modern learning spaces - 16 research institutes, up to 85 teaching laboratories, such as: Fablab, SMART|Lab, SMART|AtmoSim-Lab, Bloomberg Lab, physics and chemistry laboratories; electrical and electronics engineering laboratories; high-precision modern nuclear magnetic resonance (NMR) spectrometer (400 MHz); TSU Knowledge Transfer and Innovation Center; Multimedia center, archaeological field base on Graklian hill, fine arts studio, etc.

In 2018-2023, HEI won 727 projects, including 596 national and 131 international projects.

HEI participates in an important experiment at the Large Hadron Collider of the European Center for Nuclear Research (CERN, Switzerland), known as the ATLAS experiment. The university is involved in the JEDI and COMET experiments planned at the Jülich Research Center (Germany) and the Japan Proton Accelerator Complex (J-PARC); Also, in the project FAIR (Facility for Antiproton and Ion Research), which is planned to be implemented in the research center of Darmstadt (Germany).

According to SCOPUS data, more than 3,600 publications were published by TSU in 2018-2023, most of which were published within the framework of projects funded by various scientific foundations (national/international). It carries out research activities in cooperation with the world's leading universities and scientific centers.

There are 16 independent scientific research institutes operate in TSU, which significantly increase the scientific potential of TSU. The institutes cooperate with various faculties at all three levels of education in both educational and scientific areas. In particular, supervisors of bachelor's, master's and doctoral

dissertations participate in the scientific research projects of the faculties. Joint local and international conferences are held annually with their participation. Students are actively involved in the research activities of the institutes at various levels. The integration of research activities into the educational process is ensured and confirmed by the growing statistics of TSU research institutes, which are involved in the educational and research process and participate in supervising the preparation of master's and doctoral dissertations.

The independent scientific and research institutes of TSU have been actively cooperating with economic agents for years and are implementing relevant projects commissioned by the state or private sector. During the last 5 years, a total of 1193 contractual research projects were implemented.

Independent scientific-research units of TSU, under the authority of state or private sector commissions, carry out research work on the following types: scientific-research, consulting and expert activities in fundamental and applied directions of physics; provision of mineral resources base in Georgia with new technologies and methods; Determination of priorities of mining and geological fields and promotion of their development, creation and attraction of new technologies; complex investigations of minerals and preparation of recommendations for their rational use; study of dynamic processes affecting the geological environment and their possible forecasting research; Research of the regularity of formation and spatial distribution of useful mineral deposits (energy, metallic and non-metallic raw materials), their forecasting; development of new, efficient, complex, energy-saving technologies for enrichment and processing of solid minerals and improvement of existing minerals; development of methods of obtaining new types of products with targeted properties from mineral raw materials and determining the areas of application of these products; Development and improvement of technological methods of mining industry waste utilization and wastewater treatment; development of criteria of economic efficiency of geological works; Economic evaluation of mineral raw materials and marketing studies. Mapping, monitoring and modeling of geophysical fields (seismic, gravity, geomagnetic, geodynamic, geothermal) on the territory of Georgia, determining and predicting the spatio-temporal dynamics and interdependence of complex processes in the earth's crust, sea and atmosphere. mineral resources and provision of a safe environment; geomagnetic and Cosmo physical observational observations and placement of received continuous materials in international databases; Engineering, exploration and environmental geophysics, natural hazards and risk, hydro geophysics, monitoring of large engineering facilities; diagnostic-expert activities of health care, production of fundamental and applied studies of the country's mineral resources and dissemination of their results; expert-consultative support of economic activities in the country (prediction of mineral raw material deposits and issuing recommendations for carrying out geological-research works), promotion of geographical knowledge, implementation of consulting and expert activities in chemistry and chemical technologies; research and substantiation of the historical foundations of restoring the territorial unity of Georgia; fundamental research of Georgian history, ethnology and anthropology and expansion of international contacts; Tourism promotion and consulting in this field.

In 2018-2023, the researchers of the university published 3610 articles (as of January 25, 2024). It is worth noting that almost a third of these publications are international collaborations.

The Department of Scientific Research and Development provides ongoing support to researchers, offering workshops, trainings and individual consultations on topics such as using bibliometric databases, strengthening bibliometric indicators and publishing in high-impact journals. The institution of higher education has established mechanisms to encourage and facilitate the publication of high-quality research by faculty and doctoral students. This includes giving recognition to articles published in journals indexed by Scopus or Web of Science.

TSU actively integrates research into its educational programs. Faculty members, including researchers from TSU's scientific institutes, are involved in teaching and supervising research projects. Students of all levels are encouraged to participate in research initiatives, including grant projects, scientific expeditions, and student science circles. The Student Projects Council funds research projects that are integrated into higher education programs.

Artistic and creative activities are an important part of the culture of higher education institutions. Fine arts teachers and students regularly organize exhibitions, master classes, workshops and participate in international art festivals, both at the university and outside.

TSU's dissertation defense process is characterized by objectivity, fairness, transparency, and a strong commitment to academic honesty and integrity. Anti-plagiarism policy is strictly followed.

The implementation of doctoral educational programs at the University, including admission, study, research, thesis submission, defense, assessment, and awarding of the Doctor of Philosophy degree, is governed by the minimum standards of the TSU Doctoral Regulations. This document outlines the roles and responsibilities of the PhD supervisor, including their qualifications. A scientific supervisor should have a PhD academic degree, experience of research in the field/specialty related with the PhD student's thesis and relevant publications for the latest 10 years. (22.02.2024; №23/2024). A scientific supervisor may supervise maximum seven PhD student with active student status. The main requirement for the defense of a doctoral dissertation is the publication of two scientific articles related to the topic of the dissertation in high-rated, peer-reviewed international journals (or conference proceedings) that have an ISSN code and an international editorial board (or scientific Committee) and distributed internationally. At least one of these publications must be in an international journal (or conference proceedings) indexed in Scopus, Web of Science or ERIH PLUS (ERIH PLUS is used only for doctoral students of Georgian studies and Caucasian studies).

PhD students are supervised by TSU academic/scientific staff with a PhD degree, research experience in the relevant scientific field and publications within the last 10 years. In addition, students may have a second supervisor who may be from outside the university with a PhD, research experience and relevant publications in the relevant scientific field.

The scientific supervisor, together with the head/supervisors of the relevant doctoral educational program, guides the doctoral student in planning the educational and research process. The supervisor monitors the student's progress in both educational and research components. In the event that the head cannot continue to lead, a reasoned application will be submitted to the Faculty Council. A doctoral candidate may have more than one supervisor. The decision on the appointment of several supervisors is made by the faculty council. To evaluate the effectiveness of supervision, the university conducts surveys among doctoral students.

After the submission of the thesis, the faculty council selects at least two reviewers. The University Dissertation Board approves these reviewers based on the recommendations of the Faculty Dean. If one reviewer gives a negative evaluation, a third reviewer is appointed. Reviewers should hold a PhD, have research experience in the relevant field and have published relevant papers. They are required to review the thesis and submit evaluations to the faculty within 60 calendar days of submitting the thesis. If two reviewers give a negative evaluation, the candidate will not be allowed to defend the thesis, but the faculty council may allow them to work on the thesis for another academic year.

To defend the dissertation, the University's Dissertation Council establishes a defense committee, which consists of professors, associate professors, assistant professors and/or senior researchers in the relevant field. At least one member of the commission must be from outside TSU, representing the

relevant field from Georgia or abroad. The commission has at least seven members. The defense of the thesis is public, and information is published on the website of the university or faculty at least one week before the defense. The university uses public, transparent and fair procedures for the evaluation and defense of theses, which ensures a field-specific approach. Research results are integrated in teaching activities of the institution. Workload of academic and scientific staff enables them to effectively supervise PhD works/arts-creative projects, and high quality scientific works and projects. The university have developed research priorities in accordance with its mission, goals and strategy, and it has adequate human and material, including financial, resources to implement these priorities.

Evidences/indicators

Ivane Javakhishvili Tbilisi State University Strategic Development Plan 2024-2030;

TSU_Statute;

Regulations of basic structural units;

Annual Reports of the Department of Scientific R&D - 2018_2023;

TSU R&D Management;

[Order N12/04](#), 19/05/2021 - "On determination of university regulations for the promotion of scientific research of academic staff at Ivane Javakhishvili Tbilisi State University";

[Order 13/04](#), 19/05/2021 - "On determining the university regulations for the promotion of scientific research of doctoral students at Ivane Javakhishvili Tbilisi State University";

Order of Head of Administration of January 31, 2020 [N24/02-01](#) - "On approval of the rules for financing student projects at Ivane Javakhishvili Tbilisi State University";

VI.1.6_Scientific reports Description of artistic and creative activities

minimum standard for doctoral studies" (Annex VI.1.8);

[TSU Quality Assurance Service reports](#);

The list of doctoral theses defended in the last 5 years and master's theses defended in the last 2 years according to the faculties; Abstracts of doctoral theses defended during the last 2 years;

Results of the student survey (Annex II.19);

Defended [dissertations](#) posted on the TSU website.

Recommendations:

Suggestions:

Best Practices (if applicable):
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
6.2. Research Support and Internationalisation
<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 internationalisation of research, development and creative activities.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The higher education institution has created an effective system of support for research, development and creative activities. TSU supports scientific research/creative activities, which focus on developing new knowledge, vision, approaches and perspectives for research topic / creative practice. The University has public, transparent and fair procedures for funding research. The following activities are permanently carried out in the HEI: measures necessary for inclusion in the international rating systems of TSU; Involvement of foreign lecturers and researchers in TSU both in teaching and in current/planned research; increase in the number and quality of international projects; Quantitative and qualitative growth of international cooperation; Marketing of educational and research opportunities of the university at the international level to attract foreign citizens, involvement of graduates working successfully in the international research arena in the process of planning and administration/implementation of research at the university. The university has developed "Ivane Javakhishvili Tbilisi State University scientific-research and innovative development strategy", which aims to: improve research quality and productivity; Strengthening the impact of research at the local, national and international levels; promotion of interdisciplinary cooperation and research; Ensuring compliance and transparency of research ethics norms; Strengthening of research infrastructure and development of services.</p> <p>A scientific research and development department is functioning at HEI, the purpose of which is to effectively implement research management. The department assists faculty/institute staff or PhD students in obtaining funding. To support research, the Department of Scientific Research and Development of TSU encourages and assists faculty/institute employees and young researchers to obtain funding from foundations and/or other donor organizations under competitive conditions and offers consulting services. Procedurally, these activities related to grant competitions are as follows: Seeks information about grant competitions from new scientific foundations, other donor organizations and informs university staff/students, and provides counseling services to university staff/students on proper technical training. Presented grant projects, technical inspection of the project, etc. The Department of Scientific Research and Development participates in the administration of scientific grants and helps grant holders in project implementation and periodically organizes trainings and presentations for TSU employees and students. In addition, the department consults with TSU employees on announced grant competitions.</p>

HEI finances scientific research activities in order to promote the creation of high-ranking scientific publications. Accordingly, the activity of the scientific staff is carried out according to the tasks planned and written in the projects. Academic staff research is funded in the form of 50% of salary. It also finances scientific, cultural/educational and sports projects presented by students. The decision on the financing of these projects is made within the framework of the relevant financial resources provided by the annual budget of the TSU, with the recommendation of the permanent council created to ensure the financing process of the senior student projects. In order to attract and support young personnel in research/artistic activities, the university finances scientific, cultural, educational and sports projects presented by students from the budget on the basis of competition; It helps young researchers to obtain funding, contributes to raising the prestige of the scientific career at TSU, popularizing science among the younger generation. For this purpose, he conducts consultations of young scientists in connection with announced/ongoing grant competitions, electronic library databases; In order to increase the research productivity of doctoral students, there is a minimum standard for doctoral studies, according to which the following two scientific publications related to the topic of the thesis are a necessary condition for the defense of the thesis. - Peer-reviewed scientific articles in high-ranking international journals (or conference proceedings) that have an ISSN code and have an international editorial board (or scientific committee) and that are distributed internationally and are open to international collaboration. At the same time, at least one of these two publications must be in an international journal (or conference proceedings) indexed by Scopus or Web of Science or ERIH PLUS.

In order for doctoral students to become highly qualified researchers, the Department of Scientific Research and Development offers the course "Science Management" to doctoral students. Also, USD operates a post-doctorate institute, the purpose of which is to support scientists with the academic degree of doctor by involving them in the implementation of research and academic activities relevant to the university. Also, the higher education institution has incentive mechanisms for promoting scientific research in relation to the publication of papers in high-ranking publications in affiliated publications. Accordingly, the award is given to an article authored/co-authored by an academic staff member or PhD student, published (accepted for print) in a journal indexed in the SCOPUS or Web of Science bibliometric database under the name of the university. USD operates an industrial innovation laboratory (FabLab) and a business incubator. The industrial laboratory opened with the support of Tbilisi City Hall allows TSU students and all other interested citizens to formulate and implement their own business ideas, create prototypes of desired products and take the first steps to start their own business.

The industrial innovation laboratory of the university is equipped with modern and expensive technologies. TSU students can use equipment like CNC router, 3D printer, UV printer, Epilog Fusion - laser device, 3D scanner, Model 150 A - forming device, 3-dimensional printer - Dual extruder.

The higher education institution has a support department - a center for knowledge transfer and innovation. The main function of the center is the transfer of knowledge and research, generating innovation, lobbying for the introduction of commercialization of knowledge into educational programs, and the function of the center is to connect academia and industry.

The hub of entrepreneurs is functioning in the higher education institution. The aim of the hub is to connect university students, graduates and entrepreneurs. Hub members have unlimited access to the programs, mentoring sessions and infrastructure offered by the Knowledge Transfer and Innovation Center and Fablab. The Hub brings together existing FabLab beneficiaries and TSU students who want to formulate and implement their own business ideas, create prototypes of their desired products, and take the first steps to start their own small/micro business or startup. The university has several journals

that publish student research, field expeditions and practical reports. Student scientific circles function at each faculty; Scientific expeditions, field practice of students, field seminars are held.

The university works on the internationalization of research, development and creative activities, which means promotion of international mobility of students and staff, development of double and joint study programs, strengthening of teaching of foreign languages, attraction of citizens of foreign countries to academic programs.

Higher education institutions have signed cooperation agreements with about 200 leading higher educational institutions of the world. The agreements mentioned provide for implementation of joint educational programs and research projects, mobility of students and academic staff, and organization of joint events.

The university is actively involved in projects funded by the European Union, including the international credit mobility program ERASMUS+, the purpose of which is to deepen cooperation and promote mutual mobility. In the last five years, the university has obtained 131 international projects from various foreign foundations or donor organizations, which is the best way to internationalize research. TSU successfully participates in the most important experiment of the 21st century, which is carried out at the Large Hadron Collider of the European Center for Nuclear Research (CERN, Switzerland), called the ATLAS experiment. Along with this, the university is involved in the JEDI and COMET experiments, which are planned at the Jülich Research Center (Germany) and the Japan Proton Accelerator Complex (J-PARC). TSU's research activities, both within the framework of implemented projects and published publications, are closely connected with the world's leading universities and scientific centers. TSU currently implements 2 joint and 5 double degree awarding educational programs. 74 representatives from leading foreign universities are periodically involved in the implementation of the above joint and double degree international educational programs. At the same time, they are supervisors of bachelor's and master's theses. The university is currently negotiating with foreign universities and potential donors to add joint and dual degree programs.

Evidences/indicators

Regulations of the Scientific Research and Development Department of TSU;

Annual reports of the Scientific Research and Development Department of TSU;

Ivane Javakhishvili Tbilisi State University's scientific-research and innovative development strategy
Internationalization Policy Document

Resolution of the Academic Council of October 4, 2013 N112/2013 -On determining the amount and conditions of remuneration (official pay and bonuses) of the academic staff (professor, associate professor, assistant professor) of Ivane Javakhishvili Tbilisi State University";

Regulations of the Foreign Relations Department of TSU;

Regulations of the Knowledge Transfer and Innovation Center (industrial information laboratory - FabLab and Business Incubator, Entrepreneurs' Hub);

Description of artistic and creative activities at TSU;Resolution of the Academic Council of May 24, 2021- "On approval of the post-doctoral program (regarding employment as a post-doctoral student) of Ivane Javakhishvili Tbilisi State University";

SI - Rules for financing student projects at Ivane Javakhishvili Tbilisi State University;

<p>Order N12/04, 19/05/2021 - On determination of the university rules for the promotion of scientific research of the academic staff at Ivane Javakhishvili Tbilisi State University";</p> <p>Order 13/04, 19/05/2021 - On determining the university rules for promoting scientific research of doctoral students of Tbilisi State University named;</p> <p>Resolution of the Academic Council of December 27, 2018 N245/2018 - On approval of the minimum standard of doctoral studies".</p>
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>6.3. Evaluation of Research Activities</p>
<p>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.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The higher education institution has an effective system of evaluation and analysis of the quality of research/creative-art activities, productivity of scientific-research units and academic/scientific personnel. The University has a quality assurance office, a scientific research and development department and related faculty services that are concerned with the evaluation, stimulation and promotion of research activities. TSU's scientific research and development department annually analyzes TSU's activity in grant competitions, as well as TSU's scientific productivity using Scopus. At the same time, the department annually prepares a report on the conducted scientific-research works.</p> <p>The university has a mandatory minimum scientific-research workload system for academic staff. The scientific-research product created by the academic staff is evaluated. For one year, the academic staff is obliged to accumulate at least 100 points. Completion of at least 100 points of the annual minimum scientific compulsory load is subject to remuneration in the form of a salary. During the calendar year, the academic staff decides which component is the minimum mandatory scientific research load and what type of scientific research output constitutes the mandatory scientific load of a particular academic staff in each component.</p> <p>The minimum scientific requirements of the staff determined by the Resolution of the Academic Council of October 4, 2013 N112/2013 oblige the academic staff to create highly rated scientific publications.</p>

<p>The rule of evaluation of the educational and scientific-research activity of the University regulates and determines the educational, scientific-research and artistic/creative activities of the university, the academic and scientific activities of the main educational units. (faculties) and independent scientific-research units, educational and scientific-research activities of invited staff and teachers, assessment of artistic/creative activity, according to which the assessment of educational, scientific-research and artistic/creative activity of university staff is carried out according to the assessment of personnel established by the Academic Council as a rule, based on the self-assessment reports and the criteria presented in them.</p> <p>Evaluation of academic, scientific and guest personnel is carried out at TSU. The self-assessment questionnaire is sent to the staff in electronic form. The results of the staff self-assessment are discussed and evaluated by the councils and scientific councils of the relevant structural units, the report of educational, scientific-research and artistic/creative activities, its analysis and the action plan for further improvement. Educational and scientific-research activities are submitted to the quality assurance service of the university. In cooperation with the relevant structural units of the university, the quality assurance service of the university, based on the analysis of the educational, scientific-research and artistic/creative activity reports and action plans of the main educational units and independent scientific-research units, submits recommendations to the academic council for further improvement of the educational and scientific-research activities.</p>
<p>Evidences/indicators</p> <p>Ivane Javakhishvili Tbilisi State University Strategic Development Plan 2024-2030;</p> <p>Regulations of the Scientific Research and Development Department of TSU;</p> <p>Regulations of the Quality Assurance Service of TSU;</p> <p>Annual reports of the Scientific Research and Development Department of TSU;</p> <p>Resolution of the Academic Council of October 4, 2013 N112/2013 "On determination of the amount and conditions of remuneration (official pay and supplementary payment) of the academic staff (professor, associate professor, assistant professor) at Ivane Javakhishvili Tbilisi State University";</p> <p>Resolution N78/2018 of the Academic Council of February 26, 2018 "On approval of the rules for evaluating the educational and scientific-research activities at Ivane Javakhishvili Tbilisi State University";</p> <p>Resolution N81/2018 of the Academic Council of February 26, 2018, "Rules for evaluating the personnel of the Ivane Javakhishvili Tbilisi State University"</p>
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>

Evaluation

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

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources

- The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities and corresponds to the existing number of students and planned enrolment.
- HEI offers the environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- The health and safety of students and staff is protected within the institution.
- HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

The general structure of the TSU contains main teaching units (mostly around the faculties), research units (independent institutes, laboratories) and auxiliary structural units. To these components an administrative apparatus is attached necessary for the performance of the university's core functions. The university conducts educational and scientific research activities in 27 buildings in Tbilisi and Kutaisi, including student dormitories. In Kutaisi a Vocational Education Center was established which administers all vocational education programs operating at the HEI.

The material resources owned by TSU and used to achieve educational and research objectives in general, are duly recorded in the SER. Based on the data provided, it can be concluded that they meet the requirements for the implementation of educational programs, research activities and the current number of active students.

All faculties have laboratories corresponding to field specifics. The laboratories at the Faculty of Exact and Natural Sciences were significantly renewed and updated within the framework of cooperation with San Diego State University, USA. In this respect, the fully equipped teaching laboratories for chemistry and physics (visited by the Expert Panel) far exceed expectations. The buildings are equipped with sanitary facilities that comply with hygiene standards and with continuous lighting and natural ventilation. Among other things, the programs are based on well-equipped lecture halls with projectors and computers, sufficient working space for students, including access to computer workstations. The same assessment applies to the clinical partner institutions involved in the educational process (the main practical training bases in the associated hospitals and clinics are regularly assessed for their adequacy and quality of the practical training program).

TSU has a widely scattered infrastructure including buildings for theoretical teaching and other bases, and several other sites are currently under planning or opening. In case of Medicine and the MD

programs (English and Georgian language, medicine and dentistry) of the TSU, the Medical Faculty provides the necessary infrastructure to run the curricula, the teaching spaces and related tools are all available, and the relevant protocols of use comply with recognized international standards. The faculty has a skills center (for medicine and dentistry, also) with sufficient number and quality of workstations, simulation facilities to promote the development of practical skills, for both dentistry and medical students. Dedicated and well-trained staff support the learning process. This, as a whole, meets the current needs of students of the faculty. Nevertheless, the space in the skills facility is rather limited and although the recommended list of simulators was recognized, the current inventory and condition of technical aids (simulators, low fidelity mannequins, etc.) is insufficient for the future needs or an increased number of medical/dental students for preclinical practice and training. Therefore, a new simulation center (as described in the Strategic Development Plan of the Faculty of Medicine (2018-2024) will be actively used to address this situation.

Among the most immediate further goals listed is the restoration of the vivarium building of the Institute of Morphology/TSU and the foundation of an international training centre for laparoscopic surgery. The latter would represent a forward step in an area of critical importance for quality postgraduate training at TSU. In this line, the Medical Faculty ensures the acquisition of clinical skills through necessary professional, human and infrastructural conditions in cooperation with teaching hospitals. The current range of clinical training sites seems to be adequate and supports the delivery of the clinical part of the educational program for English and Georgian program students too, but it is mentioned there are already plans to build/acquire a new university hospital.

During the site visit, students informed the Expert Panel that they receive sufficient information and guidance on the completion of their clinical practices, rotations and on the requirements regarding the improvement of their clinical skills. The quality management system of the TSU is extended to these external clinical training sites to ensure the quality of clinical practical teaching. The infrastructure of clinical training sites seems to be able to cope with the clinically oriented small-group bedside teaching and the units provide sufficient possibilities for clinical shadowing and professional support for the students performing their clinical practices at the wards. During the on-site visit, language difficulties between international students and Georgian patients were not mentioned as a matter to be improved in case of preclinical technical skills training, but the potential of team-based simulation is not fully exploited for the acquisition of the level of communication skills already expected in the upper years. After the establishment of the new Simulation Centre the equipping of the new facility with expanded capacities towards team-based communication training is suggested.

The HEI regularly evaluates the adequacy of infrastructure in terms of general condition, functional features, AV techniques, and teaching efficiency. When feedback was received about the need to improve the infrastructure (renovation of the interior), including the need to install food and beverage vending machines, rest areas and canteens in all buildings, students indicated during interviews that this latter shortcoming had been addressed by the university.

During the site visit, the Expert Panel gained an in-depth insight into the wide range of infrastructures and how they serve university teaching and learning and other activities of the students and staff. Here it should be noted, that in agreement with the SER, the Museum is an asset, one of the treasures of TSU, the history, archeology, zoology, mineralogy, paleontology exhibits are added values and increase significantly the comfort and corporate identity of TSU staff and students alike.

Exhibition spaces are available for visual arts, comfortable spaces for students to relax, socialize, and study in common areas, spaces that can accommodate basketball, volleyball, and other indoor sports. These facilities enhance the educational experience and provide a vibrant and inclusive campus

environment. It is also clear that the infrastructural units are run by dedicated and competent colleagues.

Nevertheless, it should also be added that although the infrastructure of the central buildings is a colorfully complex mixture of old and new, modern and classical, the ageing infrastructural complexity can lead to higher running costs, decrease the perception of excellence, may reduce marketing value in the long run. A prospective, systematic planning of reconstruction or installation of new infrastructure may lead to more efficient use of financial resources and to a higher degree of satisfaction among the users. To give a concrete example: the lack of sufficient ventilation and adequate air conditioning in some of the educational units or commonly used spaces significantly reduces the activity during the increasingly hot summer-autumn periods (this is indirectly recognized in SER as well). Therefore, it is about time to prepare surveys and renew plans to address the current needs. It should be noted here that, in the spirit of the "green transition", the expectedly rising operating costs of climatization can be significantly reduced by well-designed use of solar panels, as has been demonstrated in several other HEIs.

According to SER a suitably qualified committee will make recommendations on the lavatories, the availability of natural lighting, the proper functioning of central heating systems and the environment for people with special needs in accordance with international standards. Sanitary facilities for students with special needs are provided in all buildings (as listed in Annex VII.1.1). The majority of buildings have parking spaces, including disabled parking, with easy access to the buildings, except for building N6, where the site boundaries and location do not allow for parking lots. Persons with special needs can move freely in building N1 (lift and ramp), building N2 (lift and ramp), building N3 (ramp), building N10 (lift and ramp), the Professional Education Center (lift), the University Library (lift) and the Institute of Morphology (lift and ramp). As for other educational, scientific, administrative and research buildings the procurement of design services through tendering is planned as a first step, followed by their implementation on the basis of the University's budget and the resources mobilized.

Medically trained staff are available, equipped with medicines necessary for administering first aid; in Building N10, a medical office with a total area of 20 m² is supplied with cold and hot water. TSU has a security service and a video surveillance system around the entire inner and outer perimeter of the buildings, with recording and storage facilities. The University has implemented the necessary fire safety mechanisms, fire extinguishers and internal fire hydrants have been installed on all floors of the buildings, with detailed instructions for use. Each building has the required number of evacuation plans approved by the competent authority (as listed in Annex VII.1.11).

Evidences/indicators

SER

Site visit

Website

Interviews

Recommendations:

- It is recommended to prepare a short-term action plan, starting with a clear overview of the most pressing problems, such as the lack of air conditioning, and an assessment of the resources available internally. The HEI should continue to address or correct the identified infrastructure gaps (with specific plans for the mid- and long-term) and search for the resources to improve the existing physical conditions.

<ul style="list-style-type: none"> It is recommended that TSU further improves the technology and invest in the extension of the current Simulation Centre
<p>Suggestions:</p> <ul style="list-style-type: none"> It is suggested to continue rehabilitation of the medical educational environment (lecture halls, university laboratories) should be continued as described in the Faculty of Medicine Strategic Plan (Objective VIII). In agreement with the Strategic Plan of Medicine, the Faculty is suggested to have its own university clinical base, with the provision of fully equipped study spaces (classrooms) as requested.
<p>Best Practices (if applicable):</p> <p>-</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>7.2. Library Resources</p>
<p>Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The University Library is a member of the Library Association of Georgia and a member of the International Electronic Library Network. Accordingly, academic and administrative staff of TSU, students of all three academic levels and students of international programs have access to relevant and important scientific digital databases. Readers' access to the main databases, including Scopus, WOS and Science Direct, among others has also been confirmed (with more than 14000, 15000 and 22000 hits/year, respectively, according to 2022-2023 statistics). The databases are fully accessible in the university space and off-campus access is also possible via university e-mail (the most important library resources are accessible from outside the university). On-site access is provided to a wide range of international literature, academic resources, books and classical educational materials.</p> <p>The University Library is equipped with the necessary IT devices and provides ample working spaces for students, access to journals and e-books. The state and functionality of the IT equipment is satisfactory, designated areas are available for silent study and group work. Overall, the students of the international and Georgian programs have found here a stimulating environment with adequate equipment, space, and learning opportunities. The library's book and electronic collections correspond to the compulsory reading lists set out in the subject curricula and syllabi.</p> <p>Paper-based teaching materials are gradually replaced by online available tools and e-publications providing a flexible teaching and learning experience. A transparent and continuously available online database of the teaching materials supports students, making a flexible learning schedule possible. The University Library is available for students and staff 6 days a week for 60 hours. During the exam periods, the library works on Sundays too.</p>

<p>It should be noted here that the position, role and scope of the National Library of Sciences, a library unit integrated into the university structure, is less clear in relation to the university's activities. If the coexistence of the sister institutions can be justified on the basis of apparent historical tradition, the Expert Panel should note the apparent need to optimize their cooperation and ensure they complement each other effectively. This will allow the two parallel sites to work synergistically, improving the overall academic and research experience of the university community.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> - SER - Interview results
<p>Recommendations:</p> <p>-</p>
<p>Suggestions:</p> <ul style="list-style-type: none"> • TSU is advised Implement a strategy for increasing the cooperation between the University Library and the National Library of Sciences. Encourage the linkage of databases as closely as possible, the goal is seamless access to the resources of the two Libraries through a single digital platform. Regularly gather feedback from faculty and research staff to understand their preferences and use this feedback to improve the joint services in both Libraries. • It is suggested to organize jointly coordinated public events is suggested to take advantage of the expertise and resources available in both Libraries.
<p>Best Practices (if applicable):</p> <p>-</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>7.3 Information Resources</p>
<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 webpage in Georgian and English languages.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>TSU has a well-maintained information technology infrastructure available to students and academic, research, visiting, administrative staff. In particular, the university operates 99 computer resource centers and computer classrooms/laboratories, including 5 computer resource centers and 94 computer classrooms/laboratories, where 1 400 computers are located and are available for university students and academic staff. In addition, 162 computers are available in the university and faculty libraries. More</p>

than 350 projectors are included in the educational and scientific process, which are placed in faculty rooms, laboratories and computer classes. as well as faculties. There are 37 interactive display units.

In fact, each faculty has sufficient technical resources, which are distributed both to the department and to the administrative staff, as well as to the library. The technical resources of the library are given in the appropriate section of the library. Information technology infrastructure (computer equipment, software, Internet), intended for the services of higher education institutions, is permanently available to students and staff.

The main components of TSU information technology infrastructure are data center, computer network, TSU domain, file, database and e-mail infrastructure, web infrastructure. All educational buildings of TSU and related scientific-research institutes, as well as regional buildings and laboratories are provided with high-speed, continuous Internet.

The security of personal and university data is protected using a multi-layered defense system. IT risk management is adequate and effective, data protection (including personal data) is ensured, and the effectiveness of the information system is evaluated.

University data centers, where most of the critical information is gathered, are equipped with reliable power supply and cooling systems. The total number of physical servers is more than fifteen. The servers are arranged in accordance with the rules and safety norms are taken into account. Ensuring smooth operation of servers in any unforeseen event.

Electronic services and electronic management systems have been implemented in the university. Information and communication technologies of the university are used in educational and scientific research activities, as well as in the management of the institution.

The administration of the information technology infrastructure is done by the Academic Council 6.04.2020, 31/. Based on the resolution of 2020 (the concept of implementation of educational programs of Ivane Javakhishvili Tbilisi State University and the rule of administration in remote and electronic format).

Turnitin licenses are used to check the similarity of various course assignments/examination papers as well as bachelor's, master's and doctoral theses on the electronic portal e-learning.tsu.ge. The similarity of papers is checked continuously.

In the electronic system of learning process management lms.tsu.ge, a service module in the form of notifications for students functions online; Students have the opportunity to receive services electronically from the Department of Information Technology. This module also allows students to electronically request and receive a variety of notifications and documentation from Faculty Administration, Central Office and the Finance Department, including technical support.

TSU has a Georgian and English-language website (www.tsu.ge), which performs a communication and information function and includes information about all areas of the university's activities, such as the mission, activities, structure, programs and enrollment criteria of the higher education institution, there is also a catalog of educational programs, expected learning outcomes and qualifications awarded, teaching and evaluation procedures, administrative/academic/scientific staff, regulatory documents, strategic development plans, annual reports , financial reports, current and implemented studies (results), basic statistics, available services, employment opportunities, the structure of the institution, management bodies and documents reflecting their activities, faculties, scientific. - Research units and their activities, staff of the institution, educational programs, scientific-research activities, international

<p>relations, library, museum, publishing house, continuing education, information about various social, public, cultural, sports and cognitive events, contact. information, etc.</p> <p>In addition, each faculty has its own website, which can be accessed through the appropriate links. TSU quality assurance service, TSU library, administrative units (scientific research department, museum, etc.) also have independent websites. The process of improving educational process management systems/databases is ongoing at the university.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Regulations of the Information Technology Department; • Order of the Head of Administration N 40/02-01, 26/02/2018, "On the approval of the procedure for the production of the electronic system for managing the educational process of at Ivane Javakhishvili Tbilisi State University" (Annex VII.3.14); • Order 261/02-01, 21/09/2023 "On approving the rules for administration of the official website of Ivane Javakhishvili Tbilisi State University", amendment to the order (Annex VII.3.17); • The concept and administration of distance learning in the educational programs at Ivane Javakhishvili Tbilisi State University; • Information Technology Management Policy and Rules for the Use of Information Resources of LEPL Ivane Javakhishvili Tbilisi State University
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Fully complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>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

Descriptive summary and analysis of compliance with the standard component requirements

As a state university, the budget of TSU is governed by the laws of Georgia, specifically the Budget Code of Georgia, which serves as the primary source for the formation of the university budget. The expenses outlined in the HEI's budget cover a range of needs for the university's educational and research activities. This includes the development of educational processes and academic staff, costs of scientific research activities, student needs, and the development of university infrastructure. There is no independent budget for each program or faculty/school; instead, they are part of the central budget. However, the budget formation process is collaborative, allowing faculties to propose specific needs which, upon the decision of the representative council, are integrated into the overall budget. The budget is approved for a period of three years, but recent changes in budget formation rules now allow for quarterly reviews and modifications. This practice provides the necessary flexibility for the smooth operation of programs and faculties. To sum up, the university ensures that the funds available are adequate and sufficient to effectively perform activities described in its strategic and action plans. Detailed budget planning and resource allocation processes are in place to align financial resources with institutional priorities. Furthermore, financial reports are meticulously prepared and reviewed to certify the correctness, fairness, and fullness of financial information, ensuring transparency and accountability. This rigorous financial management system supports the university's mission and strategic objectives, enabling continuous improvement and sustainable growth.

The main income source is revenue from student tuition fees, which are fixed and strictly regulated by government decisions on financing education. The ratio of self-financed programs to those funded by donations among existing educational programs is approximately 50-50%. In addition to tuition fees, the university budget receives funds from local and international projects and grants. Significant local sources include the Shota Rustaveli National Scientific Foundation of Georgia, the Ministry of Education, Science And Youth of Georgia, Tbilisi City Hall, and various ministries, depending on the project's subject matter. International partners such as ERASMUS+, DAAD, the World Bank, and USAID also periodically support numerous projects. The university's research centers actively compete for local and international grants for both infrastructural and fundamental research projects. On average, approximately 20% of the existing budget comes from external sources.

In response to the university's strategic and action plans, for the next calculating period the budget allocates 5 million GEL for the renovation and improvement of infrastructure. The allocation of financial resources in the budget is economically achievable, and it accounts for the risks of unexpected circumstances by allocating 20 million GEL from the sale of properties. Despite the larger scale of budget expansion required to meet the needs of modern quality education and an innovative educational ecosystem, the university's trajectory towards step-by-step improvements can be considered positive.

During interviews, the academic and visiting staff mentioned that the university provides financial support for professional development and various scientific activities, enabling them to be fully involved in these processes. Additionally, the structure of expenses in the presented budget is well detailed, ensuring the sustainability of the university.

External financial audits are conducted by eligible auditors, adhering to international standards. These audit reports, along with relevant financial statements, are made publicly accessible, promoting transparency and trust among stakeholders. The university's collaborative budget formation process ensures funds are adequate and sufficient to support strategic and action plans, covering academic programs, research, infrastructure, and student services, however in many areas, especially considering

the introduction of modern technologies in educational and research processes and overall digitalization of education there is still room for improvement in terms of expanding spending on the students/staff needs.

However, one weakness is the budget's heavy dependence on state regulations, which complicates instant purchases due to bureaucratic procedures. Although this issue is beyond the university's control, the HEI continues to actively engage and advocate to the parliament of Georgia for more flexible rules regarding budgeting the educational processes.

Evidences/indicators

- Self-Evaluation Report;
- Budgets of the university;
- Regulations on budgeting;
- Interview Results;

Recommendations:

Suggestions:

- It is suggested to continue close consultation and collaboration with the relevant state agencies to ensure a smooth and high-quality study process.
- It is suggested to allocate additional funds for student and staff development purposes, beyond those required for basic study needs.

Best Practices (if applicable):

Evaluation

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