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Introduction

The present report has been prepared by the Quality Assurance (QA) Office and underlines the outcomes of the implementation of the quality assurance mechanisms at East European University (EEU) during 2019-2020 reporting year, key achievements identified based on the findings and areas to be improved.

During the reporting period, numerous significant steps were taken towards institutional, professional and organizational development of the institution.

The quality assurance mechanisms at East European University were implemented in line with the quality assurance system goals, which first and foremost, implied supporting the achievement of the University mission and goals through introducing national and international educational standards into the University. To this end, the University developed quality standards and ensured the assessment of the compliance with quality standards and improvement of quality based on the assessment results.

It should be noted that during the reporting period, an updated quality assurance system was introduced focusing on meeting the needs and expectations of relevant stakeholders. The updated system and mechanisms focusing on the improvement, enables the University to be oriented towards students, staff or other stakeholders' satisfaction and ensures that offered services meet their requirements.

In order to meet students and other stakeholders' requirements and achieve their satisfaction, the quality assurance system, ensures evaluation of the quality of University activities and its development in all directions – study programs, teaching and learning, services, resources, internationalization, research, management, contribution to the development of the community and its position in the educational area.

As a result, more effort was put not only into the implementation procedures but also in the efficiency of outcomes.

The aforsaid system is focused on strengthening and improving achieved outcomes, bringing institutional benefit, thus, directly responds to the university aspiration to achieve sustainable goals.

The QA mechanisms introduced into the University is an extremely important tool for the evaluation of productivity and efficiency of educational activities. The recommendations formulated within the frames of this evaluation promote qualitative improvement of educational activity.

The key outcomes of the Quality Assuarance Office, being responsible for management and evaluation, is implementation of issued recommendations.

It is notable that with the proactive approach of the Office and active engagement of stakeholders in the processes (students, staff, graduates, employers, and partner organizations) the implementation of recommendation were significantly improved. It is especially noteworthy that the number of implemented systemic/significant recommendations given by the Unit were increased.

The following report emphasizes many successful examples of positive outcomes achieved as a result of implementation of the recommendations. In addition, the goal of the Quality Assuarance Office is to achieve even higher rate of implemented recommendations, to this end, the introduction of process automation platforms is underway and the Office is working to further introduce online system monitoring the implementation of recommendations.

The system will enable the Quality Assuarance Office to supervise all the major processes of educational activities at the University and increase the efficiency through implementation of recommendations.

Positive outcomes of external evaluation aimed at re-accreditation of study programs, successful accreditations, as well as outcomes of internal studies verify successful performance of Quality Assuarance Office and high quality of conducted evaluation, also internal study results indicate at satisfaction with the work of the Office.

The efforts of Quality Assuarance Office are directed towards continuous development of QA system as well as the development of skills and capacities of the team responsible for QA processes in order to make the QA system introduced into East European University coherent to international standards and the activities of the Office were reliable, of high quality and efficient!





Key Recommendations Identified by the QA Office in **2019- 2020** Based on the Use of QA Mechanisms

Based on the outcomes of the analysis proceeding from the use of QA mechanisms in 2019-2020, the Office has formulated recommendations in the following areas:

- ► Enhancing practical component of study programs, as well as developing cooperation with current employers and seeking new employers;
- Developing mechanisms to attract international students;
- ▶ Developing curriculum maps for all available University programs in order to review their learning outcomes and further refine them;
- Providing training to academic and visiting staff on learning outcomes and curriculum maps;
- ▶ Involving highly qualified international staff in the process of program implementation in order to introduce best practices of teaching and evaluation of programs;
- ► Sophisticating feedback loops during student evaluation;
- ▶ Putting more focus on the development of students' professional conduct and ethics and offering them various trainings and events, as well as workshops/trainings/events on raising awareness on plagiarism;
- ▶ Developing educational resources, offering intensive trainings and consultations, ensuring students and staff access to international as well as local scientific databases, also on the development of online educational bases;
- ▶ Revising staff management policy on the development of staff performance appraisal;
- Updating and further developing relevant strategies to enhance University branding;
- ► Taking relevant correcting measures for further institutional and corporate development of the University, also for consistent introduction of quality culture, based on the analysis and results of existing structure and tructural units of the university at that time;
- ▶ Developing internal communication system;
- ▶ Increasing resources and the role of the structural unit providing services.



Key Achievements of Academic Year 2019-2020

Considering the recommendations formulated by the QA Office

- ✓ The contents of main governing documentation of the University were updated;
- ✓ Education programs were revised and developed and practical components were enhanced;
- ✓ Drafting annual internal reports of study programs were introduced;
- ✓ The procedure for drafting reports by structural units were introduced;
- ✓ A handbook was elaborated for the program staff;
- ✓ Informational sessions and trainings were held for the program staff;
- ✓ Informational sessions and trainings were held for the administrative staff;
- ✓ Individual meetings were held with all structural units;
- ✓ The procedure for the initiation and re-accreditation of the program was developed and introduced;
- ✓ Feedback loop was developed and introduced;
- ✓ During the reporting period the University managed to re-accredit 6 programs, two programs are submitted for re-accreditation. In addition, labour market analysis is underway to initiate new programs;
- ✓ A unified vision for the development of the quality of teaching and learning was elaborated and based on it, together with researchers from a partner Middlesex University, drafting of the strategy for teaching and learning quality is underway;
- ✓ With the involvement of the Office together with relevant structural units, academic and scientific produtivity appraisal of the academic staff was introduced;
- ✓ Based on annual reports, the recommendations and opinions formulated by the Office were submitted to the team Monitoring the Implementation of the Action Plan which processed the action plan and ensured relevant alterations /updating;
- ✓ Statute of all structural units, as well as job descriptions were updated;
- ✓ With the involvement of the Office, together with relevant structural units, a system of academic and scientific performance appraisal of the academic staff was introduced;
- ✓ Through coordination between the HR Management Department and QA Office, Staff Management policy coherent to international standards was developed;
- ✓ By coordination of the Office, student related quota-planning methodology was revised and updated where along with other significant factors, key aspects of teaching and learning quality concept at the University was taken into account;
- ✓ Strategic planning methodology and monitoring mechanisms and tools for the implementation of the action plan were also revised;
- ✓ Mission and vision were specified and University values defined.

QUALITY ASSURANCE



Description of Quality Assuarance Mechanisms

The EEU quality assurance system is focused on constant improvement, which is achieved through consistent implementation of standards set by the University, as well as through the evaluation of compliance of all the processes taking place within the institution with existing standards and eliminating all the incompliances based on the outcomes of the evaluation and their constant improvement.

In order to ensure quality assurance, EUU defines specific **mechanisms** by which it determines if **established** standards are followed and best results are achieved.

In EEU, quality assurance mechanisms are carried out through internal and external evaluation.

In **EEU**, internal quality assurance mechanisms cover all the crucial areas and processes of the University educational activities, in particular:

- Educational program quality evaluation;
- ► Teaching and learning quality evaluation;
- Evaluation of services:
- Evaluation of material, library, IT and financial resources;
- Staff (academic, visiting, administrative) performance appraisal;
- Evaluation of international cooperation and internationalization;
- Evaluation of research activities;
- ► Evaluation of outcomes achieved at an institutional level as well as of its positioning in the educational area.

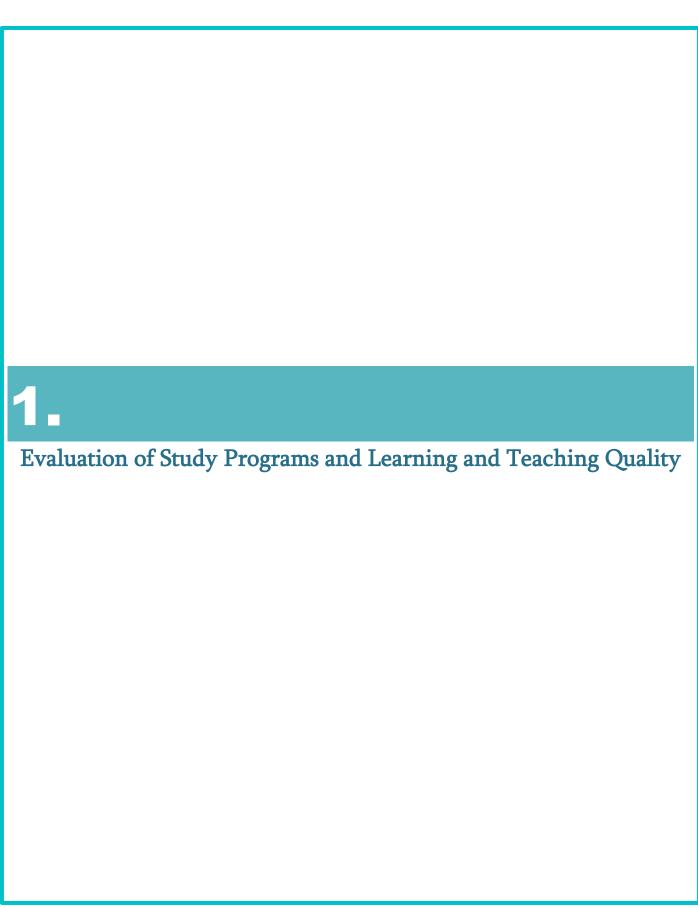
External mechanisms for Quality Assurance are:

- Outcomes of the evaluation conducted by Legal Entity Under Public Law (LEPL) National Center for Educational Quality Enhancement;
- Outcomes of external formative institutional and/or programs evaluation of the University conducted by local or international visiting experts;
- Outcomes of international institutional and/or program accreditation;
- Financial audit reports.

In EUU, quality assurance mechanisms are used through pre-defined tools and established procedures that are based on PDCA continuous evaluation and improvement cycle.

During the process planning through using PDCA Cycle approach, necessary resources are taken into consideration, process administration procedures are ascertained, besiders that, the opportunities that ensures process improvement to achieve best results are specified.

In EEU, PDCA Cycle is used at systemic level of managing the institution as well as for guiding any processes and activities to be implemented at the university.



Description of Quality Evaluation Mechanisms for Study Programs

and Learning and Teaching

At East European University, study programs are periodically subject to evaluation.

The following mechanisms are used for the evaluation of study programs: overview and analysis of

innovations in the field; study of employers satisfaction with students' skills; monitoring of students'

academic performance; student satisfaction study for each term; analysis of innovations introduced in the

teaching methods of the study area; employer needs analysis; study of graduates' satisfaction with the

program; analysis of program related qualitative indicators. Evaluation outcomes are used for continuous

improvement of the study program quality. Stakehlders are informed of the evaluation outcomes, as well

as of their use.

Since 2019, annual internal self-assessment culture has been developed at East European University, to this

end, internal self-assessment form has been elaborated, which annually collects evaluation outcomes of the

program implementation and comprises qualitative as well as quantitative data, in particular, survey results,

information on students' progress, information on conducted studies, the indicator of program staff flow

and etc.

Considering the fact that learning and teaching quality does not only imply quality assuarance of

educational programs, quality evaluation tools are also used to assess the effectiveness of academic services

available to students, individual counseling, and the quality of feedback provided by the teacher. Peer

observation of lectures and seminars is also used to assess learning and teaching process.

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The following mechanisms and tools are used to evaluate the quality of study programs as well as learning and teaching:

- 1. Survey of students;
- 2. Survey of academic and visiting staff;
- 3. Lecture observation/ peer-review;
- 4. External evaluation;
- 5. Monitoring academic performance;
- 6. Annual internal self-assessment of the study program
- 7. Evaluation of learning outcomes;
- 8. Review and analysis of innovations in the field;
- 9. Survey of employers' satisfaction with students' skills;
- 10. Analysis of innovations introduced in the teaching methods of the field;
- 11. Employers' needs analysis;
- 12. Study of Graduates' satisfaction with educational programs;
- 13. Analysis of program related quantitative indicators
- 14. Analysis of the outcomes of learning and teaching strategy implementation.

For the Quality Assurance of Study Programs and Learning and Teaching

The Quality Assuarance Office analyzes the outcomes of the evaluation carried out using the aforesaid mechanisms. It is possible to use different combination of mechanisms. The evaluation of study programs and learning and teaching is cyclical and different mechanisms are implemented either each semester or each academic year (Periodicity is given in table N1).

Table N1 The mechanisms for educational programs and learning and teaching quality evaluation, their periodicity, stakeholders and relevant governing documents.

Mechanism	What do we evaluate?	Periodicity	Stakeholders	Governing document/procedure
Student survey	Study programs; learning and teaching, including satisfaction with the training course; Adequacy of teaching-learning methods; Adequacy of evaluation methods/contents; Fairness of evaluation; Lecturer feedback; Satisfaction with literature; satisfaction with the Staff, material resources; Satisfaction with contact hours/non-contact hours defined for the training course, etc.	At least once a year, as needed	Quality Assuarance Office; Students; Faculty.	QA mechanisms
Survey of academic and visiting staff	Adequacy of teaching-learning methods; Adequacy of evaluation methods/contents; Satisfaction with educational resources; administration of the educational process; satisfaction with material resources; Satisfaction with contact/non-contact hours specified for the training course, etc.	If necessary, at least at the end of each academic year.	Quality Assuarance Office; Faculty; Program staff.	QA mechanisms; Statute of Quality Assuarance Office;
Lecture observation /peer review	Lectures; applied learning and teaching methods; planning lecture/working group and etc.	Once per term	Quality Assuarance Office; Education department; Academic staff.	QA mechanisms; Statute of Quality Assuarance Office; Peer observation procedure.
External evaluation	Educational programs and teaching-learning process	During initial accreditation/ re- accreditation; When inviting external evaluator.	Quality Assuarance Office; Faculty; Internal and extrernal stakeholders.	QA mechanisms; Statute of Quality Assuarance Office.

Monitoring of academic performance	Learning and teaching – fairness of evaluation; adequacy of evaluation; etc.	Once per term	Faculties; Examination center; Quality Assuarance Office.	QA mechanisms;
Annual internal self- assessment of educational programs	Educational programs in full (outcomes of both quantitative and qualitative evaluations; outcomes of staff, material resources evaluation, etc.)	Once a year	Quality Assuarance Office; Committee for the development of study programs; Internal and external stakeholders.	QA mechanisms; Statute of the Quality Assuarance Office; Annual self- assessment form of the education program.
Evaluation of learning outcomes	The level of achievement of the program learning outcomes. Compliance with target benchmarks.	In line with Learning Outcome Assessment Plan.	Quality Assuarance Office; Faculty.	Mechanisms for the evaluation of learning outcomes; Educational programs.
Review and analysis of innovations in the field;	Conformity of the content of educational program with innovations in the field	Once a year	Academic staff of the program; Faculty; Quality Assuarance Office.	QA mechanisms.
Analysis of innovations introduced in the teaching methods of the field	Compliance of teaching methods of the field with best practices	Once a year	Academic staff of the program;	QA mechanisms.
Employers' needs analysis	Compliance of the goals, outcomes, content of the educational program with employers's needs	Once every two years for each educational program	Quality Assuarance Office; Study program Staff.	QA mechanisms.
Graduates' Satisfaction with educational programs	Compliance of educational program with labour market requirements; Compliance of graduates' with employers requirements; etc.	Once a year	Quality Assuarance Office; Faculty; Graduates.	QA mechanisms

Analysis of	Student admission; Mobility, internal	Once a year	Quality Assuarance	QA mechanisms	
quantitative	mobility; Student progression; Rate of		Office;		
indicators related to	participation in international events and		Faculty;		
the educational	conferences; rate of participation in		Education		
program	scientific activities, etc.		department;		

Procedure for Using the Outcomes of Programs, Learning and Teaching Quality Evaluation

- 1. **Plan** The Quality Assuarance Office collects/processes evaluation outcomes data/ statistics and research outcomes used in the evaluation of educational program and learning and teaching quality and submits them to the faculty.
- 2. **Do** The data collected through internal evaluation mechanisms (which is achieved by application of relevant tools and procedures) are reflected in an annual self-assessment report of study programs, which covers strengths and weaknesses identified during the reporting period as well as the strategy to eliminate identified shortcomings respective actions and deadlines. Program manager/managers, the Committee for Faculty Academic Programs Development, an employee of the Quality Assuarance Office take part in the preparation of internal self-assessment report of the study program. Based on the completed internal self-assessment report and evaluation results, the Quality Assuarance Office produces recommendations and submits them to the Program Manager.
- 3. **Check** After reviewing the recommendations, the Faculty Council submits annual study program evaluation report, together with identified ways to develop the program and address challenges to the Representative Council of in order to make relevant interventions.
- 4. **Act** Implementation of the decisions taken by the Faculty Council based on the recommendations identified by the Quality Assuarance Office and the findings of the annual report ¹. After implementation of the Council Decisions and considering relevant recommendations, the PDCA evaluation cycle starts from the beginning, which is carried out every year.

¹ In case of decision to cancel the program or implement it in a non-accredited mode, the assessment and confirmation of the possibility to continuing education for students is ensured

The Outcomes of the Use of Programs and Teaching-Learning Quality Evaluation Mechanism

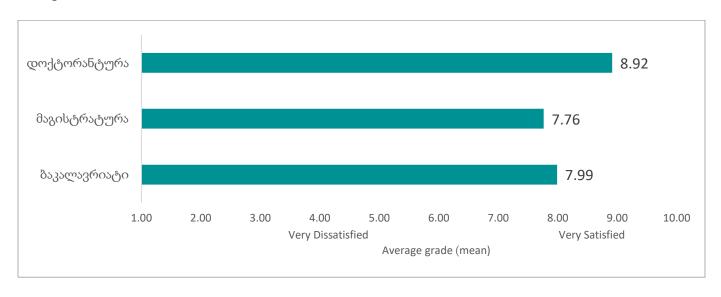
The quality evaluation of each program as well as learning and teaching was ensured during the reporting period, by using above described mechanisms for the evaluation of study programs, learning and teaching quality.

The Quality Assuarance Office processed and analyzed outcomes of the evaluation. In addition, obtained outcomes were analyzed in relation to previous year's figures.

The evaluation revealed that study programs as well as learning and teaching quality of the university are in line with internal and external regulatory framework of the University (established standards), in addition, comparative analysis with previous year outcomes showed that both quantitative and qualitative indicators were improved. This progress was particularly evident in the findings of stakeholder (students, staff, and graduates) surveys conducted regularly at the University aimed at improving the quality of programs as well as learning and teaching.

According to the findings of the student survey conducted in 2019-2020 aiming to summarize the academic year, the level of student satisfaction with teaching quality at the University is quite high.

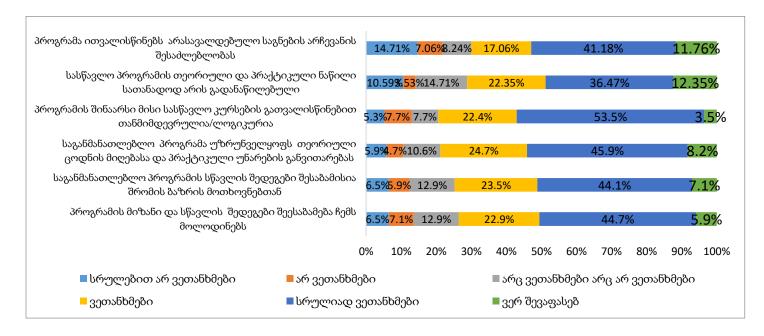
See figure N1.1



Although, the survey findings, reveal no significant or strictly problematic issues, the QA Office processed the findings in the context of satisfaction with different aspects, therefore the Office identified key finding and based on them formulated relevant recommendations.

In particular, the students evaluated the quality of study programs, as well as learning and teaching. **Evaluation of the content of study program**

Figure N1.2. Evaluation of the content of study program



During evaluation of the study program, majority of students agree (agree or fully agree) with the above statements, which proves to be a positive indicator. It is notable that, 75,9% of students positively evaluate the program structure – consistency and logic of educational programs, and 11.2 % refrain from giving the answer, only 13% partially agree or do not agree with the statement that the content of the study program considering its study courses is consistent/logic. It is interesting that despite the fact that 70, 6% agree (fully agree/agree) that study program ensures acquisition of theoretical knowledge and practical skills development, 59% (11% less, than in previous case) agree with the statement – theoretical and practical parts of the study program are properly apportioned. Although the recommendation on increasing the volume of practical components had already been formulated and it was taken into account of the study program which was also verified, it is desirable to observe the dynamics of the survey results. Despite the fact that the statements are positevely evaluated, it has to be underlined that the highest percentage of the answer "I strongly disagree" was given to the statement – The program envisages the possibility of choosing non-mandatory subjects (14.71%). The East European University educational programs provide a wide variety of selective courses, therefore, further study is required to identify the reasons for such outcomes.

Evaluation of Teaching Process

According to the survey outcomes, no observable issues are identified regarding student load and/or teaching-learning methods used within the study program. It is noteworthy that 22.9% of the surveyed students could not respond to the statement regarding the development of individual curriculum, while 15.9% disagreed with the statement. It is important to once again provide students with information on the possibility of developing an individual curriculum through variety of communication channels. it is worthwhile noting that the University students actively use the opportunity to develop an individual curriculum, as confirmed by the annual report submitted by Education Department as well as the statistics contained therein. In addition, the methodology of developing an individual curriculum based on the results of external evaluation conducted for re-accreditation of programs and the indicator of its use were named as one of the strengths during different proceedings. Thus, as mentioned above, it is expedient to promote raising students'awareness of this issue.

Study Program Evaluation in the Context of Practical Skills Acquisition

78.82% of the surveyed students agree or strongly agree that the study courses are relevant to the profession they are mastering. Therefore, we can emphasize once again that students' satisfaction with the structure or content of study programs is high, in addition, students highly evaluate teaching content in terms of its practical application. Nevertheless, 21% of students disagree with the statement that they have opportunity to complete many practical assignments during the learning process. This figure deserves attention and it is important Program Managers and training courses staff communicate on this issue. However, this statement of the survey and its findings may be related to already discussed outcomes regarding the balance between practical and theoretical parts of the program. It is possible that the students' opinion is conditioned by the fact that they want to be engaged in more practical assignments during the study courses (Figure 1.2.).

Student Assessment System

Student responses regarding the student assessment system give us reason to conclude that no significant issues were identified about the assessment system, assessment criteria, assessment transparency or fairness. Students are informed about the current assessment system, assessment criteria are clear to them, students consider that assessment methods and content are relevant to the content of the study program or course, therefore, the assessments are fair.

According to the student survey findings, academic and visiting staff of East European University is always ready to provide individual counseling to students, moreover, students have opportunity to receive relevant counselling from bachelor/master/doctoral thesis supervisors.

Also students' satisfaction with literature is above average. Students' satisfaction with the level of teaching a foreign language component is quite high. As for 17.1% of those who did not provide answer to this statement, most likely they are not studying a foreign language during current academic year.

Evaluation of Distance Learning

During the survey, students evaluated several aspects of distance learning - student support from the university administration, examination procedures, teaching methods, format, as well as assessment methods. Student satisfaction is quite high. None of the statements has average evaluation that is less than 4. Students evaluated the statements with maximum of 5 points. The administrative support in the process of transition to the distance-learning model has the highest score among students - 4.4

Study Programs are Evaluated by the Program Staff

Program staff evaluated various aspects of study programs on a 5-point grading scale. According to all criteria, the staff evaluated the programs with high grades.

Conclusions and Recommendations Related to the Evaluation of Quality of Study Programs, Learning and Teaching:

- Student evaluation of the quality of teaching and competencies of East European University Professors is also worth mentioning

 it can be said that according to the survey outcomes, high quality teaching and highly qualified academic staff is considered to be the strongest point of the University.
- 2. Students are also satisfied (average score more than 4) with online/distance learning process, teaching and assessment methods, administrative support.
- 3. As a result of the survey of students conducted in 2019-2020 academic year, no problematic issues were identified, although the areas requiring attention were identified which very often are related to student awareness level.
- 4. Students' satisfaction with the content of study programs is high, however some students demand enhancement of the practical component in study programs. Steps were taken regarding the issue and changes in educational programs were made in 2020. Therefore, at this stage, the Quality Assurance Office will monitor dynamics of the assessment of this issue and formulate additional recommendations (if necessary) only as a result of the next survey.
- 5. It is recommended to evaluate the possibilities of completing practical assignments within the study programs. This may be carried out by study program supervisors and academic staff.

Staff Performance Appraisal and Feedback on **Appraisal Results**

The University applies staff performance appraisal system, which aims to improve the performance of each employee, to identify his/her professional development needs, to determine if professional skills, professional abilities and personal qualities of the staff are in line with the position held and enhance organizational development of the University.

Staff performance appraisal system at the university is based on the principle of legality, fairness, objectivity, transparency, impartiality, trust of proportionality of the interests of the University and staff

The evaluation of academic and scientific activities of the academic and visiting staff of the University is carried out in accordance with the "Rule for evaluation of scientific-research and academic activities of the staff", more specifically:

The objectives of performance appraisal of scientific and academic activities of the academic and visiting staff are:

- Evaluation of the contribution made by the staff of faculties and scientific units into scientific activities of East European University, which, in turn, serves to improve the quality of scientific research activities.
- Promoting growth of the role and importance of scientific and intellectual work;
- Identifying strengths and weaknesses of scientific and research potential;
- Sharply increasing motivation towards scientific and intellectual work;
- Promoting to improve the quality of outcomes of scientific and research activities;
- befining directions for the development of scientific and research potential;
- Identifying scientific-research priorities;
- Ensuring the formulation of individual professional goals and objectives by the University staff;
- ➡ Identifying staff potential and supporting them for their further development;
- ▶ Identifying areas to be improved by the staff and ensuring relevant support for their elimination

The appraisal of academic and visiting staff is based on the principles declared by the University Staff Management Policy and ensures the strict adherence to the principles of fairness, transparency and impartiality.

The appraisal of academic staff performance at University covers annual appraisal of the academic and scientific-research activities using the annual report regarding scientific and research activities of the academic staff.

Evaluation of scientific-research activities of the Academic staff

The mechanisms for the evaluation of scientific research activities envisage analyzes and evaluation of outcomes, and based on them drawing decisions for their further improvement.

The research evaluation system can evaluate both the scientific productivity of the staff and the quality of activities.

Evaluation takes place at the end of each academic year and applies qualitative and quantitative indicators.

The following indicators are applied to evaluate scientific and research activities of the staff:

- Number of scientific and research activities;
- Productivity of scientific and research works.

Number of scientific and research works - This indicator implies the number of works published during the reporting period and involves activities set forth below:

- Preparation of a monograph;
- Preparation of/participation in a collective monograph;
- Preparation of a handbook;
- Participation in/preparation of a collection of scientific papers;
- Research papers published in a refereed, peer-reviewed journal;
- Research papers published in an impact factor journal:
- Research papers published in an international journal;
- Research papers published in a collection of scholarly works;
- Preparation of popular scientific works;
- Articles or abstracts in the proceedings of scientific conferences, symposia, seminars;
- Preparation of educational-methodic work;
- Presentation at scientific conferences and other scientific events;
- Participation in national or international scientific conferences (symposium, seminar)
- Organization of scientific events (academic seminar, round table, scientific-methodical seminar, public lecture, workshop, exhibition, etc.);
- Solution of students' research activities (conference, project);
- Editorial activities (monograph, textbook, collection of scolarly papers, editorship of scientific journals, membership of the editorial board, membership of the editorial panel), etc;
- Review activities (review of an article, monograph, textbook, collection of scholarly papers, scientific journal, doctoral/master's thesis;
- Supervision of a master thesis;
- Supervision of a doctoral dissertation (in case of invitation to another HEI, or supervision of a joint doctoral dissertation);
- Membership of the scientific society;
- Participation in a funded scientific research project/projects;
- ➡ International scientific cooperation;

Productivity of scientific and research works - Refers to the citation and Hirsch (h-index) indices, the University receives information about it from the library consortium at its request. It includes the following indicators:

- Number of citations;
- ♥ Citation (google scholar) (g)
- Citation (web of science) (g);
- Citation (Scopus) (g);
- Citation (google scholar) (h);
- Citation (web of science) (h);
- Citation (Scopus) (h);

The annual evaluation of the scientific-research activities of the academic staff is based on the annual report of scientific-research activity of the academic staff.

At the end of the academic year, the academic staff submits self-assessment report on the scientific-research activity to the Department of Scientific-Research and Development.

Verification of the activities indicated in the self-assessment report by the academic staff is mandatory.

The academic staff is obliged to carry out scientific activities specified in the annual report of the scientific-research

The Department of Scientific Research and Development reviewes the self-assessment report submitted by the academic staff at the end of the year and sends its outcomes to the Quality Assurance Office to use verified outcomes in the annual evaluation of research activities and to consider them in final results of the academic staff performace appraisal.

Evaluation of academic performance of academic and visiting staff includes their evaluation in each semester conducted by different parties using the following mechanisms:

- Staff evaluation by the Dean of the Faculty using a relevant questionnaire;
- Staff evaluation by the program manager using a relevant questionnaire;
- Staff evaluation by the Head of Education Department using a relevant questionnaire;
- Staff evaluation by the head of the examination center using a relevant questionnaire;
- Staff evaluation by a student using a relevant questionnaire.

The final annual appraisal of the academic staff performance includes the final summarized outcomes of the academic year of both scientific-research and academic activities.

The Quality Assurance Unit cooperates with relevant structural units in the process of investigating the causes of the identified outcomes that require specific attention as well as planning and implementing measures necessary to correct them.

Annual and Semestrial Performance Appraisal Form for the Academic Staff

	Evaluation components		weight evaluation				Total weight	
	_		1	2	3	4	5	
1	Scientific–research activities of the academic staff	35						
2	Staff evaluation by the Dean of the Faculty using a relevant questionnaire;	5						
3	Staff evaluation by the program manager using a relevant questionnaire;	10						
4	Staff evaluation by the Head of Education Department using a relevant questionnaire;	5						
5	Staff evaluation by the head of the examination center using a relevant questionnaire;	5						
6	Staff evaluation by a student using a relevant questionnaire.	40						
	Overall assessment APV	100						

Weight is assigned based on the importance of each individual evaluation component. The weight distributions are given in Table 5.

The overall evaluation of the scientific and academic activities of the academic staff is calculated using the following formula:

$$APV = \sum W_i R_i$$

Where APV – stands for the overall evaluation of cientific and academic activities of the academic staff.

 W_i - Shows the weight of the i component;

R_i - Shows the rating from 1 to 5 of i- component

Evaluation Range

Low	High	The highest
0-2	2.01-4	4.01-5

Based on the rating of the results of annual appraisal of scientific research and academic performance of the academic staff, the University is authorized to motivate the staff having the outstanding result with financial incentives. The rule and amount of incentives are determined by the order of the University Rector.

Based on rating of the results of the annual appraisal of scientific research and academic performance of visiting staff, the University is authorized to motivate the staff the outstanding result with financial incentives. The rule and amount of the incentives are determined by the order of the University Rector.

The Quality Assuarance Office sends the results of the semestrial and annual appraisals of academic and visiting staff to faculties, program managers, Human Resources Management Department, and Scientific Research and Development Department.

The Quality Assuarance Office cooperates with relevant structural units in the process of investigating the causes of identified outcomes requiring attention, as well as in planning and implementing measures necessary to correct them.

In order to monitor and evaluate this issue, the Dean of the Faculty is responsible for the preparation of a report to respond the study results, which should underline the activities already implemented to respond to identified results requiring consideration, as well as a response plan for the future.

To address the issue, the Quality Assurance Office and Human Resource Management Department monitor the implementation of scheduled activities.

The implementation of scientific research activities of the staff is monitored by the Department of Scientific Research and Development.

Based on the rating of the results of annual appraisal of scientific research and academic performance of the academic staff, the University is authorized to motivate the staff having the outstanding achievemnts.

Based on the rating of the results of the annual appraisal of scientific research and academic performance of visiting staff, the University is authorized to motivate the staff having the best utstanding achivements with financial incentives.

The negative results of the annual appraisal of scientific research and academic performance of the academic staff may become the basis employment contract termination with a staff member. Pursuant to the abovementioned appraisal rating scale, the results of the staff performance appraisal are dealt in the following way:

- ♦ 4.01-5 The Highest Grade the University uses relevant form of incentives established therein;
- **5.** 2.01- 4 High grade the University is authorized to use relevant form of incentives established therein;
- 0-2 Low grade This result requires consideration and further investigation of underlying causes and planning and implementation of measures to address them. In order to monitor and evaluate this issue, the Dean of the Faculty is responsible to prepare a report addressing the study outcomes, which should emphasize the activities already carried out to respond the outcomes requiring consideration and identify a response plan for the future. The results of the appraisal may result in the termination of employment contract with an employee or imposition of a sanction in accordance with the rules laid down in the internal legal acts.

Outcomes of the applictaion of academic and visiting staff performace appraisal mechanisms

As of 2019-2020, the academic and visiting staff employed at the University were evaluated using the mechanisms established for academic and visiting staff performance appraisal. We are glad that no cases of poor performance was revealed. It is also noteworthy that students were to appraise the performance of academic and visiting staff through a specially designed multi-component questionnaire using a 5-point rating scale for each component, as a result, they evaluated majority of program staff with high grades. This is a very important indicator not only in the context of overall staff appraisal results, but in terms of university aspirations to meet students' expectations.

The analysis of the EEU Scientific potential

As it has already been mentioned, from 2019-2020, a system for evaluating the scientific activities of academic staff was introduced into East European University, which also covers the analysis of scientific potential.

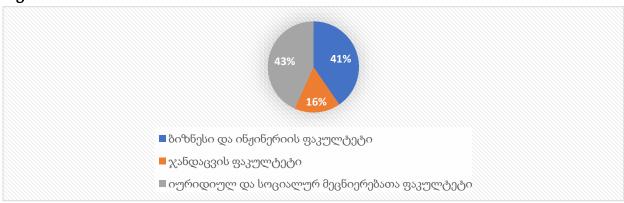
During the reporting period, the Department for Scientific Research and Development analyzed scientific potential of Eastern European University, at the University, faculty and individual levels. More specifically, scientific research activities of the academic staff of all three faculties (Law and Social Sciences; Business and Engineering and Healthcare), as well as the activities of the scientific structural units were studied in different contexts, such as:

- Works published in scientific journals, in full conferences proceedings (during the last 5 years)
 - Academic and affiliated staff of the University published 141 works in local refereed, peer-reviewd scientific journals and in the collection of scholarly works, 138 in international refereed journals and conference proceedings and 45 in impact factor journals and papers;
- Monograph, handbook, translation Academic and affiliated staff of East European University published 26 monographs, 35 manuals 22 translated works and 7 patents, inventions.
- ▶ **Participation in scientific grant projects B.8, B.9** Academic and affiliate staff of the University participated in 48 local research projects and 53 international research grant projects.
- Participation in scientific conferences, seminars B.10, B.11, B.12, B.13 Academic and affiliate staff participated in 168 scientific conferences, 10 seminars and 107 local scientific conferences. They reviewed 79 books, monographs, dissertations, articles and other scientific papers.
- ♥ **Citation index rate B14** The scientific productivity of the academic and affiliated staff of the University is determined by the number of citations. Table 5 shows that the total number of citations amounts to 754, 189 of them have g indexes, cited in google scholar, 51 citations in web of science, and 17 citations in scopus, 51 h index citations in google scholar, 10 citations in web of science and in 10 scopus.

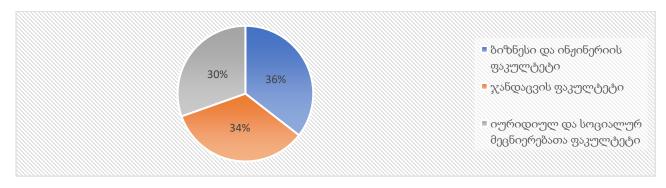
Comparative analysis of scientifici produtivity of academic staff with respect to faculties

B1. Works published in Local refereed, peer-reviewed journals, in the proceeding of the scientific conference

Figure1



B2. works published in international refereed, peer reviewed scientific journals, in the proceeding of the scientific conferences *Figure 1*



B3. Works published in high rated (impact factor) scientific Journals

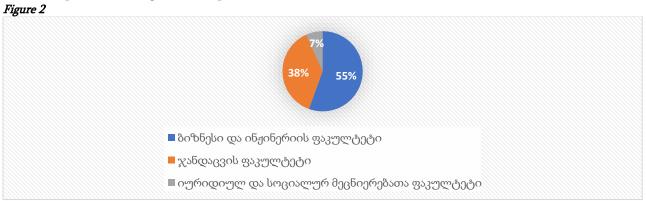
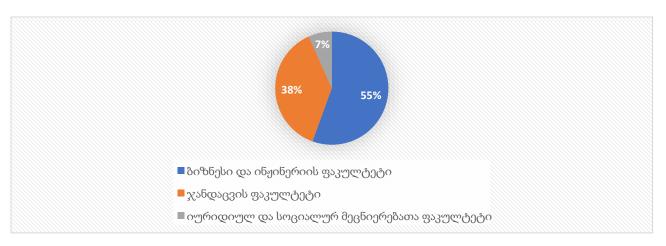
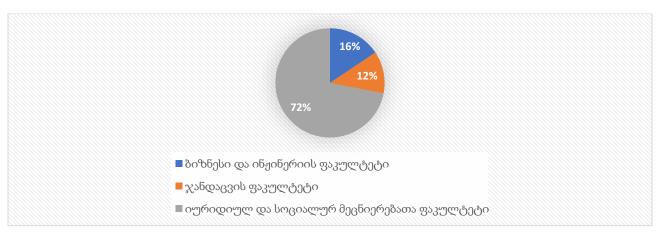


Figure 3



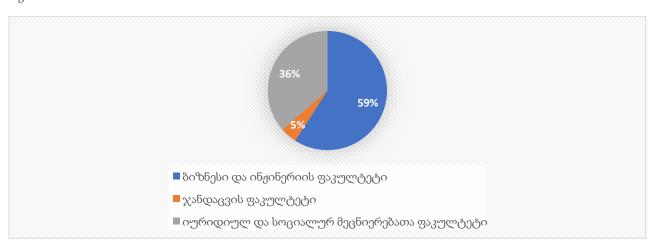
B.5 Handbook

Figure 3



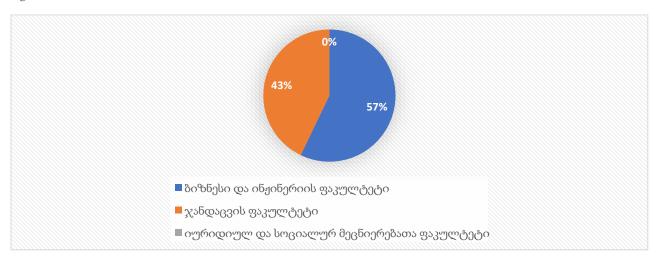
B.6 Translation

Figure 4



B.7 Invention, patent

Figure 5



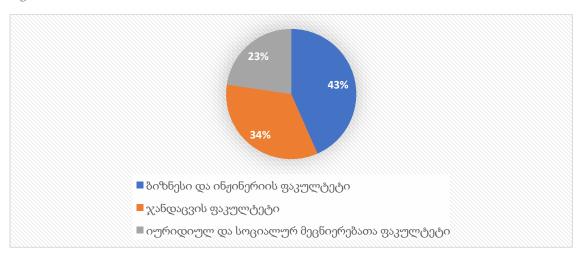
B.8 Participation in local scientific grant projects

Figure 6



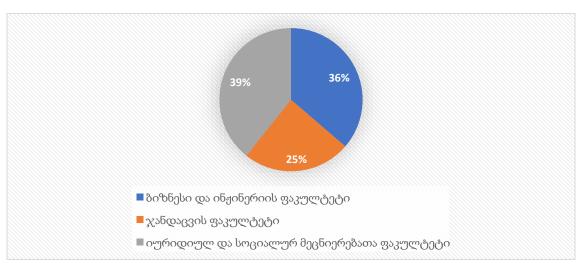
B.9 Particiaption in international scientific grant projects

Figure 7



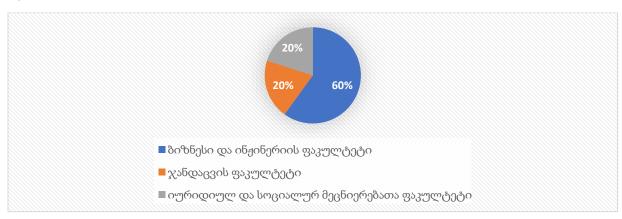
B.10-1 Participation in international scientific conferences, seminars

Figure 8



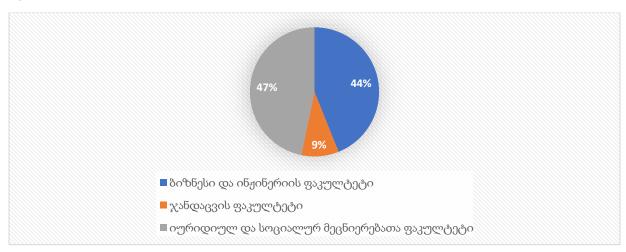
B.10-2 Participation in international seminars, workshops

Figure 9



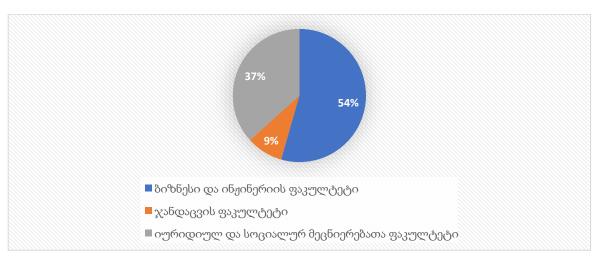
B.11 Participation in local scientific conferences

Figure 10



B.13 Review of scientific works (book, monograph, dissertation, article etc.)

Figure 11



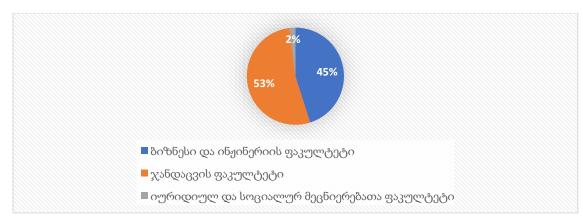
B.14 Citation (google scholar) (g)

Figure 12



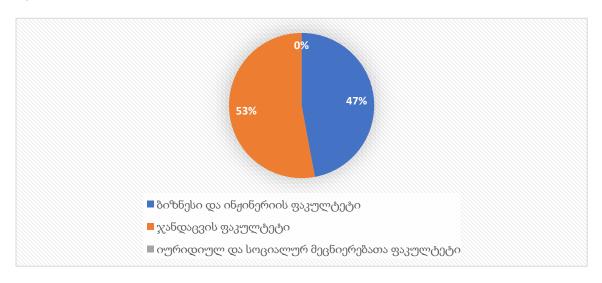
B.14 Citation (web of science) (g)

Figure 13



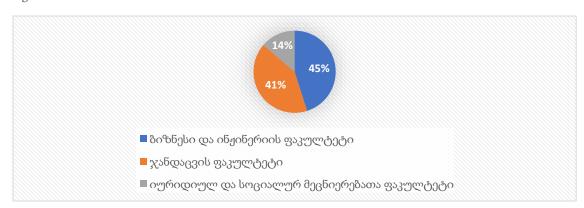
B.14 Citation (Scopus) (g)

Figure 14



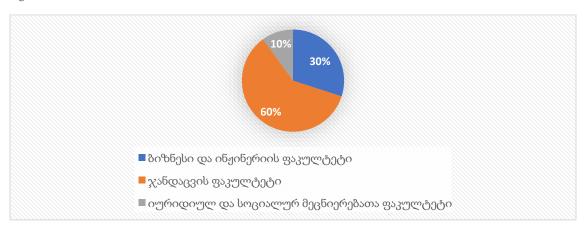
B.14 Citation (google scholar) (h)

Figure 15



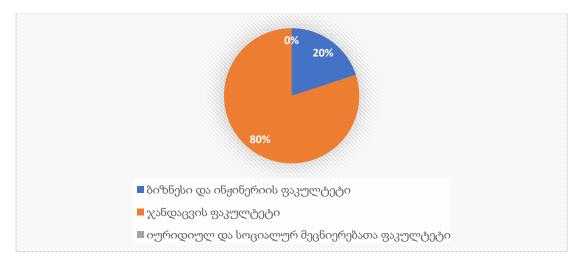
B.14 Citation (web of science) (h)

Figure 16



B.14 Citation (Scopus) (h)

Figure 17



The facts, circumstances, quantitative indicators and information presented in figures described above shows scientific potential of the University. Organization of conferences; Qualified scientific staff; Number of affiliated staff; University Scientific Journal; Readiness and ability of the university management to support research activities with funding and relevant mechanisms are considered as one of the strengths of the University. In addition, it is advisable to improve scientific performance rates using the following mechanisms:

- Increasing the number of scientific staff;
- Enhancing internationalization of research;
- Elaboration of relevant strategies for raising the profile of academic staff within international scientific community;
- Supporting the commercialization of researches;
- ⋄ Increasing the number of citations;
- b Publishing papers in journals cited in the web of sciences, Erich Plus and Scopus databases.

Appraisal of the University administrative staff -The administrative staff of the university is evaluated once a year - at the end of each academic year. The University is authorized to conduct an interim appraisal of the administrative staff. Reacting to the performance appraisal results plays an importnat role for professional development of the staff.

The administrative staff performance is evaluated through using different methods and tools, depending on the level and position of an employee. Staff employed in managerial and non-managerial positions at the University are appraised according to established criteria and procedures. The appraisal criteria include the evaluation of the quality of performance for the assigned functions, as well as the evaluation of behavioral and technical competencies.

The Human Resources Management Department evaluates achieved annual goals and performed work of the administrative staff. The department ensures:

- ♥ Elaboration of evaluation methods and tools;
- Setting evaluation deadlines and procedures;
- Processing and analysis of results;
- Provision of feedback on appraisal results;
- Monitoring of progress and/or regression in staff performance;
- Provision of comparative analysis of Annual performance appraisal;
- Submission of a report to the Quality Assuarance Office on the results of the administrative staff performance appraisal and the measures already carried out /or scheduled for further improvement.

Staff is informed in advance of the criteria, methods, forms and periodicity of their performance appraisal. The current appraisal is completed before the start of a new appraisal period.

The questionnaires filled out during the appraisal process are confidential to any interested parties. It is within the responsibility of Human Resources Management Department to ensure protection of such information.

The outcomes of the application of administrative staff performance appraisal mechanisms

The administrative staff of the University were appraised in accordance with procedures and methodology described above. The number of participants taking part in the evaluation process is set forth below:

Non-managerial positions: Number of participants: 47 employees including apraisees – 35, apraisers - 12.

Managerial positions: Number of participants: 31 employees including: Number of apraisees -22. Number of appraisers - 9.

The staff performance appraisal results were processed and analyzed by the Human Resources Management Department. Based on performance appraisal results of the East European University staff, the need for carrying out a number of measures and appropriate interventions were identified serving to enhance/improve the positive results of the evaluation and eliminate/improve the negative results. It will significantly increase the satisfaction of both staff and students and, consequently, further improve the quality of university activities, raise awareness on it and strengthen its established positive image.

In the introductory part of this report, it was emphasized that applying a feedback culture with respect to all processes is vital for quality enhancement, including in the form of reviewing the appraisal results and receiving appropriate feedback from the staff. Therefore, after the appraisal results were processed by the Department, specific measures were planned and implemented, where the main trends of the evaluation results were discussed in a generalized as well as individual context (see relevant annex for further details).

It is noteworthy that the University uses staff performance appraisals results for their professional development and rewarding. (See relevant annex for further details).

During the reporting period, various activities were implemented and scheduled aimed at professional development of the staff, it should also be noted that by 2020 the average salary of administrative staff had increased 2 times and of academic staff by 1.8 times. During the reporting period, significant funds were also allocated to provide staff with financial rewards. (See relevant annex for further details).

The circumstances and facts described above confirm the implementation of the staff performance appraisal and development system at the University, however, given that it is the first year since the procedures and rules were fully implemented, it is advisable to analyze how effective the existing system is and determine if relevant interventions are necessary. However, in order to increase the efficiency and reliability of the processes, it is important to fully automate performance appraisal process.

Evaluation of Research Activities

Description of mechanisms for the evaluation of research activities at the University

Evaluation of research quality at East European University is carried out at academic, as well as faculty and university level.

The mechanisms for evaluating the scientific research activities introduced at the University envisage the analysis and evaluation of outcomes and taking decisions for further improvement based on those outcomes.

The evaluation system of research activities assesss both the scientific performance of the staff and quality of activities.

Evaluation is carried out at the end of each academic year and is based on quantitative and qualitative indicators.

At an individual level, the evaluation of the quality of the research conducted by the academic staff is carried out in accordance with the Rule for the evaluation of scientific-research and academic activities of the EEU staff, using annual self-assessment report of the scientific-research activities of the academic staff. The following indicators are used to evaluate the scientific-research activities of the staff:

Number of scientific-research activities;

Productivity of scientific-research works.

Evaluation of research activities of the staff is analyzed in paragraph 2 (Staff Performance Appraisal and Feedback on Appraisal Results) of this report.

The Faculty annual report is used to evaluate its research activities, which includes information about the researches conducted at the faculty as well as information on scheduled projects. The Faculty Report is initially reviewed by the Faculty Council and, by decision of the Faculty Council, it is submitted to the Department of Scientific Research and Development, which after processing and analysing the document, sends it to the Quality Assuarance Office in the form of an annual evaluation report of the University (see relevant annex for further details).

The Department of Scientific Research and Development collects the information provided in the reports received from the faculties and **drafts the report on the research activities of the University**.

The consolidated report is submitted to the Quality Assuarance Office, which will include its outcomes in the annual report regarding the results of the use of quality assurance mechanisms prepared by the Office, which is further reviewed by the University Representative Council.

Application of evaluation mechanisms of research activities at the University

The evaluation of research activities at East European University was carried out in accordance with aforesaid mechanisms and procedures.

The Office reviewed the University Annual Report on research activities prepared by the Department of Scientific Research and Development.

The analysis of the named report proves that during the reporting period the University made a considerable progress in the field of research activities, both at the individual and faculty level, correspondingly, at the University level.

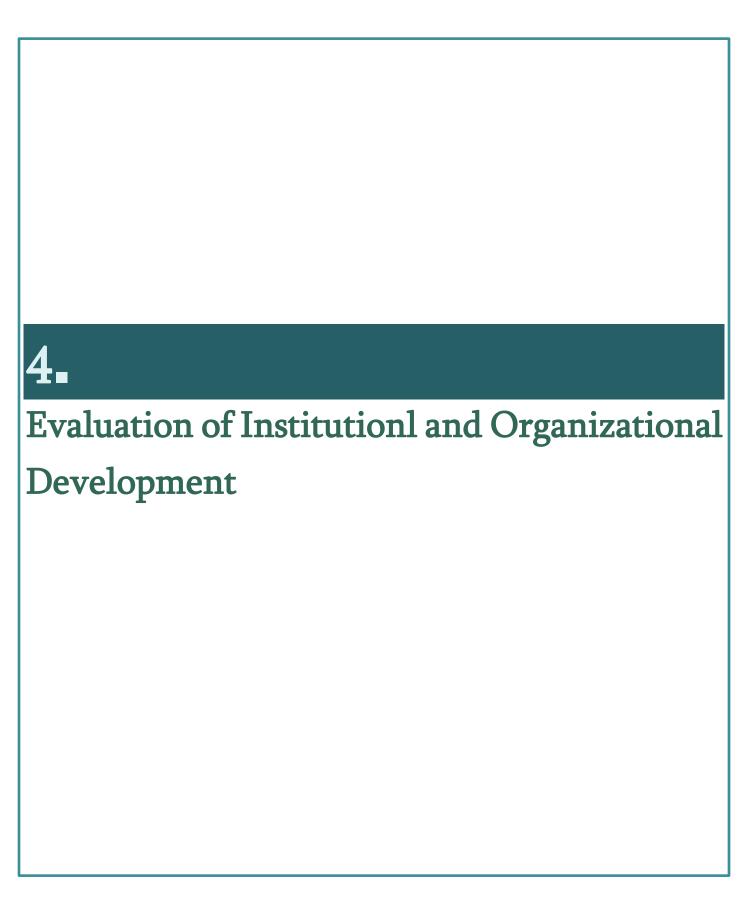
Detailed information on the progress made in the field of research activities during the reporting period is provided in the Report on Research activities of the University.

We would like to stress on some facts and circumstances that underline the efficiency of mechanisms the University uses for supporting research activities, in particular:

- In 2019, the university introduced a special "bonus scheme" providing financial support to scientific research activities and **78 memebers of the academic staff** have already benefited from this system, more than **25 memebrs of the academic staff** enjoyed support in research activities, in addition, more than **45** student projects and activities were funded. According to internal study conducted at the University, one of the challenges was low **awareness** of the staff about the support mechanisms, as a consequence, the university carried out number of activities aiming at the dissemination of information, which is still progressing.
- In the academic year 2020, GEL 336,000 was allocated from the budget to support research activities. The research budget also includes funding internal grant projects GEL 130,000; GEL **189000** is allocated for equipping laboratories, for digital equipment GEL 297000; By 2020, within the frames of bonus system, the staff had received GEL 108300.
- ▶ In 2020, University and academic staff publications were funded with GEL 29,540; Scientific local, international and student conferences with GEL 79854.

The findings of student and staff survey conducted at the University in 2020, showed that research activities and opportunities to participate in research projects/activities were positively assessed. (For further details, see 2019-2020 Student Survey Report outcomes and 2019-2020 Administrative and Program Implementation Staff Survey Report outcome). The facts described above confirm increasing dynamics of research activities, however, against growing dynamics it is important to improve the following areas, namely:

- ▶ To increase the number of students involved in scientific research projects
- ► To increase the rate of internationalization of researches
- ▶ To increase the rate of academic staff involvement in international research projects
- Commercialization of research;
- ▶ To increase awareness of the EEU Scientific Journal
- ▶ To increase the rate of usage of international scientific library databases
- ▶ To increase the number of publications and citations in journals with a high (rated) impact factor
- ► To further develop research infrastructure.



The following quality assurance mechanisms were used for the evaluation of institutional and organizational development of the University:

- Evaluation of international cooperation and internationalization;
- Evaluation of services;
- Evaluation of material, library, information and financial resources;
- ► Evaluation of the university managerial efficiency;
- ► Evaluation of the results achieved at the institutional level as well as with respect to its positio in the educational area.

To Evaluate internationalization and international cooperation, the University used the following mechanisms and tools: students, academic and visiting staff, as well as administrative staff surveys; Evaluation of international students admission, as well as the rate of attracting international staff;

The rate of membership of international organizations, number of international partners; number of students participating in international mobility (received and sent, individually and through university programs); Mobility agreements concluded by the University; Number of academic staff involved in mobility programs (received and sent, individually and through university programs) Rate of participation in international projects. Results of the monitoring report on the implementation of the action and strategic plans.

Mechanisms and tools for evaluating services and material, library, information and financial resources: Surveys of students and program staff; Analysis of annual reports submitted by relevant structural units.

Mechanisms and tools for the evaluation of the results achieved at the institutional level as well as with respect to its position in the educational area: Surveys of students and program staff - a survey of satisfaction with various aspects of the University. Analysis of annual reports submitted by relevant structural units. Analysis of the results of monitoring the efficiency of university management. Evaluation of the results of positioning the institution in the educational area. Evaluation of the activities carried out to contribute to the development of the community.

The Procedure for using the outcomes of above mechanisms

- 1. The Quality Assurance Office collects outcomes obtained as a result of the mechanisms specified above.
- 2. The Quality Assuarance Office evaluates the outcomes of submitted reports and abovementioned evaluation/researches. The Quality Assuarance Office based on the results of quantitative and qualitative analysis, provides recommendations and active feedback to each structural unit of the University and stakeholders (program staff, students);
- 3. The Quality Assuarance Office includes the evaluation results and produced recommendations in the annual report on the outcomes of the use of Quality Assurance Mechanisms. The Representative Council discusses it and consequently, relevant decisions are made about the activities to be carried out in the following year, if necessary, they also address the areas requiring improvement that will ensure institutional and organizational development
- 4. At the next stage, the implementation of the decisions made by the Council is ensured. After the implementation of the decisions of the Council and consideration of relevant recommendations, the evaluation cycle starts again, which is carried out annually.

Outcomes of application of evaluation mechanisms for institutional and organizational development

During the reporting period, the mechanisms described above were used to provide evaluation of internationalization and international relations; Student Services and Resources (Infrastructure, Library, etc.); Evaluation of the results achieved at the institutional level and its position in the educational area.

The analysis of the evaluation results revealed that during the reporting period, the University made progress in all the above mentioned areas, no significant issues requiring consideration, were identified, however in order to improve the results, the Office formulated relevant recommendations.

The outcomes of the use of each mechanism are set forth below.

Evaluation of internationalization and international relations

The internationalization component was **evaluated based on university student survey**. The survey showed that although the statements regarding Internationalization were assessed with high grades, the level of student awareness remains a matter of concern therefore, it is recommended to hold another meeting with students, where the International Relations Department will introduce students international opportunities, exchange programs and condition and etc. available at University. Under pandemic-induced social distancing and within conditions of distance learning, online meetings can be replaced by mailing necessary information in order for students to have all the information readily accessible.

Based on the outcomes of the survey held with the University Program Staff, the statement describing mechanisms for promoting international cooperation and internationalization at the University was graded by a 3-point rating scale. Majority of respondents agreed with the following statements: they have access to international electronic databases; they have support in using these databases; the criteria for participating in exchange programs are fair and transparent; the University supports its staff to participate in international conferences. The statement "I am informed of international cooperation (memoranda, foreign partners)" received relatively lower points.

75.68% of respondents are informed about the University exchange programs. More than a quarter of the respondents state that they are unaware of these exchange programs. 7% of the staff participated in exchange programs. About half of the respondents are aware of the criteria for the participation in exchange programs.

Every fourth respondent took part in international conferences with the participation/support of the University. In the comments, several of them noted that due to the lack of proper knowledge of a foreign language, it is difficult to engage in internationalization activities. The vast majority of respondents (77%) are aware of the fact that the university conducts various types of events with the involvement of international professors.

It is important that the program staff is interested in various activities serving the enhancement of international cooperation. The highest interest is focused on trainings/working meetings/workshops where international professors are involved. Relatively less interest has been revealed towards mobility programs. However, more than two-thirds of respondents are interested in international mobility.

According to the findings of the University Administrative Staff Survey, the mechanisms for promoting international cooperation and internationalization at the University are positively assessed by the University administrative staff. The overwhelming majority of respondents agree with the opinions that information is available on University activities carried out in terms of international relations; they are familiar with internationalization policy, feel management support to involve them in the process of internationalization, 91% of staff are aware of the criteria to participate in exchange programs. Only a small number (4%) of the participants took part in international exchange programs. In addition, a small number of respondents (4%) took part in international conferences co-financed by the University. The reason for failing to participate in activities regarding internationalization is the lack of time, for the fifth of respondents the main reason is the lack of foreign language competences. None of the respondents mentioned the lack of information/insufficient support. 100% of the respondents confirm that the University organizes various international events with the involvement of international specialists (workshops, seminars, conferences, trainings, competitions).

There are co-funding and funding mechanisms at the University to support participation in international events, in addition it offers paid leave opportunities. The administration publishes information within a reasonable time which is accessible to everyone. Administrative staff believes that in order to encourage participation in international events, the university needs to announce information about future activities in a timely manner in order to for them be able to plan everything (76%) in advance, 69% think that it is

important for the university to provide paid leave for the whole period of activity, the greatest majority (86%) consider that it is important for them to be co-funded by the university. 70% want the University to support them to improve the foreign language competences.

The analysis of annual report outcomes submitted during the reporting period by the International Relations Department revealed:

Number of international organizations/partners;

Number of international staff;

Number of international scientific conferences, workshops;

Number of partner international universities;

However, it should also be noted that due to the COVID19 pandemic raging all over world, the participation of students in international exchange programs has been delayed since the spring semester of 2019-2020 academic year. Even students who went abroad before the pandemic for the spring semester of 2019-2020 academic year had to stop the mobility and return to the country.

Amid the abovementioned circumstances, although the number of offers made by the University has significantly increased in recent academic years, it is obvious that the University has recently lacked real capacity to increase students and staff participation rate in international mobility and exchange programs.

To encourage student participation in international mobility programs, the University is constantly striving to raise awareness about exchange scholarships and research programs in different countries. Information on the university website and social network is constantly updated. In addition, the University's International Relations Department actively provides counselling and support to students and staff to involve them in international projects or programs.

Based on the above, students and staff involvement rate in international activities still needs improvement. Therefore, it is recommended to study students and academic staff interest and needs regarding their involvement in international relations and international projects on each faculty, and to develop specific mechanisms and tools based on the study results to ensure the increase of student and staff involvement rate in international projects.

For full implementation of international relations and internationalization policy, it is recommended to increase human resources in the Department of International Relations with people who are competent, knowledgeable and experienced in the specifics of the activities of higher education institutions.

Evaluation of services and material, library information and financial resources

Following the surveys held with the Uuniversity students, students' rights and their support - student services, material and library resources were evaluated. The analysis of the evaluation results reveals that students gave a high grade to specific statements for evaluating each component. Key findings and areas to be improved are described in great details in the 2019-2020 Student Survey Outcomes Report. (see relevant annex for further details).

Based on the survey **the University staff** evaluated supporting services offered by the University, in particular, material and library resources. The analysis of evaluation results reveals that the staff gives high grade to specific statements defined for the evaluation of each component. Key Findings and areas to be improved are described in great details in the report on the results of the 2019-2020 Administrative and Program Implementation staff Survey. (see relevant annex for further details).

The Quality Assuarance Office analyzed the reports submitted by the structural units. The submitted report revealed that during the reporting period each structural unit within its competence ensured planning and implementation of relevant activities/events to develop services and material, library, information and financial resources. Interim and annual reports of structural units. (see relevant annex for further details).

The results obtained through using the mechanisms described above confirm that during the reporting period the University improved services and material, library, IT and financial resources, it particularly improved infrastructure and IT resources.

In the introduction of this report, it was underlined that the University must live up expectations of its students and staff. Thus, against the backdrop of increased competition, one of the indicators of measuring sustainability of an institution is its managerial efficiency, which is achieved by: implementation of strategic goals and objectives, effective management of staff performance, high quality of students, staff and other stakeholders' satisfaction as well as the effectivness of financial and economic activities of the institution.

Managerial efficiency of the University is monitored in the following areas:

- ▶ Institutional level —evaluates if the goals laid down in the strategic plan are achieved in accordance with the established indicators, deadlines and specified resources; The effectiveness of the internal quality mechanisms introduced into the University; Economic efficiency and financial indicators.
- ▶ Level of structural units evaluates: the results of the activities of each structural unit and the effectiveness of the work performed by the staff;
- ▶ Stakeholder Level evaluates: the level of student and staff satisfaction with the university managerial style, services, and various issues that affect the efficiency of the university management system

In order to monitor the efficiency of the management system at university specific mechanisms are established, their use determine if the established procedures are followed and how effective and efficient the achieved result is.

The mechanisms established to monitor efficiency of the university management system cover all the aspects to achieve managerial efficiency and they are presented as follows:

- ▶ Evaluation of the implementation of the University Strategic Development and Action Plans;
- ▶ Evaluation of the efficiency of quality assurance mechanisms;
- ▶ Evaluation of financial and economic indicators;
- ▶ Evaluation of managing performance of tasks assigned to structural units as well as work assigned to the staff:
- Evaluation of student and staff satisfaction.

The Quality Assuarance Office studied the outcomes of the use of the above-mentioned mechanisms, in particular:

- ▶ The team monitoring the implementation of Strategic and Action Plans provided information to the Quality Assuarance Office on the activities carried out during the year the analysis of provided information confirmed the efficiency of actions set out in the Action Plan, In addition, no specific gaps and challenges were identified in their implementation process. In addition, the activities carried out in accordance with the Action Plan during the reporting period, had a positive impact on the quality of the University performance.
- The Department of Financial and Material Resource Management submitted the analysis of financial and economic performance to the Quality Assuarance Office the submitted analysis verified that the University's activities and main directions are economically profitable, whereas financial indicators show that the university's revenue is increasing. In addition to that, contingent expenses and possible risks were identified and they will be included in 2021 budget.
- ▶ The structural units submitted reports on the performance of their tasks, in addition, Human Resources Management Department presented Staff Performance Analysis the analysis of the annual reports submitted by the structural units confirms that the structural units operate in accordance with tasks and functions assigned to them. Also, the analysis of the work performed by the staff showed that the majority of the staff is motivated to properly and efficiently perform functions assigned to them.
- ▶ The Quality Assuarance Office conducted a survey on student and staff satisfaction and analyzed its outcomes during the reporting period, the Quality Assuarance Office conducted a survey focusing on student, academic, visiting and administrative staff satisfaction regarding various aspects of university management. The results of the study showed that their level of satisfaction is high.
- Stakeholders (students, academic, visiting and administrative staff) evaluated the efficiency of quality assurance mechanisms. During the reporting period, the results of external evaluations carried out to re-accredit the programs were also analyzed during the reporting period, students, academic, visiting and administrative staff evaluated the efficiency of quality assurance mechanisms. The results of the student survey verify that the University is interested in the degree of their satisfaction, moreover, it is obvious that students take full advantage to freely comment on the shortcomings of the educational process, which also verifies the effective functioning of quality mechanisms. Similar to the results of student surveys, the results of program staff surveys confirm that staff is actively engaged in the improvement of educational processes. Administrative staff is familiar with existing quality assurance mechanisms and procedures. They were informed of the evaluation outcomes and within their competences are involved in the evaluation process of quality assurance mechanisms.

It is worth mentioning that during the reporting period, as a result of the external evaluation carried out for re-accreditation of the program, the efficiency of the quality assurance system in EEU was evaluated as one of the strongest points of the institution.

From the perspective of the development of effective management and quality assurance system, we would like to emphasize that during the reporting period the independence and madate of the Quality Assuarance Office at East European University were strengthened. More specifically, according to the current structure the Office subordinates to the governing body, i.e. It is under the control of the University Rector and supervises and coordinates quality management and evaluation at the University. The responsibilities of the Office are the development and consolidation of quality culture at the University together with its units, the development of quality management principles and methods at University aimed to support teaching and research, setting and evaluation of quality standards, and overall coordination of the quality management system.

Evauation of the contribution made by the University to community development and its position in the educational area

Corporate social responsibility a top priority of East European University and it is considered as one of the important indicators of credibility and sustainability for the University. Therefore, every year, in line with its key activities, it increases the number of activities and financial assistance to offer lifelong learning projects, projects for vulnerable groups, environmental project etc. The University seeks to make a positive impact on social development by strengthening its corporate social responsibility

It is noteworthy that this approach is reflected in corporate social responsibility policy of the University, which describes the essence, importance, approaches and scope of social responsibility. The Corporate social responsibility policy is part of EEU's corporate culture and its requirements are taken into account when making a number of university decisions. The University's social responsibility policy aims to promote both, socio-economic progress of the community, increasing the opportunities and giving access to public goods for vulnerable groups, as well as enhancing sustainable development of the environment. In addition, policy-based approaches are applied with the university community and all external stakeholders.

As mentioned above, every year the University plans and implements various activities within the framework of corporate social responsibility, however, during the reporting period, the best practice under the University Social Responsibility policy was successful implementation of COVID 19 social-educational project for the period of May-July 2020 aimed at supporting applicants and prospective postgraduate students. It was implemented with the support of the LEPL Education Management Information System (EMIS) of the Ministry of Education, Science, Culture and Sports of Georgia within the framework of the cooperation project with the telecommunications operator Silknet:

- ▶ 611 applicants from all over Georgia, who had problems with Internet access and were unable to normally prepare for the Unified National Examinations, were provided with uninterrupted Internet access thus, ensured their preparation for the Unified National Examinations.
- For the above-mentioned persons, as well as for additional 427 applicants and prospective postgraduate students (1038 in total) were provided with free access to a two months online preparation courses for the Unified National Exams in three subjects (Georgian language and literature, English language, mathematics), and to all four components of Common Master's Degree Admission Exams (reading comprehension, analytical writing, Logical reasoning, quantitative reasoning) provided through Microsoft Teams powerful online communication platform.
- Additional support has been was announced for students involved in the social project, as well as all applicants were offered 30% of the university funding for each years of their University course if they pass the Unified National/Common Master's Exam and enroll at European University.

This socio-educational project was nominated for the UN Global Compact Network Georgia Corporate Responsibility Award competition - Corporate Responsibility Award 2020, in the category of quality education, where it was nominated among the best projects.

The project was also well received by the young people involved in the project, their survey results verify the fact (for further details see the respective annex -"Survey of Applicant Satisfaction with the Unified National Examinations preparation Program"). The number of applicants satisfied with the university preparatory courses totaled to 93.3%, and on the 10-point grading system each course was graded with at least 7 points.

Considering the impact of global pandemic on learning and teaching and new trends in the higher education system, the proposed socio-educational project proved to be particularly significant for the people involved in it, as distance/online learning will further be introduced in the near future and positive experience that they received while using such system will ensure their easier adaptation to new technologies; in addition, it will provide the University academic staff with significant online learning experience. The university allocated GEL 32,553 for the implementation of the project.

The Quality Assuarance Office analyzed the report submitted by Marketing and Public Relations Department in the context of positioning the University in educational area, in addition, the Office studied and analyzed student enrollment, statistics of student flow rates (mobility) according to years provided by University Education Department

The analysis of the quantitative data presented in the reports reveals growing dynamics of student enrollment; however, the number of students enrolled through the Unified National Examinations at the undergraduate level is relatively problematic. It is therefore important to explore the possible determinants of the small number of students enrolled through the Unified National Examinations (compared to the Master's and Doctoral degrees) and to focus within the University's unified marketing strategy on identifying mechanisms to attract this specific segment.

In addition, it should also be noted that compared to the previous reporting period, loyalty to the University has increased, which is due to the abundance of interesting and useful activities carried out during the reporting period and the strengthening and diversifying public relations channels.

Future Visions of the Quality Assuarance Office

As mentioned above, the quality assurance system applied at university is focused on the enhancement and improvement of achieved outcomes, bringing institutional benefits and directly responding to the university's aspiration to achieve sustainable success.

Therefore, the Office continues to work actively to achieve the goals set out in the University Strategy in a timely and effective manner.

Significant attention is paid to the analysis of the internal and external challenges the University is facing, also to seeking the best ways to deal with them and turn them into development Opportunities

Existing trends in the higher education sector, current changes and the context of the reform are constantly putting the institution at risk that it may fail to properly understand the factors that influence the success of the university, these risks are constantly emerging, developing, increasing or decreasing therefore, against the background of these changes, the University has to be focused on meeting the needs and living up expectations of students and other relevant stakeholders, which will further enhances the role of the Quality Assuarance Office in these processes.

The most important part of the quality evaluation conducted by the Quality Assuarance Office is making improvement-oriented recommendations. However, the benefits of the Office performance are reflected not only in the recommendations, but also in their implementation.

At this point, the Office positively assesses the rate of implementation of the recommendations. However, it plans to further enhance its rate. In this regard, it is actively working on the development of an online/electronic system for monitoring the implementation of recommendations and on scheduling information exchange meetings for the university community regarding the importance of feedback.

The main intellectual resource of the Quality Assuarance Office is its competent and motivated team. However, in the face of increasing competition in this field, it is important to motivate them, ensure their professional development and retention on the team. This is particularly important for proper implementation of the principles of the updated quality assurance system.

Final recommendations formulated based on the evaluation of the use of quality assurance mechanisms

- 1. It is advisable to intensively continue the implementation of marketing strategies developed to increase awareness about the university and enhance its attractiveness, in addition, factors caused by the pandemic should also be considered.
- 2. It is advisable to use existing internal communication development mechanisms with the same intensity as during the reporting period. Heads of structural units should be oriented towards an unified approach to information processing and dissemination. It is desirable to introduce an internal reporting culture into structural units at the level of all structural units.
- 3. To Continue development of mechanisms for international students recruitment, considering the increased requirements of national legislation and the risks posed by the pandemics. Hold information sessions with stakeholders on the objectives set out in international relations and internationalization policy of the University.
- 4. It is recommended to study the interests and needs of students and academic staff on each faculty with respect to their involvement in international relations and international projects, and based on research outcomes to develop specific mechanisms and tools in order to enhance student and staff engagement in international projects and increase the rate of international mobility.
- 5. It is encouraged to continue raising students' awarness about their rights, their support services at university, principles of ethics, academic freedom, and rules of conduct.
- 6. It is recommended be hold information sessions with stakeholder on plagiarism and its prevention.
- 7. It is also recommended to develop staff performance appraisal mechanisms, strengthen the feedback principle based on appraisal results, as well as evaluate the effectiveness of the staff performance appraisal system.
- 8. Intensify care to increase the number of activities aimed at student career development and the rate of their participation in projects, events, conferences and research activities.
- 9. It is advisable to enhance staff professional development mechanisms and strengthen their connection with the requirements of professional development of the staff.
- 10. Actively continue implementation of mechanisms supporting the research activities, as well as raising stakeholder's awareness.
- 11. It is recommended to conduct trainings with the program staff on the use of international library databases

Detailed Progress Report on the Implementation of the Recommendations Formulated During 2019-2020 Academic Year.

Based on the use of quality assurance mechanisms during **2019-2020** academic year, the Quality Assurance Office formulated key and systemic recommendations in three stages. These recommendations were monitored during the reporting period In particular:

Stage One: The Quality Assuarance Office processed the outcomes of the quality mechanisms used in 2018-2019 and based on it, in September 2019, formulated recommendations emphasizing relevant responsible/involved structures/entities.

Stage Two: Since 2019, the University has introduced an annual reporting culture. Based on the analysis of the submitted reports as well as the results of the external evaluation, the Quality Assuarance Office formulated recommendations in March 2020.

Stage Three: In order to evaluate distance learning applied due to current pandemic, the Office has developed mechanisms for ensuring e-learning quality and elaborated relevant survey forms for its implementation. Based on the outcomes of the survey conducted in May 2020, the Unit formulated relevant recommendations

The implementation of the recommendations based on the analysis of the reports submitted by the structural units in **2020**, as well as the implementation of above-declared recommendations will be monitored during the **2020-2021** academic year and its outcomes will be included in the **2020-2021** report of the Quality Assuarance Office.

Recommendation title	Fully; partially; failed to follow	Comment
1. It is advisable to enhance the practical component in educational programs by reviewing both program volume and their content, also to develop cooperation with existing employers to strengthen the practical component and, if necessary, to find new employers.	fully	All the existing programs in the university were revised and the practical component was enhanced in them, new employers were found in parallel with the cooperation with the existing employers.
2. It is advisable to review and improve the mechanisms for attracting international students, which may include: developing a guide for foreign students and ensuring its availability; Increasing assistance mechanisms for visas and university study procedures; Providing information on on-site accommodation opportunities and consumer services (transport, food, health, entertainment, culture, etc.); Assisting in the adaptation with local community; Providing legal advice/counseling and advocacy from university lawyers; Providing international students with an academic counseling. Providing international students with flexible mechanisms for paying tuition fees.	fully	During the reporting year, 21 new contracts were concluded with companies and private agents focusing on the attraction of students. In order to attract and enroll foreign students to the university, seminars and exhibition/educations fair were planned, but due to the coronavirus pandemic they were not held and only a few webinars were organized. In terms of attracting international students, the International Relations Unit has improved foreign applicant application and interviewing procedures, which will also positively influence visa and border crossing rates.
3. It is advisable to strengthen the Department of International Relations at the University in order to more successfully conduct potential student attracting/marketing campaigns; International visits (participation in education fairs, promo tours, visits to schools, meetings with agents); Cooperation with foreign agents and using online portals; Coordinating the procedure for enrolling international students and facilitating their arrival in Georgia, organizing cultural integration events; Providing assistance to international students during their studies.	fully	The International Relations Department hired one employee, and the recruitment process is underway.
4. It is advisable to review learning outcomes of programs in order to further refine them and develop curriculum maps for all the available programs at University.	fully	Learning outcomes of all program were reviewed and curriculum maps developed.
5. It is encouraged to conduct trainings for academic and visiting staff on learning outcomes and curriculum maps.	fully	A two-day training was held regarding "The Role of Academic Staff in Study Program Planning and Development". The training was aimed at discussing with the academic staff the textbook developed by the Quality Assuarance Office, developing study program and curriculum goals and learning outcomes as well as

practices in professional development of the academic or visiting staff, it is advisable to involve international experts and representatives of partner universities. The university is involved in the implementation of the Master of Education Research and Administration program, namely - Professor from the University of Linzl In addition to that, Fresenius University professor has been involved as one of the managers in the implementation of MA Digital Management program; moreover, some of the courses are taught by visiting international lecturers. In addition to that, involvement of international experts from partner universities was used as one of the mechanisms for extrenal evaluation, for example, for Master and Bachelor programs external evaluation was performed by a professor from Arden University. This kind of activities definitely promotes introduction of best practices for teaching and assessment as well as for professional development of local and visiting academic staff and enhancement of international integration. These mechanisms were also used at the Faculty of Law and similar processes are underway with respect to Graduate Health Care Specialists Program. 7. It is advisable to refine the feedback mechanisms when assessing the students 8. The University should strengthen attention to the partially The training, as well as a commercial on			reviewing the annual report on the student assessment system developed by the administrative structural unit. In addition, introduction of modern teaching and lerning methods in medical sciences was organized. https://eeu.edu.ge/portfolio/21138training/
8. The University should strengthen attention to the development of students' professional conduct and ethics and offer them various trainings or events, as well as organize seminars/trainings/events aimed at raising The training, as well as a commercial on plagiarism were planned. A webinar on this topic has also been scheduled.	practices in professional development of the academic or visiting staff, it is advisable to involve international	fully	Education Research and Administration program, namely - Professor from the University of Linzl In addition to that, Fresenius University professor has been involved as one of the managers in the implementation of MA Digital Management program; moreover, some of the courses are taught by visiting international lecturers. In addition to that, involvement of international experts from partner universities was used as one of the mechanisms for extrenal evaluation, for example, for Master and Bachelor programs external evaluation was performed by a professor from Arden University. This kind of activities definitely promotes introduction of best practices for teaching and assessment as well as for professional development of local and visiting academic staff and enhancement of international integration. These mechanisms were also used at the Faculty of Law and similar processes are underway with respect to Graduate
development of students' professional conduct and ethics and offer them various trainings or events, as well as organize seminars/trainings/events aimed at raising		fully	
	development of students' professional conduct and ethics and offer them various trainings or events, as well as organize seminars/trainings/events aimed at raising	partially	The training, as well as a commercial on plagiarism were planned. A webinar on this topic has also been scheduled.

9. It is advisable to develop educational resources, it is especially important to offer intensive trainings and consultations, to both students and staff, to work with international scientific, as well as local bases, and develop an e-learning base;	partially	According of the University Action Plan 2019, the development of e-governance programs and strengthening of e-platforms were planned at EEU, its due completion enabled the University to be ready and to smoothly move to an e-learning and institution-based e-management platforms. EEU-EL, MS TEAMS, ELMA electronic platforms were created / introduced during the reporting period. Only the training on the use of international scientific library databases is left to be conducted. In fact, the training has already commenced and so far, only students managed to attend it. However, soon all the target groups will be involved in it.
10. It is advisable to increase the effectiveness of student support mechanisms, which should include, for example, supporting students with special educational needs and disabilities, ensuring financial support mechanisms, opportunities for mental support of students, and etc.	fully	In 2019, the "Rule for granting scholarships to students and their rewarding" was developed, which provides for various types of financial support mechanisms (including for students with disabilities and Special educational needs). In the 2019-20 academic year, GEL 32,250 was spent in this direction. Also the "Rule for funding student projects and activities", which allows students to receive funding in the amount of GEL 5000 for scientific/cultural/sports projects is also worth mentioning.
11. It is advisable to strengthen the mechanisms supporting the research activities of the academic staff, to outline the directions of research activities taking into account their research potential.	fully	
12 . It is advisable to specify the mission and vision and define the values of the University	fully	
13 It is advisable to review the University Staff Management Policy and develop appraisal mechanisms for the staff performance.	fully	
14. It is also advisable to develop appropriate strategies and approaches to enhance branding.	partially	Work is underway

15. In order for further institutional and corporate development of the University, as well as to consistently introduce quality culture, it is advisable to ensure the analysis of existing structure and structural units of the university and taking appropriate corrective measures based on its results.	fully	
16. It is recommended to revise the organizational structure of the university in such a way that it considers the following components: Strengthening the role of collegial bodies, their electivity and increasing representation of students and academic staff in them.	fully	Faculty councils were set up on faculties filled with students and academic staff. In addition, the functions and the rule for staffing the was revised and updated. The Representative Council does not only review the key documents of the University. Institutional and functional role of faculties were enhanced-Functions of the faculty were updated, by creating faculty collegial body (the council) it gained more independence, in addition, in line with its functions, the faculty autonomy was enhanced.
17. It is recommended to establish Human Resources Management Department as an independent structural unit.	fully	In the updated version of the structure, this department is an independent body.
18. The growth of the student service provision team is encouraged.	fully	
19. The Chancellery should be established as the document processing Department and it should include the functions of an archive.	fully	
20. In order to increase the University profile, marketing approaches should be fostered and support for attracting competent marketing professionals should increase.	partially	In the current structure, a unit called the Marketing and Public Relations Unit was set up, in addition, the University outsourced a team of marketers working in the direction of University branding. They are currently redesigning and updating University website.
21. Development of IT infrastructure and management systems is recommended.	fully	The Information Technology Management Department was established as an independent structural unit, they recruited competent staff; In addition, the University purchased licensed Microsoft programs as well as Teams. The internet provision and server capacity was

		enhanced. The updated structure of the University also includes the position of a Vice Rector, who will focus on financial, IT areas.
22. It is recommended to improve internal communication system	fully	Various activities were planned and implemented in these regard, namely, the structural units were introduced to the quality assurance mechanisms as well as to the importance of their consistent implementation.
23. Revision and sophistication of the functions and job descriptions of structural units are recommended		The statutes of all structural units as well as job descriptions were updated.
24. It is recommended to contact students (it is necessary to select specific method through which each and every student will be reached) in order to identify the ones who may need additional assistance (which may include technical assistance or information counseling). This issue needs an immediate solution	fully	
25. Students who were not able to pass seminars due to objective reasons or technical problems may receive individual assistance.	fully	
26. The number of students in groups must be reviewed and, if necessary, during the implementation of assessment component, student should be divided into groups.	fully	
27. Information session for students should be organized, and/or an information letter about the assessment components and exams should be mailed.	fully	
28. It is recommended to hold an online meeting with professors to identify their needs and to schedule an information session/training on student assessment methods.	partially	Holding of trainings has been planned

Annexes

The above-mentioned annexes shall be enclosed to the document.