Self-evaluation report template of a higher educational institution[1]

LTD – EAST EUROPEAN UNIVERSITY

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[1] **Note:** The higher educational institution, that is planning to carry out or already carries out vocational educational programme/s must also complete and submit the self-evaluation report of vocational educational institution.

2021 year

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Part I: Introduction

1. Description of the institution

(This part should indicate the brief information about the institution (ex. Historic overview, main priorities and indicators)

East European University, a legal entity under private law, was founded by a successful, motivated and competent team with significant experience regarding successful management in higher education.

East European University (EEU) is one of the young institutions in the educational space of Georgia. It started its activities with the implementation of bachelor's and master's degree programmes in September 2013, with the status of a teaching university.

The EEU gained the right to pursue doctoral programmes through re-authorization two years after its successful launch and has been operating as a three-level university since 2015. By 2015, 8 educational programmes had already been introduced through the process of programme accreditation at the University.

By the beginning of 2021, EEU will be represented by 19 educational programmes designed to correspond to the labour market demands, modern trends and international practices, and are implemented by highly qualified, motivated academic and visiting staff.

Despite its short history, EEU has been able to build trust locally and internationally as a quality-oriented, modern corporate-style institution. **It has made rapid and significant progress** in all areas of educational activities. Particularly visible in terms of internationalization is the partnership with over 40 international universities and organizations, including universities in the United Kingdom, the United States of America, Germany, 6 ERASMUS + grants, four US Embassy grants and one British Council grant. As well as this, EEU has implemented more than 30 international projects and actively collaborates with international foundations, is a member of more than 10 international organizations, including European Public Law Organization (EPLO), World Education Services Organization (WES, USA), UK Researchers Potential Implementation Program (Vitae), World Health Organization (WHO), Smart Universities Organization (SUF), the European Union Research and Innovation Organization (EURAXESS). By the end of 2020, **EEU became a full individual member of the European University Association (EUA).**

The abundance of exchange programmes offered to students of almost all of the educational programmes available at EEU is also worth mentioning. During this period, English-language educational programmes have been introduced**, including the successful implementation of the One-Step English Language Programme in Medicine**, as well as the Master of Digital Management programme established in 2020, implemented by Georgian and German specialists and available to students at the Fresenius University exchange programme. Currently, the university runs four English-language educational programmes and has up to 280 international students from 10 countries around the world. Up to 15 international staff participate in the implementation of the educational programmes. Shortly, work will be completed on the English-language Doctoral Programme in Education supported by Middlesex University; Staff and students of the programme will have access to

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the scientific bases of the Middlesex University.

In addition, it is also noteworthy that one of the strengths of EEU is the development of a student support policy, which is implemented through a variety of services (career development, financial and student initiative support, social support, counselling services, internationalization support, etc.); mechanisms to protect students' rights and legitimate interests are also successfully implemented. In addition to significantly increasing the budget in this area, improving student services has led to the introduction of modern electronic platforms. The University is a licensed partner of Microsoft and, at this stage, eight licensed platforms have been introduced in EEU, thus ensuring the effective administration of educational and structural units (**EEU-EL; ELMA; Microsoft Teams; OPENBIBLIO; EEU-HR, FMG SOF).**

The University actively pursues a social policy in terms of social activities and projects, as well as conducting research. A large-scale social-educational project implemented in 2020 during the pandemic in cooperation with the LEPL Education Management Information System (EMIS) should be singled out. Under this project, up to 1,200 university entrants were trained for the Unified National Examinations in four subjects and more than 600 entrants were provided with uninterrupted internet access. The project was administered and fully funded by EEU.

Since EEU gained the right to teach at the doctoral level, it has made significant changes and intensified its research activities. Specifically, mechanisms for supporting research activities have been developed, the annual budget for research activities has increased 4 times compared to 2015. As well as this, 6 research centres have been established; , [2], the university research strategy has developed, active cooperation with international scientific universities and organizations has been established and many textbooks have been published; a peer-reviewed bilingual annual scientific journal has been created. In 2015-2020, more than 50 scientific conferences and workshops were organized and held, including up to 15 international conferences; local and international staff research activities were funded, up to 15 scientific projects were carried out. Within the framework of the internal grant scientific and student projects, 8 projects were funded with a total budget of 130,000 GEL.

Together with several universities, EEU has conducted a large-scale labour market research on educational programmes in Georgia, implemented several joint local and international scientific projects, strengthened the university with qualified and experienced academic staff, and established a special structural unit "Doctoral Research and Development Centre" to support doctoral research at the University. Mechanisms for detecting and responding to plagiarism, establishing a Code of Ethics for Research and Academic Conscientiousness and a Research Ethics Committee, research laboratories and a simulation centre for medicine were established, significant investments in the development of research infrastructure were made.

The university purchased real estate for the new campus in 2018 and has already made large-scale investments. The new campus includes several buildings: an academic-administrative building, a building for research centres / laboratories, a building for sports and public events, a cafeteria, a sports field; recreational areas, a modern library, an examination centre with OSCE stations. The building is

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[2] 1. Research Centre for Psychology and Neuroscience; 2. Multifunctional Research Centre; 3. Valram Cherkezishvili Centre for Interdisciplinary Research; 4. International institute of Marine Law and Politics; 5. Architecture Research-Design Beureau; 6. Research Centre for Migration and Diaspora

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equipped with modern services, equipment and appliances such as smart boards, new models of computers, modern library services, security systems, new training inventory, special equipment and equipment for research centres and medical laboratories: interactive anatomical table, laminators, tools, neuro-marketing and psychodiagnostic equipment, multifunctional computer equipment, etc. Restrictions caused by the pandemic resulted in certain delays concerning the completion of the campus, hence the opening of the new campus is scheduled for May 2021.

EEU has successfully implemented an effective quality assurance system that helps the institution to maintain and develop the quality of its academic activities. The quality assurance system, to respond to the needs of students and other stakeholders and to achieve their satisfaction, provides quality assessment and develops the University in all areas - educational programmes, teaching and learning processes, services, resources, internationalization, research, management, services, contribution to the community, positioning in the academic field. The processes of the continuous and systematic application of quality assurance mechanisms for the implementation of the quality assurance system in EEU are administered using the PDCA cycle. EEU seeks to ensure the consistent use of quality assurance mechanisms.

The combined and consistent use of quality assurance mechanisms by EEU ensures sustainable success in challenging, demanding and constantly changing environmental conditions.

EEU systematically evaluates the activities of the university, analyses the results, identifies issues for improvement and implements appropriate measures for their development. Following in the footsteps of the significant progress made during this period, the university is making a special effort to develop the learning and teaching process, the need for which was identified during the pandemic. Currently, EEU has already elaborated the learning and teaching development policy and its implementation will start from the spring semester of the 2021 academic year. Also, an important project is planned in this regard and will be implemented by UCL (University of London). This project will include training of the EEU academic staff in doctoral and professional doctoral studies. The project will start on March 1, 2021, and will end on May 30, 2021.

EEU is aware of its role as a responsible higher education institution and spares no effort to ensure that its activities are constantly focused on progress and development.

 EEU is especially proud of the achievements of its graduates. Their employment rate by qualification is high and is increasing every year.

It is important for EEU that staff remain with the university in the long run.

In the surveys, **EEU students indicate that their expectations were met and advise** others to choose East European University.

The history of East European University is written by satisfied students, alumni, staff and partners whose expectations we are committed to, constantly striving for success.

The following diagrams illustrate the significant progress made by the EEU since 2015

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Diagram №1 – University Budget in 2015 and 2020

University budget

7093381

1328668

2015   2020 .
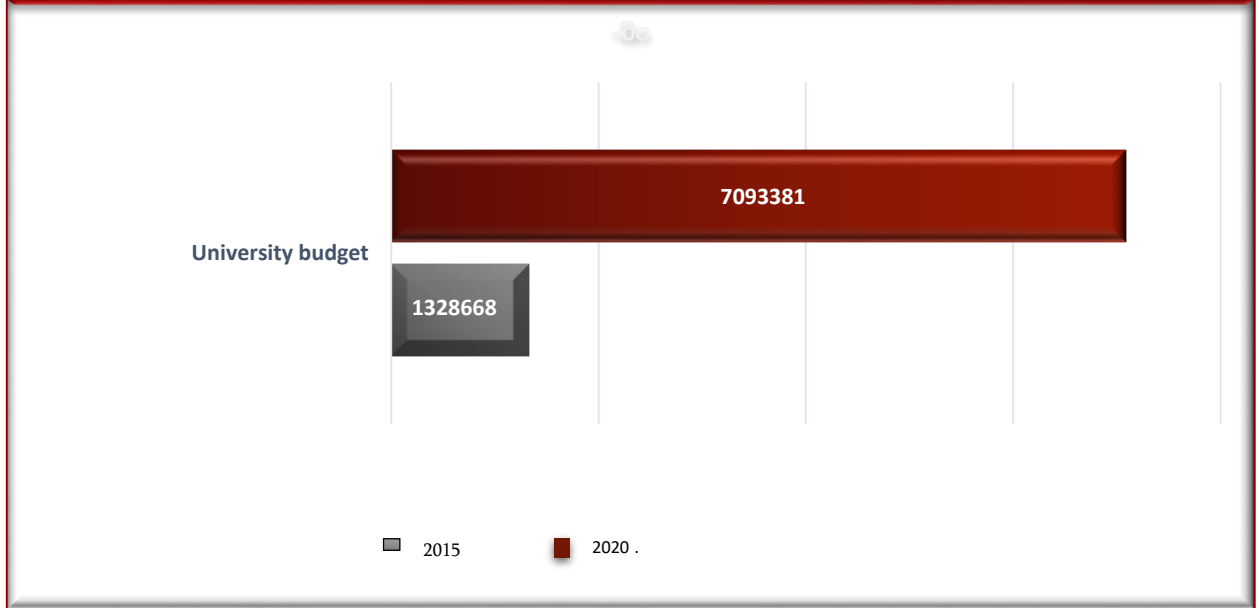
Diagram №2 Sums allotted to the staff development and research support

400000

350000

300000

250000   2015
                                                                  2020
200000

150000   336000

100000

50000   30000   72000
              10000

0

Research support   Sums allotted to the staff development

6

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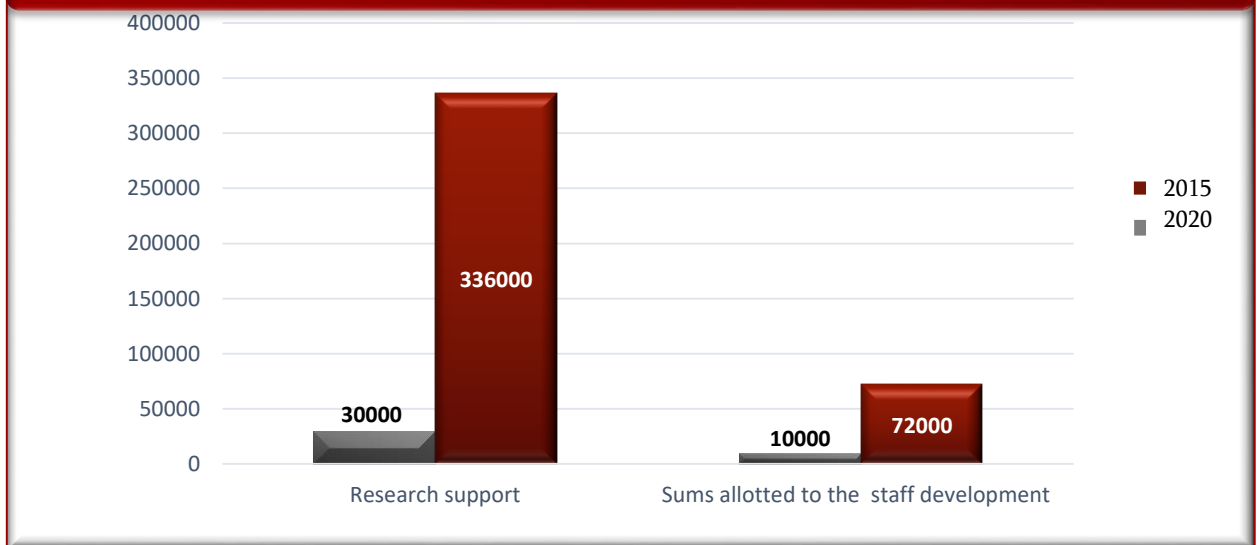
Diagram N 3 University Infrastructure and books fund

University book fund

8085

3684 2015 წ.

2020 წ.

University infrastructure (in sqm)

9381

4632 2015 წ.

Diagram №4 Computers

- 2020
- 2015

178

71

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Diagram 5 Other learning technologies

	Notebook	Printer	Projector	Smart monitors
2015	12	12	8	0
2020	23	27	17	10

Diagram 6 Human Resources, International Partners, Graduates

	2015 წ.	2021 წ.
Number of graduates	22	434
International partners, organisations	7	41
Human resources	166	390

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2. General information about the institution

Please, indicate the factual information valid for the moment of application

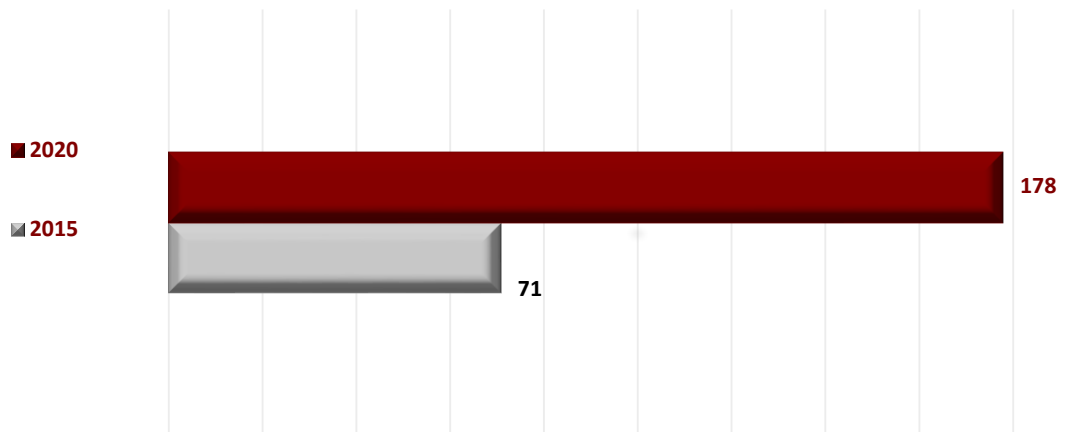|	
Name	**East European University LLC**
Name in Georgian	**შპს აღმოსავლეთ ევროპის უნივერსიტეტი**
Legal form	Legal Entity of Public Law
Type	University
ID number	400028849
Main address (Street, N, city/municipality, postal index, state)	4 Shatili street; Tbilisi 0178; Georgia 6, Irina Enukidze street, Tbilisi, 0158 Georgia
Web-site	www.eeu.edu.ge
E-mail address	info@eeu.edu.ge
Phone number	+995 32 248 01 41
Head	**David Cherkezishvili**
Head's E-mail address	dcherkezishvili@eeu.edu.ge
Head's mobile phone number	(+995) 591 007 050
Head of administration/Vice-Rector	**Tea Imedadze**
E-mail address of the head of administration	t.imedadze@eeu.edu.ge
Mobile phone number of the head of administration	(+995) 577 553 338
Head of quality assurance department/person responsible for quality assurance function	**David Bostoghanashvili**
E-mail address of the head of quality assurance department/person responsible for quality assurance function	d.bostoghanashvili@eeu.edu.ge
Mobile phone number of the head of quality assurance department/person responsible for quality assurance function	(+995) 577 022 233
Information about the authorization of the institution (if applicable)	
Date and number of the decision	03.06.2015; N13
Authorization expiration date	03.06.2021

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3. Quantitative data

3.1 Programmes[3]

Number of educational programmes	19
Bachelor	6
Master	9
One-cycle	1
Doctoral	2
Teacher training programme (60 ECTS)	1
Georgian language preparation programme	-

Number of accredited programmes	15
Number of accredited programmes by international organization	0
Number of joint educational programmes[4]	0
Number of exchange programmes	12

3.2 Students[5]

The marginal number of students requested by the HEI			2100
Actual marginal number of students			1200
	Active status	Suspended status	Programme graduation rate
The total number of students	1017	626	615
Bachelor	271	270	322
Master	413	232	274
One-cycle	275	56	3
Doctoral	38	65	2
Teacher training programme (60 ECTS)	20	3	14
Georgian language preparation programme	-	-	-
Number of international students	281	69	4
Number of the students with special educational needs	0	0	0

3.3 Staff[6]

The data regarding HEI staff	
Total number of the staff (including academic, scientific, invited, administrative, support staff)	390
Total number of academic staff	158
– Professor	31

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[3] Detailed information regarding programmes by faculties should be presented by the table given in annex 1

[4] It implies only those joint programmes, which definition is given in the second article paragraph H[48] in the Law on Higher Education

[5] The data about students by faculties should be presented by the table given in Annex 2;

[6] Data regarding academic and invited staff (with references of affiliated staff) by faculties should be presented by the table given in Annex 3

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- Aassociate professor	79
- Assistant professor	39
- Assistant	9
Total number of scientific staff	
- Scientist / Researcher	-
- Postdoctoral researcher	-
Total number of affiliated academic staff	96
- Affiliated professor	17
- Affiliated associate professor	40
- Affiliated assistant professor	31
- Affiliated assistant	8
The number of international academic/scientific/invited staff involved in teaching	15
The number of international academic/scientific/invited staff involved in research	15
Invited staff involved in teaching	148
Administrative and support staff	84

3.4 Other quantitative data

Number of researches conducted within the latest aauthorization period and ongoing researches	416
Number of scientific-research institutes	6
Total budget of the HEI	7,083,900.00
Budget allocated for research and scientific activities	336000
Budget allocated for library development and functioning	60000
Usage of international scientific databases	1266
Size of student dormitory	-

4. Total area of a building[7]

Total area of the institution given in square meters	9381.3
Size of the institution's area used for the academic purposes given in square meters	4829.9
Size of the institution's auxiliary area given in square meters	4551.4

5. Benchmarks[8]

	Actual benchmark	Target benchmark	Estimated date of reaching the target benchmark [9]
Ratio of the academic and scientific staff to the total number of the administrative and support staff	158/84	180/100	2025
Ratio of the academic and scientific staff to the	158/390	180/390	2025

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[7]Detailed information regarding the total area of the HEI per each address should be presented in form given in Annex 5.

[8] Information regarding benchmarks by faculties should be presented in form given in Annex 4.

[9] The estimated date of reaching the target benchmark should not exceed than 6 years

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total number of the staff			
Ratio of the academic and scientific staff number to the number of invited staff	158/148	180/148	2025
Ratio of the academic, scientific, invited staff number to the number of students	306/1017	328/2000	2025
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	306/18	328/25	2025
Ratio of the administrative staff number to the number of students	84/1017	100/2000	2025
Ratio of the affiliated staff number to the total number of academic and invited staff	96/306	110/328	2025
Ratio of the affiliated staff number to the number of students	96/1017	110/2000	2025
Ratio of the number of supervisors and doctoral students	25/37	40/50	2025
Retention rate for academic staff	78%	82%	2025
Retention rate for invited staff	72%	80%	2025
Retention rate for administration and support staff	71%	80%	2025
The employment rate of alumni (the latest authorization period)[10]	70.5%	85%	2025
The employment index of Alumni by their qualification (the latest authorization period)	46.3%	68%	2025
The index of defended doctoral dissertations after receiving authorization	3	18	2025
Ratio of administrative expenses to the total budget	¼	1/5	2025
Ratio of the budget allocated for research/art, developmental, creative activities to the total HEI budget	1/16	1/17	2025
Number of Educational Programmes	18	25	2025
(other benchmarks established by HEI)			
(other benchmarks established by HEI)			

6. Self-evaluation team and brief description of the self-evaluation process

Describe the composition of the self-evaluation group, areas of their responsibilities and the entire process of the self-evaluation (approx. 1200 words)

The self-evaluation process for the re-authorization of East European University LLC was conducted with high involvement and productivity. This process consisted of two main stages:

Stage I - Evaluation of the University's activities: compatibility with the criteria for the evaluation of the authorization standards regarding the results of the implementation of current processes, resources, internal regulations;

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[10] The employment rate of Alumni by programmes should be presented by the table given in annex 1

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Stage II - Work on improvement of the self-evaluation account of East European University Authorization Application.

The Quality Assurance Service provided coordination of the self-evaluation process at EEU.

Stage I – **Compatibility analysis of EEU activities and the evaluation criteria of the authorization standards**

Internal evaluation:

At the first stage of the self-evaluation process, EEU evaluated the planned and already implemented activities, the content of the implemented internal legal regulations and the results of their implementation concerning the authorization standards.

It should be noted that this process was carried out in an intensive mode, with the high involvement of the representatives of the responsible structural units of EEU. As a result of the collaborative processes, the internal regulatory documents of the university were thoroughly studied and analysed. As a result of the audit, based on the needs of the interventions, appropriate changes were made to improve the processes.

It is also noteworthy that since 2018, after the renewed standards of authorization came into force, EEU has successfully employed them in university activities. In 2019, positive evaluations [11] by external experts confirmed that the activities of East European University are fully compatible with all of the seven standards of authorization.

Based on the above-said, the results of the external evaluation were taken into account at the first stage of the preparation for authorization. In addition, the changes that were implemented from June 2019 to date, were based on the results of external and internal quality evaluation.

EEU analyzed the dynamics of the institution and the significant progress made since the previous authorization both at the level of each structural unit and at the university level. This helped the self-evaluation team to objectively and effectively identify the strengths of the University as well as the issues to be improved and, also, to plan the ways to improve them.

Stage II - Work on the self-assessment report of the Eastern European University Authorization Application and its improvement.

The process of preparing and perfecting the self-evaluation report at East European University took place from November 2020 to January 2021. It was preceded by the meeting attended by the representatives of each administrative structural unit of the University, academic and visiting staff, student representatives. The Quality Assurance Service introduced the participants to the self-evaluation report form, the list of documents to be attached to the self-evaluation, the principles of preparation of the self-evaluation report, its deadlines, feedback mechanisms and format.

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[11] In June 2019, the National Center for Education Quality Development conducted planned monitoring at EEU to determine compliance with all seven standards of university authorization.

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In order to ensure the principle of participation and cooperation in the self-evaluation process, a working group was set up by the order of the Rector of the University, which was to work on filling in the self-assessment form of the East European University Authorization Application, processing and perfecting the information. Responsibilities were distributed among the members of the group according to the authorization standards as follows:

- **The first Standard (Mission and Strategic Development)** - Rector, Department of Scientific Research and Development, Quality Assurance Service Coordinator, Department of Marketing and Public Relations, Department of Financial and Material Resources Management

- **The Second Standard (Organizational Structure and Management)**- Vice-Rector for International and Administrative Affairs, Department of International Relations (Internationalization and International Cooperation); Document Processing Department Quality Assurance Service, Department of Scientific Research and Development (regarding the Antiplagiarism Mechanisms).

- **The Third Standard (Educational Programs)** - Faculties, Academic Staff / Heads of Educational Programs, University Quality Assurance Coordinator; Department of Education.

- **The Fourth Standard (Staff)** - Vice-Rector for International and Administrative Affairs, Department of Human Resource Management; Faculties, Department of Scientific Research and Development, Centre for Continuing Education.

- **The Fifth Standard (Students and Student Support Services)** - Vice-Rector for Educational Process Administration, Department of Education, Faculties, Examination Centre; Quality Assurance Service Coordinator.

- **The Sixth Standard (research, development and / or other creative activities)** - Vice-Rector for Scientific Affairs, Department of Scientific Research and Development, Quality Assurance Service of Faculties in the field of evaluation of research activities.

- **The Seventh Standard (material, information and financial resources)** - Vice-Rector for Finance and Information Technology Management; Department of Financial and Material Resource Management; Information Technology Management Department, Security Department, Library.

Legal support of the self-evaluation process of EEU was provided by the Legal Department.

Intensive meetings of the self-evaluation group were held concerning the following directions:

- Collection and analysis of the quantitative data;
- Preparation of relevant parts of the self-evaluation report within the redistributed competencies; submission of the material to the Quality Assurance Service;
- Consolidation the information and the parts of the report received from the responsible structural units;
- Revision of the self-evaluation report, identification of strengths and issues to be improved;
- Editing, reviewing and finalising the self-evaluation report.

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➢ **Collection and analysis of the quantitative data** - The bulk of the quantitative data already existed at the university. Therefore, the existing data were sorted and analyzed while another part of the quantitative data was retrieved and collected.

➢ **Preparation of relevant parts of the self-evaluation report within the redistributed competencies; submission of the material to the Quality Assurance Service;** - Preparation of relevant parts of the self-evaluation report and submitting the report to the Quality Assurance Service.

Structural units/persons responsible for each standard or its components analyse and evaluate the compliance of regulations, policies and practice implemented in EEU with the standard and each of the components of the standard. Each standard was described and elaborated through the involvement of structural units correlated with the standard, through the process of sharing and reviewing information. The working meetings were attended by heads and representatives of the structural units of the University, members of the faculties and the Representative Council, representatives of the student self-government.

The Quality Assurance Service was actively involved in the process, providing individual or group consultations, explaining the requirements of the authorization standards. The reports submitted by the structural units / responsible persons were discussed at the meetings of the self-evaluation group in order to reflect the opinions and positions of the other members of the group.

Following the preparation of the report, the initial, preliminary version was submitted to the Quality Assurance Service in accordance with the competencies pre-defined by the structural units.

➢ **Combining the information received from the responsible structural units and the elaborated parts –**

The Quality Assurance Service elaborated the recommendations and returned them to the responsible persons. The structural units, based on the received feedback, reflected the corresponding changes in the relevant part of the report within their competence and submitted them to the Quality Assurance Service.

The updated version of the self-evaluation report was submitted by the structural units in accordance with the above competencies was reviewed by the Quality Assurance Service. The Quality Assurance Service consolidated and combined the report and handed it to the structural units and heads of the educational programs.

➢ **Consolidation of the information and the revised parts of the report received from the responsible structural units**

Considering the comments and opinions received, the consolidated and revised self-evaluation report was prepared; the Quality Assurance Service, together with the revision of the report, provided the relevant attachments. The revised self-evaluation report was submitted to both the self-evaluation team and the University Board of Trustees for further revision. As well as this, the report was sent to each member of the university community, and faculties made it available to the academic staff.

The strengths of the University, as well as the issues to be improved, were identified in the self-evaluation report concerning each authorization standard.

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> ➢ Editing, reviewing and finalising the self-evaluation report

The received remarks, opinions and comments were discussed at the self-assessment group meeting; After the report was edited, revised and finalised, it was submitted to the Representative Council.

 Although an annual self-assessment procedure has already been established at the university and a continuous quality assurance cycle is one of the strengths of EEU, the re-validation self-assessment process has been very useful for each link working in the University. Following the assessment of compatibility with authorization standards, the participants in the self-evaluation process sought and shared international and local good practices. They were able to see the overall picture of how East European University developed from the previous authorization to the re-authorization period as well as the opportunities for progress, to better position itself on the education market.

University strengths and areas for improvement were identified as a result of the self-evaluation process and were used to ensure a continuous cycle of the development of the institution.

Extensive involvement in the self-evaluation process has contributed to the widespread dissemination and development of a quality culture at the University. Each member of the team involved in this process realized his / her contribution in the context of the University's ongoing success.

The self-evaluation process has clearly revealed that EEU is fully compatible with the authorization standards. The issues identified in the process and working on them serve to reinforce the progress already made by the institution and to improve its positioning in the educational space.

It is noteworthy that one of the challenges for East European University in the process of self-evaluation, as for the rest of the world, were the constraints caused by the spread of the new coronavirus (COVID - 19) pandemic;   social distancing, distance learning and activities associated with this issue. Nevertheless, the University has provided consistent and efficient management of processes using powerful electronic platforms. This confirmed the effectiveness of the mechanisms of continuity and sustainability in EEU   activities. The process of coordinating the information exchange and self-evaluation process went smoothly, as did the teaching process, which was confirmed by the results of an internal survey of the students and staff.

It is also worth mentioning that as a result of the self-evaluation procedure, strategies and specific activities were developed to improve individual processes and identified issues, based on the mission of East European University, the Strategic Development Plan, work on their implementation and ensure the sustainable success of the institution.

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Part II: Assessment of compliance with authorization standards

The self-evaluation report shall indicate the analysis and assessment of results of HEI performance, it shall also indicate the ways and means of performance improvement. The self-evaluation must be written in a clear and sound manner. Statements presented in the self-evaluation report must be proven with arguments and evidences, quantitative and qualitative data. In order to present the statistical data and factual information in a clear manner, the HEI can include relevant graphic images in the text.

In order to recognize the institution as an applicant for authorization, the presented self-evaluation report must be completely filled out. The template is considered as completely filled out if:

> - all of the fields indicated in the self-evaluation report are filled out (in case of the lack of particular information by self-evaluation period an appropriate explanation shall be presented);
> - the information presented in the self-evaluation report directly refers to the requirements of the description and evaluation criteria of particular standard's components;
> - while presenting the evidences for the information provided, the documents and types of information listed in the "evidences/indicators'" column of the standards' document are taken into consideration all the documents, which are referred in self-evaluation report should be numbered in a consistent manner and presented as annex.
> - Strengths and Areas for Improvement shall be presented regarding all standards considering the components of each of them.

The self-evaluation form should reflect not only the analysis of the institution's activities and the assessment of the results, but, also, the ways and means of improving the performance of the University. The self-evaluation report should be stylistically well-written and understandable. Each point made by the institution in the self-evaluation application should be properly substantiated and based on relevant evidence, quantitative and qualitative data. To achieve a   greater clarity of statistics and other factual information, EEU may use context-appropriate, graphic figures.

To be considered as an institution authorization applicant, it is necessary for the University to complete and submit the self-evaluation form.   A self-evaluation form is considered complete if:

> - Each part provided in the self-evaluation form is filled in (if the institution, at the moment of self-evaluation, does not have information concerning a specific issue or the information to be indicated can be considered irrelevant, an explanation is made in the corresponding part of the application);
> - The information provided in the self-evaluation report meets the requirements set out in the description of the component of the relevant standard and the evaluation criteria;
> - When confirming the information submitted in the form of self-evaluation, the list of documents and information indicated in the column of the indicators of the standard document is provided. All documents referenced in the self-evaluation report template should be numbered and submitted as an Annex
> - For each standard and each component, strengths and areas for improvements are also presented.

1. Mission and strategic development of the HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Directions for strategic development plan of HEI corresponds with the mission of an institution, are based on the goals of the institution and describe means for achieving these goals.

1.1. Mission of HEI
Mission Statement of HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Description and assessment

► **The mission of Eastern European University is as follows:**

- The introduction of international standards following Georgian, and world cultural values, create an educational environment based on the integrity for all teaching and research activities
- Help students and staff flourish academically, morally, and civically, by providing high quality teaching, scientific research, and fellowship.
- Contribute to Georgian and wider society through wisdom and dignity.

The mission declared by East European University Written with the high involvement of the university community, the mission was developed in 2015 when the institution successfully passed the authorization process and gained the status of a university. During the period in question, there were minor changes made to prioritize its research activities and willingness to contribute to the community development. (**See Annex 1.1.1. University Regulations p. 2**). It should be noted that the amendments made to the mission took into consideration the external and internal evaluation results. In particular, the recommendation concerning the need to make the wording of the University Mission more precise was submitted by the University Quality Assurance Service in March 2020. The recommendation was preceded by an analysis of the University's external evaluation results (expert evaluations received during the Planned Monitoring in 2019), processing of the internal research evaluation results, and feedback from various stakeholders concerning the University's strengths and its individual niche in the education space of Georgia.

The working group which was set up to implement the recommendations on the review and improvement of the Mission of the University, in a series of workshops discussed and formulated the key features of the University which were clearly reflected in the University Mission Statement.

The mission of East European University is part of the institution's unified strategic plan, along with the university's vision and values.

► **The vision of Eastern European University is**

To make EEU an internationally recognized institution integrated into the European educational space and a leading institution within the field of higher education in Georgia. To ensure the

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expansion of research potential and the qualification of competitive specialists. To follow democratic principles and develop civic responsibility amongst the students and staff.

► **Key values of East European University are as follows**:

The university, in its own activities is guided by the best interests of individuals (professionals) who are involved in the educational process and the implementation of strategic development based on the following values:

Unity (integrity) - Our (the university) aspiration is to create a professional environment, where academics, administrative staff, and students share common efforts and set strategies to implement the goals demonstrated within the university vision and mission.

Respect - Our attitude within the university and to the wider society is to follow the principles of Equality, Accountability, Justice, and Ethics. In addition, there is appreciation and recognition of the effort of every member of the university community, their personal and academic freedom.

Empathy - Our approach is focused/directed towards the elimination of social injustice, indifference and establish a fair society.

Support - The university promotes the development of personal and professional growth of our academic and non-academic personal as well as students, the process of socio-cultural expansion of society, and establish humanistic values. We consider the special needs and interests of individuals.

Conscientiousness – The significant principle of our academic and scientific work, thus, we will maintain a sense of responsibility, trust, fairness, and dignity within the university community.

Freedom of thinking and expression - We are committed to the fundamental principles of academic and personal freedom and our efforts are directed to creating an environment and conditions conducive to the implementation of these principles;

Collaboration and benevolence (Goodwill) - Through benevolence-based collaboration, we strive to achieve effective and mutually beneficial results in the university community as well as in relationships with partners.

The mission, vision and values of the EEU reflect the aspirations and perspectives of the institution, its role in the educational space of Georgia and Europe, as well as a public responsibility, promoting the personal development of students and professors, utilizing innovative and flexible approaches and improving quality of teaching. The basic principles of the mission define the strategic goals of the development of the university.

Given the circumstances and aspects discussed above, the content of the mission, vision and values of EEU were revised. The working version was discussed within the framework of working meetings with administrative structures and academic staff. As a result of the revision and comparison of

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opinions regarding the final wording of the document, it was approved with the content declared above (**see Annex 1.1.1. University Statute**). As a result of all this, the mission statement was discussed and finally, the updated mission was sent to university staff and students via an electronic platform.

The mission and vision were updated following the strategic planning methodology established at the University (**see Annex 1.1.2**.) through the involvement and active participation of the academic and administrative staff, students and alumni of the university.

According to the results of a survey conducted at the University (**see Appendix 2.2.4.),** 100% of the staff state that they are familiar with the mission of the University (for quantitative distribution see **Figure 1.1.1**). However, the University continues the process of introducing and sharing the principles of vision, values and core principles of the above declared to the wider university community and stakeholders. Relevant activities were planned and implemented in this direction with students, staff and university partners.

Diagram 1.1.1

Are you acquainted with the mission of EEU?
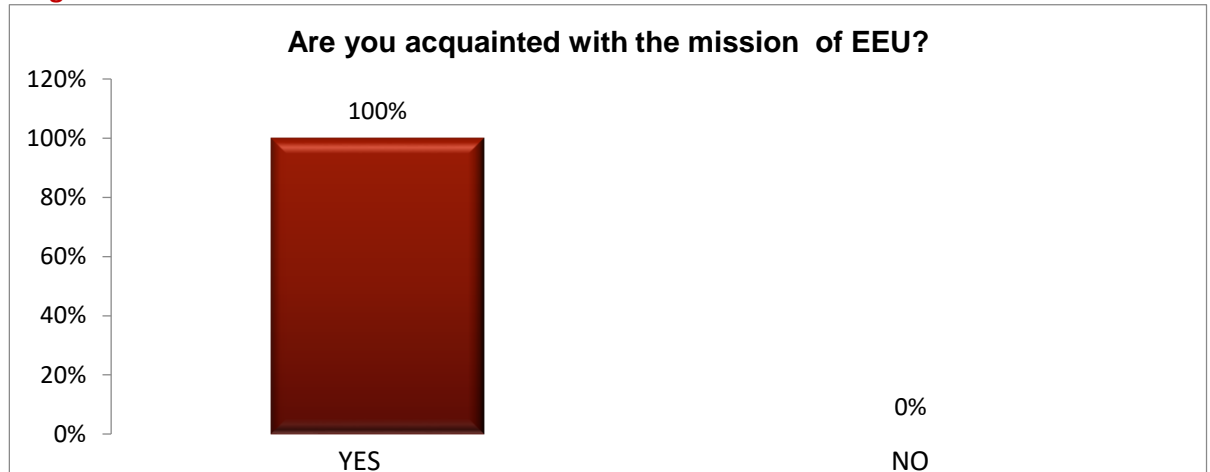
The mission statement is public. It is posted on the official website of the University.
The mission statement of East European University considers the main goals of higher education in Georgia and Europe, defines its role and place in the higher education space and society, locally and internationally. In addition, the University uses various information channels to inform the university community and stakeholders regarding the mission. The internal regulatory framework established at the university and its implementation serve the mission of the University.

Evidences/indicators
► **Annex 1.1.1**. University Statute (Mission, Vision, Values p.2.)
► **Annex 1.1.2**. Policy and procedure for developing a strategic plan;
► **Annex 2.2.3**. Results of the survey conducted at the University - analysis and reports (relevant information).

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

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results.

Description and assessmen

A seven-year Strategic Development Plan (2019-2025) was developed and is being implemented by East European University in 2019 (**see Annex 1.2.1).** This plan aims to achieve the University's vision and mission effectively.

Based on the strategic plan, a three-year action plan (2019-2021) has been developed (**see Annex 1.2.2.**). This plan outlines the ways the University intends to support the implementation of the Strategic Development Plan in the first- three years by fulfilling its tasks.

Based on the Seven-Year Strategic Development Plan, the Strategy for the Development of Scientific Research Activities of East European University (2019-2025) was developed (see **Annex 6.1.3**), in which, in addition to the issue regarding the research infrastructure, more strategic research-related tasks were indicated.

After the completion of the 5-year strategic plan in 2018, in response to the introduction of new standards for authorization and accreditation in the field of education in Georgia, as well as in response to new challenges facing the university, a new strategic plan was developed in 2019.

The strategic plan was updated following the strategic plan development policy and procedure (**see Annex 1.1.2**.), through the involvement and participation of the University's academic and administrative staff, students and alumni.

In order to develop the strategy, a working group was set up to study the results of the research conducted by the university, the unified strategy regarding education and science practice in the country, the existing documents on the trends in other higher education systems, recommendations, as well as to get acquainted with the international experience and best practices.

The discussions highlighted the importance of the University having a growing academic reputation, being able to attract and retain local and foreign students with motivated and significant academic achievement. To do this, it must offer educational programmes tailored to the needs of the market and ensure the continuous development of human resources. At the same time, University should provide a variety of student services, an environment conducive to adequate student life and personal development, and relevant infrastructure. The university should significantly strengthen its research activities, ensure its contribution to the socio-economic development processes of the country. Particular attention was paid to the promotion of research, raising the quality and quantity of research results. This requires both finding new staff and increasing the research productivity of the currently employed academic staff.

Following the completion of the work, a new strategic and action plan was introduced to the university community.

The Strategic Development Plan, as well as the relevant action plan, were developed through an in-depth SWOT analysis, as a result of which the University was evaluated according to the following criteria:
- **Competence development**
- **Organizational development**

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- **Development of a cooperation system**
- **Development of a productive plan**

To make long-term planning decisions based on the evidence, the strengths and weaknesses of the University, its opportunities and threats were assessed for each of these criteria. Planned changes, possible measures and outcomes were also identified, intersections at different levels and additional measures from other parties were taken into consideration.

The projects were discussed with various interested parties, namely, university staff, students, employers, etc. Based on the results of the feedback received from them, the final versions of the strategy documents were drafted and approved.

To accomplish its mission, the University identifies three strategic priorities and 2 additional, permeating priorities, that are interlinked, complement each other and ensure the sustainable development of the University.

Strategic priorities can be listed as follows:
1. Increase of attractiveness
2. Expansion of research
3. Internationalization

The permeating priorities are:
4. Strengthening management;
5. Infrastructure development

It should be noted that the financial resources necessary for the implementation of the strategic document to be spent on financing the relevant strategic priorities in 2019-2025 are also determined together with the key indicators of the strategic plan.

Different strategic steps are identified for all five strategic and permeating priorities, which are described in detail in the three-year Action Plan; specific actions are also indicated. These include deadlines, allocation of responsibilities and the budget.

Monitoring the implementation of strategic development and action plans

Monitoring the implementation of strategic development and action plans (hereinafter - monitoring) is a process that provides a periodic evaluation of the activities carried out within the goals of the University, strategic development and objectives of the action plan, as well as those of the monitoring plan.

A system of key indicators is used to confirm the achievement of the set goals of the strategic plan, the necessary component of which is the systematic evaluation and monitoring of the implemented work.

The University Strategic Plan Monitoring Indicator (hereinafter referred to as the Monitoring Plan) is a document that describes the target indicators planned in accordance with the University Strategic Plan, as well as data collection methods and verification sources.

The monitoring process of the   Action Plan is carried out annually in accordance with the University's " Monitoring and Evaluation Policies and Procedures of the Strategic Development and

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the Action Plan ". The policy determines the basic requirements for the monitoring process, the periodicity of the implementation of the process, the persons responsible for its implementation, the structure of the report and the basic requirements. The monitoring procedure is also described.

Currently, after each report, the effectiveness of the procedure is evaluated and the issue of the need for amendments is discussed. Therefore, for example, the above -mentioned document was revised in 2020 based on the accumulated experience. In particular, a clearer description of the monitoring procedure and timing was provided, and a new form of report to be submitted by faculties and structural units was developed, focusing more on factual analysis and the employment of existing university research.

In addition, the accumulated experience has shown that the reporting cycle defined in 2019, which included the calendar year, does not allow for the preparation of an effective report, as several processes are connected to the academic year. Therefore, it was decided that the reporting deadlines should be closely related to the academic year.

The process of revising the strategic plan and revision of the action plan are starting in 2021. It is also permissible to review both the Strategic Plan and the Action Plan in the case of the existence of high-risk circumstances when an immediate response to the source of the risk is required.

University Corporate Social Responsibility Policy

East European University considers its work reliable and sustainable only if it is able to make a positive impact on the development of society, such as offering lifelong learning, supporting vulnerable groups, caring for the environment and so on.

This approach is reflected in the University Corporate Social Responsibility Policy (**see Annex 1.2.3.**) which describes the essence of social responsibility, its significance, key areas and approaches. Corporate Social Responsibility Policy is part of the EEU corporate culture and its requirements are taken into account when making a number of university decisions. (**See Annex 1.2.3.),** The University Social Responsibility Policy aims to promote both the socio-economic progress of the community, increase the opportunities and access to public goods for vulnerable groups, as well as the sustainable development of the environment.

At the same time, policy-based approaches apply to the university community as well as to all external stakeholders.

In order to achieve the goals set within the framework of social responsibility, the areas in which the relevant programmes and activities are implemented, have been identified. These areas are:
- **Social economic sphere;**
- **Lifelong learning sphere;**
- **Environmental protection sphere;**
- **Organizational management sphere.**

Possible activities are defined in the University Corporate Social Responsibility Policy for each of these areas.

Within the framework of EEU social responsibility policy, support services for university students and staff are also introduced and developed, together with the services for university graduates.

In addition to reflecting the requirements and approaches of the University's social responsibility

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policy in its day-to-day activities, it is also defined in the University Strategic and Action Plan.
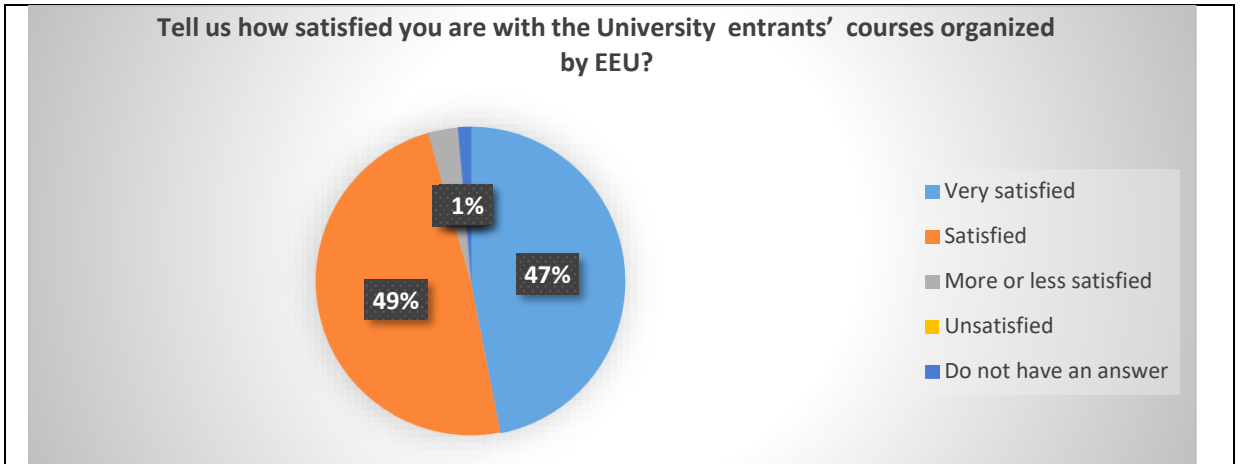
A number of activities defined in the Action Plan are based on policy requirements, for example, implementation of marketing projects for target auditors (**Section 1.2.3**.) or training activities of the staff of EEU (**Section 4.1.3**).

To contribute to community development, East European University frequently plans and implements a variety of activities (**see Annex 1.2.4.** List of Community Outreach Activities): Charities (e.g., EEU LOYAL BOX, EEU for Vulnerable Families, etc.), Ecological and social projects (for example, "Friendship Alley in the EEU", "60 + EEU", International Day for Biodiversity, We do not Count Chromosomes, "Clean your tourist area"), sports (Olympic Lessons, tournaments between schools, etc.), cultural, intellectual or cognitive events (for example, public lectures, the game "What? Where? When?"; Meetings with celebrities, simulation processes among the school students, study visits - excursions, film shootings, international days, etc.).

The best practice of EEU Social Responsibility Policy is **the social education project** which was successfully implemented in May-July 2020, aimed at supporting university entrants and postgraduate candidates during the COVID 19 pandemic (1038 in total). With the support of the LEPL Education Management Information System (EMIS) of the Ministry of Science, Culture and Sports and within the project of cooperation with the telecommunications operator Silknet:

- 611 entrants from all over Georgia, who had problems accessing the Internet and were unable to fully prepare for the Unified National Examinations, were given the provision of continuous Internet access and preparation for their Unified National Examinations.
- The above-mentioned persons, as well as for more than 427 entrants and postgraduate candidates, were given an opportunity to enjoy free online preparation courses, through Microsoft Teams' powerful online communication platform, for the Unified National Examinations in three subjects (Georgian Language and Literature, the English Language, Mathematics), and in all four components of the Master's Examinations (reading comprehension, analytical writing, logical reasoning and Quantitative Reasoning).
- Additional support was provided for the students involved in the social project, and all participants were offered 30% university funding for the whole period of study under the project if they successfully passed the Unified National / Common Master's Exam and studied at East European University.

This social-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 named among the best projects.

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Tell us how satisfied you are with the University entrants' courses organized by EEU?

- Very satisfied
- Satisfied
- More or less satisfied
- Unsatisfied
- Do not have an answer

1%
49%
47%

The project was also popular among the young people involved in the project. This was revealed by the results of the survey (**see Annex 1.2.5**. "Results of the Research regarding the satisfaction levels of the students of the preparation programme for the Unified National Exam). The number of satisfied students was 93.3%, each of the courses was evaluated with at least 7 points in the 10-point grading system.

In addition, the survey showed that the quality of the courses and staff involvement was timely and well-organized, and the technical support was of high quality; young people involved in the project did not have any problems using the communication systems and Microsoft Teams platform.

2. Please, select only one answer that is acceptable to you, in order to evaluate the entrants' preparatory program

- Totally agree
- Agree
- More or Less Agree
- Disagree
- I don't have information

	Totally agree	Agree	More or Less Agree	Disagree	I don't have information
The knowledge acquired at the preparatory courses meets my expectations	32.2	52.5	13.5	0	1.6
What I have learned at the preparatory courses will definitely be useful for the Unified National Examinations	55.9	22	5	0	3.3
The lesson schedule was well drawn	28.8	29	18.6	0	3.3
EEU administrative stuff were providing information simply and were ready to help	61	38.9	0	0	0
I am satisfied with the e-learning program "TEAMS"	44	37.2	15.2	1.6	1.6

Given the ways in which the learning / teaching issues caused by the global pandemic and the new trends in the higher education system are addressed, the proposed social-educational project is particularly important for the people involved, as online learning will be further introduced in the near future. The experience will make it easy for the students to get used to new technologies while providing the academic staff of the University with significant online teaching experience

Activities for social responsibility are also described in East European University Report on Scientific Research Activities for 2015-2020 (**see Annex 6.1.1,** p. 19, "Social Responsibility");

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It should be noted that the University Strategic Development and Action Plans support the implementation of the principle of lifelong learning. In addition, the structure of the university includes the Centre for Continuous Education which promotes the principle of lifelong learning.

In addition to academic / research activities, the University academic staff are actively involved in continuing education activities. This is confirmed by the results of their survey, in particular, in addition to academic / research activities, what other work do you do? Their answers are as follows: **See. Diagram 1.2.1.**

50.70%	33.80%	18.31%	23.94%	28.17%	39.44%
Consultations	Expert	Research	Public lectures	Continuous	Other
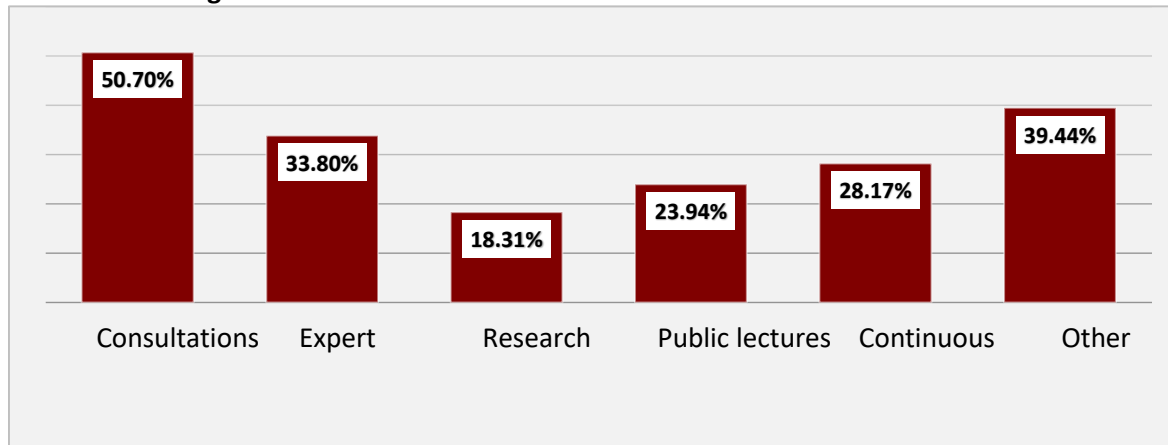
The circumstances and facts described above create a reasonable expectation that the implementation of the University Strategy will ensure the sustainable success of the institution.

Evidences/indicators
- ► **Annex** 1.2.1. Strategic Development Plan 2019-2025**;**
- ► **Annex 6.1.3.** East European University 2019-2025 Scientific-Research Activities Development Strategy;
- ► **Annex 1.**2.2. Action Plan 2019-2021**;**
- ► **Annex 1.2.3** University Corporate Social Responsibility Policy;
- ► **Annex 1.2.4.** List of measures taken to contribute to the development of the community**;**
- ► **Annex 1.2.5**. Results of the Satisfaction Survey for Applicants for the Unified National Examinations;
- ► **Annex 1.1.1.** University Statute**;**
- ► **Annex 6.1.1.** East European University Research Report 2015-2020 p.19 (Social Responsibility);
- ► **Annex 2.2.3.** Results of the survey conducted at the University - analysis and reports - relevant information.

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
• The well-thought university mission and vision; values which are developed by the university community in collaboration with partners match the characteristics and priorities of the University.
• Strategic Development and Action Plans are focused on achieving sustainable success of the University aspirations;
• Effective and efficient mechanisms for strategic planning, monitoring and evaluation.
• University corporate responsibility policy and the consequences of its implementation
Areas for improvement
• Strengthening the process of disseminating the mission and strategic documents to students and staff

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2. Organizational structure and management of HEI

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

2.1. Organizational structure and management
➢ Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan.   ➢ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation.   ➢ HEI's Leadership/Management body ensures effective management of the activities of the institution.   ➢ Leadership of the HEI supports international cooperation of the institution and the process of internationalization, considering the mission and objectives of the HEI.

Evidences/indicators

East European University has an organizational structure appropriate to the content of its activities (**see Annex 2.1.1.), serving the implementation of the goals and objectives set by the mission and the strategic development plan of the University**

The governing bodies of the University (governing entities) are as follows: (**see Annex 1.1.1**.)
► Board of Governors;
► Rector;
► Representative Council;
► Vice-Rector;
► Quality Assurance Service.

The governing bodies / subjects of the main educational unit - the Faculty are as follows: (**See Annex 2.1.2. Regulations of the faculties**)
► Dean of the Faculty;
► Faculty Council

Board of Governors - The **highest governing body** of the University is the Board of Governors the rights and responsibilities of which are defined by EEU statute and the legislation of Georgia. The Board of Governors appoints and dismisses the Rector of the University and delegates the management of the University to him/her.

Rector - is the head of the university. He/she directs the educational and research activities of the university and manages its general policy; represents the interests of the university in academic, educational and scientific circles and, for this purpose, enters into relevant transactions on behalf of the university. The functions and authorities of the Rector are defined by the Statute of the University (**see Annex 1.1.1.)**

Representative Council- is the highest representative body of the University. It is an independent governing collegial structural unit that aims to promote the effective management and development

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of the University, to provide reasonable solutions to the University strategic issues, to make the University's management and operations open and transparent and to involve the university community. The powers, functions, regulations, activities and related issues of the Representative Council are defined by the Statute of the University (see **Annex 2.1.3**.)

Vice-Rectors - The University has four Vice-Rectors in the following areas:
- Scientific Affairs;
- **Academic Process Administration;**
- **International and Administrative Affairs;**
- **Financial and Information Technologies Management.**

The Vice-Rector is an administrative official of the University, who assists the Rector of the University in managing the relevant field of the structure of the University. The authority of the Vice-Rector is defined by the University Statute and his / her job description and employment contract. According to the organizational structure of the University, the Vice-Rectors are subordinated to the existing administrative structural units and they are responsible for the activities of their field. (**See Annex 1.1.1**.)

The Quality Assurance Service is an administrative structural unit of the university governing body. It assists the Rector in managing the university and aims to ensure the continuous and systematic use of internal quality assurance mechanisms based on the results of internal and external evaluation. This service ensures the introduction of quality assurance systems and mechanisms in in all areas of EEU: teaching and learning, research, management, internationalization, services, resources, public contribution. The Quality Assurance Service manages and coordinates quality management and evaluation at EEU. The responsibilities of the service include the development and consolidation of quality culture at the university, the development of quality management principles, methods to support teaching and research, the establishment of quality standards at the University, evaluation and, in general, full coordination of the quality management system. (**See Annex 1.1.1. And Annex 2.2.1**.)

Dean of the Faculty - is the head of the faculty, who manages the work of the Faculty Council and represents the interests of the faculty with other structural units of the university and third parties. He/she provides organized and effective administration of the educational process at the faculty and supports scientific-research activities in relevant areas; (**See Annex 2.1.2**.)

Faculty Council - is the governing body of the faculty which plans the academic activities of the faculty, provides support for the educational and scientific, research processes, confers relevant qualifications to the graduates of the educational programmes.

The organizational structure of EEU, in addition to the above-mentioned governing bodies, includes the following structural units:

A) Department of Scientific Research and Development;
B) Doctoral and Research Development Center;
C) Library;
D) Department of Education:
E) Unit of Learning Process Administration and Student Services;
F) Language Center;

G) Lifelong Learning Center;
H) Examination Center;
I) Office of the Student Ombudsman;
J) International Relations Department;
K) Human Resource Management Department;
L) Legal Department;
M) Document Processing Department;
N) Marketing and Public Relation Department;
O) Financial and Material Resources Management Department;
P) Information Technology Management Department;
Q) Security Department;
R) Research centres / units.

The structure of the university and the clearly defined tasks/functions of the structural units ensure the effective implementation of the activities defined in the strategic development plan of the university.

It should be noted that EEU took into account the results of external evaluations (expert evaluations) conducted in 2019 as the planned monitoring. The evaluations expressed concerns about balancing the power of the Rector. Also, the recommendations of the University Quality Assurance Service included the issues concerning the strengthening of the role of the Representative Council and presenting the collegial bodies at the Faculty level.

Due to the current organizational structure, the Representative Council is an independent governing collegial body. It not only discusses important issues related to educational activities, but also makes the final decision regarding them. It also discusses the annual reports of the Rector and the Head of the Quality Assurance Service and responds accordingly regarding the results of the evaluation carried out at the University, identifying strategies for improvement and deciding on necessary interventions.

It is important to mention the establishment of collegial bodies at the faculty level - **Faculty Councils, which serve to strengthen the role, involvement and independence of the facultie**s, as well as the active involvement of stakeholders (students, academic staff) in the decision-making process and support participatory processes.

It is important that the modernisation of the University structure and the implementation of beneficial changes in it were based on the recommendations set by the Quality Assurance Service. The recommendations relied on the results of internal research. In addition to sharing the example of the expert assessments, the Quality Assurance Service prepared a list of recommendations in March 2020 for a revision of the University organizational structure to address the following issues:

► **On the establishment of an independent structural unit regarding the personnel management** - Significantly,   the upgrade of the university structure and the implementation of beneficial changes relied on the recommendations set by **the Quality Assurance Service** based on the results of internal research. In addition to sharing the example of the above expert assessments, the Quality Assurance Service prepared a list of recommendations in March 2020 for a review of the University's organizational structure to address the following issues: establishment of a structural unit responsible for human

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resource management as an independent unit; the university had the committee of human resource and legal support. Currently, based on the above recommendation, this committee is as an independent structural unit, Human Resource Management Department and implements effective personnel management policies.

► **On the establishment of the Document Processing Department and the Archives as a joint structural unit** - the current version of EEU structure takes into account the above-mentioned recommendation.

► **On Strengthening Marketing Approaches to Increase University Awareness** - The existing structural unit has undergone a change and was renamed as Department of Marketing and Public Relations;

► **On the Development of IT Management Systems** - An independent IT management unit has been established in the current structure of the University taking into account the increasing role of IT technologists in the management of the University. The position of the Vice-Rector for Finance and Information Technology has also been established. He/she supervises the issues of implementation of business processes and IT, management and security of financial and material resources

► **On the development of mechanisms for the protection of student services and their legitimate interests** - under the auspices of the Department of Education and the Unit of Learning Process Administration and Student Services, the Lifelong Learning Center and the Language Center have been established. As well as this, the Office of the Student Ombudsman has also been established. This unit reports to the Rector and facilitates the implementation of mechanisms to protect the legitimate interests and rights of students and also increases the effectiveness of these mechanisms.

► **On Support and Development of Doctoral Research** - Doctoral Research and Development Center has been established as an independent structural unit within the current structure. It is subordinated to the Rector and promotes the teaching and learning process, and PhD research at the PhD level, supports PhD students and academic staff of the University.

► **On the Development of Scientific Research** - The number of research centres (five), in the current structure has increased. In addition, one research centre has been established **- the Varlam Cherkezishvili Interdisciplinary Research Centre**, which reports to the Vice-Rector for Scientific Affairs and the Rector. This Centre promotes the development of interdisciplinary research at the University.

As it was already mentioned above, the current structure of the University ensures the effective implementation of the mission statement and strategic objectives. While evaluating the mission application and strategic priorities, the development of research activities becomes a strategic priority for the University. In this context, to support the development of research activities at the institutional level, the Department of Scientific Research and Development works on elaborating the strategy of enhancing the research potential of the university, supporting the research activities of the staff and students and enhancing the research potential of the University.

It should be noted that the structure of EEU includes the position of the Vice-Rector for Scientific Affairs, who supervises the development of scientific research activities at the University, introduces international standards in research processes, promotes the integration of research in the educational process and enhancement of internationalization policy. Besides, the Vice-Rector for Scientific Affairs coordinates the research-structural units of the university currently represented by 6 units. In terms of institutional support for research activities, the establishment of the Doctoral Research and Development Center should also be mentioned. This Center aims to develop the teaching, learning and research processes at the doctoral level, supporting students and academic

staff.

As already mentioned, within the presented structure, the Rector of the University is not a sole manager, but, following the goals of higher education, the management decisions at the University are made in a balanced way by the Rector and the Representative Council, under their competencies. The Representative Council makes decisions on the important issues regarding the functioning of the University, such as:

- ► Reviews and approves the University Strategic Development and Action plans, the University mission, vision, values; Internationalization and other policy documents;
- ► Discusses and approves the University's strategic planning and strategy monitoring methodologies;
- ► Reviews and approves the annual plan of the University (A 3-year action plan);
- ► Reviews and approves the rules for selecting academic and invited staff, labour regulations, code of conduct (ethics), code of scientific research ethics and academic integrity;
- ► Reviews and approve the internal quality assurance guidelines and related regulations;
- ► Approves the educational programmes and amendments following the proposal of the Faculty Council, decides to cancel a programme;
- ► Reviews and approves regulations related to the design and development of educational programmes;
- ► Hears the annual reports of the Rector and the Head of the Quality Assurance Service;
- ► Hears the annual report on the implementation of the 3-year action plan of the University, etc

Rector is not a member of the Representative Council and, therefore, does not interfere in their activities. This indicates the balance in the decisions coordinated by the Rector and the Representative Council.

Due to the goals of higher education, the existence of a balanced management model at the university is also indicated by the fact that the Rector's authority to ensure effective management is delegated to Vice-Rectors whose responsibility areas are redistributed within their competences (**see Annex 1.1.1 and Annex 2.1.**1).

It is noteworthy that in the wake of structural changes, EEU revised and updated the regulations of the structural units. Based on the analysis of the results of internal research, the functions and responsibilities of the structural units were clearly determined. According to the analysis of the dynamics of the survey results, it was revealed that the results of the survey conducted after the above- mentioned changes, indicated the increased satisfaction levels regarding the work of each structural unit as well as that of the structural units concerning the internal communication culture and methods (for more information, see the relevant information **in Annex 2.2.2**.).

The current structure of the University and its logical, functional connection to the University Mission and strategic development goals allow us to say that the structure is not only compatible with the requirements of the authorization standard, but also focuses on meeting the needs and expectations of students and other stakeholders. This is one of the most important instruments for achieving sustainable success at the University.

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The described facts and circumstances enable us to say that the organizational structure of the University, as a legal entity under private law, is in accordance with the Georgia legislature concerning entrepreneurs and the goals of higher education. Besides, it derives from the mission of EEU, the tasks of the structural units presented in it and the clearly described, detailed job descriptions (**see Annex 2.1.4**.). The results of the survey conducted at the University present solid evidence that EEU provides a timely and effective implementation of the process and the institution successfully performs the educational activities despite being in a demanding and constantly changing environment.

Election/appointment of governing bodies of EEU

Election of the Representative Council - The composition of the Representative Council is determined by 11 members, of which 6 members will be elected by the main educational units (faculties), and 5 members will be selected by the Rector of the University. The Council consists of the academic staff and students of the University with the status of members elected by the main educational units. The number of academic staff elected to the Council is determined by 3 members, one member from each faculty of the University. The number of students elected to the Council is determined by 3 members, one member from each faculty of the University. By the decision of the Rector of the University, the following persons may be included in the Council:

- Vice-Rectors of the University;
- Head of Quality Assurance Service of the University;
- Heads of research units (centres/institutes) of the university;
- Any person who has at least 3 (three) years of experience working in an administrative position at the university and meets the selection criteria set for a candidate for the Representative Council membership, selected by the Rector.

Academic staff and student members of the Representative Council are elected by the Faculty Council. For detailed rules on the election of members of the Representative Council and procedure, see **Appendix 2.1.5. Rules and procedures for election/appointment to the governing bodies of the University** and **Annex 2.1.3**. Statute of the Representative Council.

Election of the Faculty Council - The Faculty Council consists of seven members. Dean of the Faculty, four elected representatives of the academic staff of the Faculty and two representatives of the students. A member of the Faculty Council, other than the Dean, cannot be both an administrative official of the University and a member of the Representative Council. A candidate for Faculty Council membership may be a Faculty Professor, Associate Professor, Assistant Professor, and Assistant. The election of the members of the Faculty Council is appointed based on a legal act issued by the Rector and, for public disclosure of information, is published in a place accessible and visible to all, a week before the election. (For detailed information concerning procedures for the election of Faculty Council members **see Annex 2.1.5**. Rules and Procedures for Election / Appointment to University Governing Bodies and **Annex 2.1.2**. Faculty Regulations).

It should be emphasized that the session of the Faculty Council and Representative Council is authorized if it is attended by 2/3 of the members. It should be noted that only the votes of the representatives of the main educational units or the members elected by the Rector are not sufficient for the discussion and resolution of the issues at the session of the Representative Council.

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Procedure for the position of the Rector - The position of the Rector may be occupied by the General Director of East European University or another person who meets the qualification requirements of the Rector. The Rector is appointed and dismissed by the Board of Governors.

Vice-Rectors of the University, Dean of the Faculty and the Head of the Quality Assurance Service are appointed by the Rector of the University, their qualification requirements are defined by the relevant regulations of the University (**see Annex 2.1.5**. **Rules and Procedures for Election / Appointment to University Governing Bodies).**

The above-mentioned governing bodies and entities are fully fulfilling their responsibilities. Representative Council and Faculty Councils are working at the university. The current personnel regulations are transparent, relevant, law-abiding and ensure that the position is adhered to in accordance with the principles of fairness and objectivity.

Management effectiveness monitoring mechanisms and evaluation systems have been developed and implemented at the University (**see Annex 2.1.6**.). Management effectiveness is one of the most important factors for the success of EEU and its competitive advantage. This includes the use of mechanisms relevant to the outcomes and progress of the management of the institution, a continuous cycle of process planning, monitoring, evaluation, review, response and improvement.
The university must meet the expectations of its students and staff. Consequently, in the wake of the increased competition, one of the indicators of measuring the sustainability of an institution is the effectiveness of management, which is achieved by the implementation of strategic goals and objectives, effective management of staff performance, high satisfaction of students, staff and other stakeholders; the efficiency of the financial and economic activities of the institution.
Management effectiveness of the university is monitored in the following areas:

► **Institutional level** –is assessed by the extent to which the goals set in the strategic plan have been achieved, in accordance with the established indicators, deadlines and defined resources; by the effectiveness of the internal quality mechanisms implemented at the University; economic efficiency and financial indicators.
► **Level of structural units** – is assessed by the results of the activities of each structural unit and the efficiency of the work performed by the staff;
► **Stakeholders level** - is assessed by the level of student and staff satisfaction with the university management style, services and various issues that affect the effectiveness of the university management system.

Mechanisms have been established to monitor the effectiveness of the management at the University which determines whether the established procedures are followed or not and how effective and efficient the established results are.

The mechanisms established for monitoring the effectiveness of management at the University cover all aspects of achieving the effective management of EEU and are presented as follows:

► **Evaluation of the implementation of the University Strategic Development Plan and Action Plan;**
► **Evaluation of the effectiveness of quality assurance mechanisms;**

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- ► **Evaluation of financial and economic indicators;**
- ► **Evaluation of the performance of the tasks by the structural units and the performance of the work done by the staff;**
- ► **Evaluation of students and staff satisfaction**

The established mechanisms for monitoring the effectiveness of the management at the University are used with pre-defined instruments and established procedures based on the PDCA continuous evaluation and improvement cycle.

Utilizing the above mechanisms and procedures, the university performance monitoring and evaluation procedure, results analysis, key findings, and the process improvement recommendations were described in the Annual Report prepared by the Quality Assurance Service (**see Annex 2.2.2**.). This report was discussed the session of the Representative Council of the University.

It is noteworthy that according to the results of internal research conducted at the university, the management style of the university is positively assessed by staff and students. See. **Diagrams: 2.1.1; 2.1.2 .; 2.1.3.**

Diagram 2.1.1. Evaluation of university management style by administrative staff
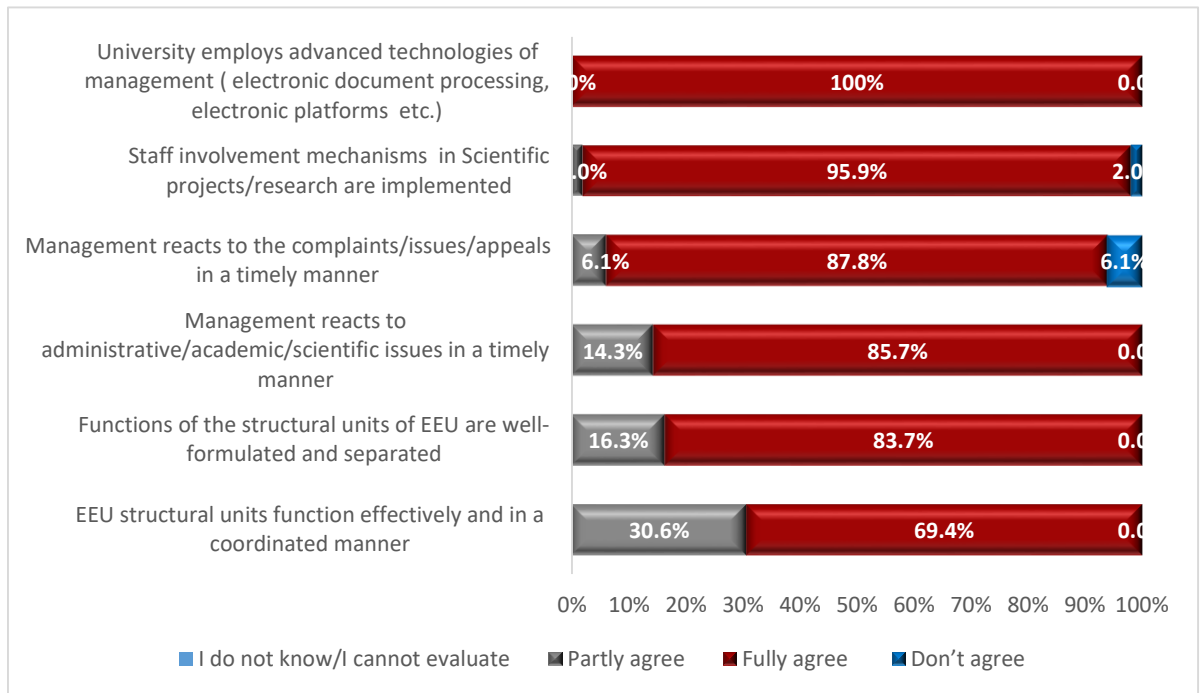
It is also noteworthy that 100 per cent of respondents agree with the statement that the University uses modern licensed management technologies such as Electronic Records Management System (ELMA) and other electronic platforms (EEU-EL; MicroSoft Teams; FMG SOFT; EEU-HR ..).

The vast majority agrees with the statement that the management has a system to respond to the issues/complaints, as well as mechanisms for staff involvement in scientific projects. Part of the participants only partially agrees with the statements that further describe the effectiveness of

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coordination between structural links and the separation of their functions.

The University is working intensively on the development of the culture of internal communication. Moreover, EEU significantly increased the number of structural units as well as the staff employed during the reporting period. The employment rate of the administrative staff employed at the University is presented as follows: 3 years and more - 41%; 2-3 years - 29%; up to 1 year - 30%. Therefore, for the effective functioning of the institution, it is important to introduce and develop a high culture of internal communication between the structural units, and actively take various measures in this regard (for more information, see the relevant information **in Annex 2.2.2**.).

Diagram 2.1.2. Evaluation of the participation of the academic and invited staff in the university management style and decision-making processes
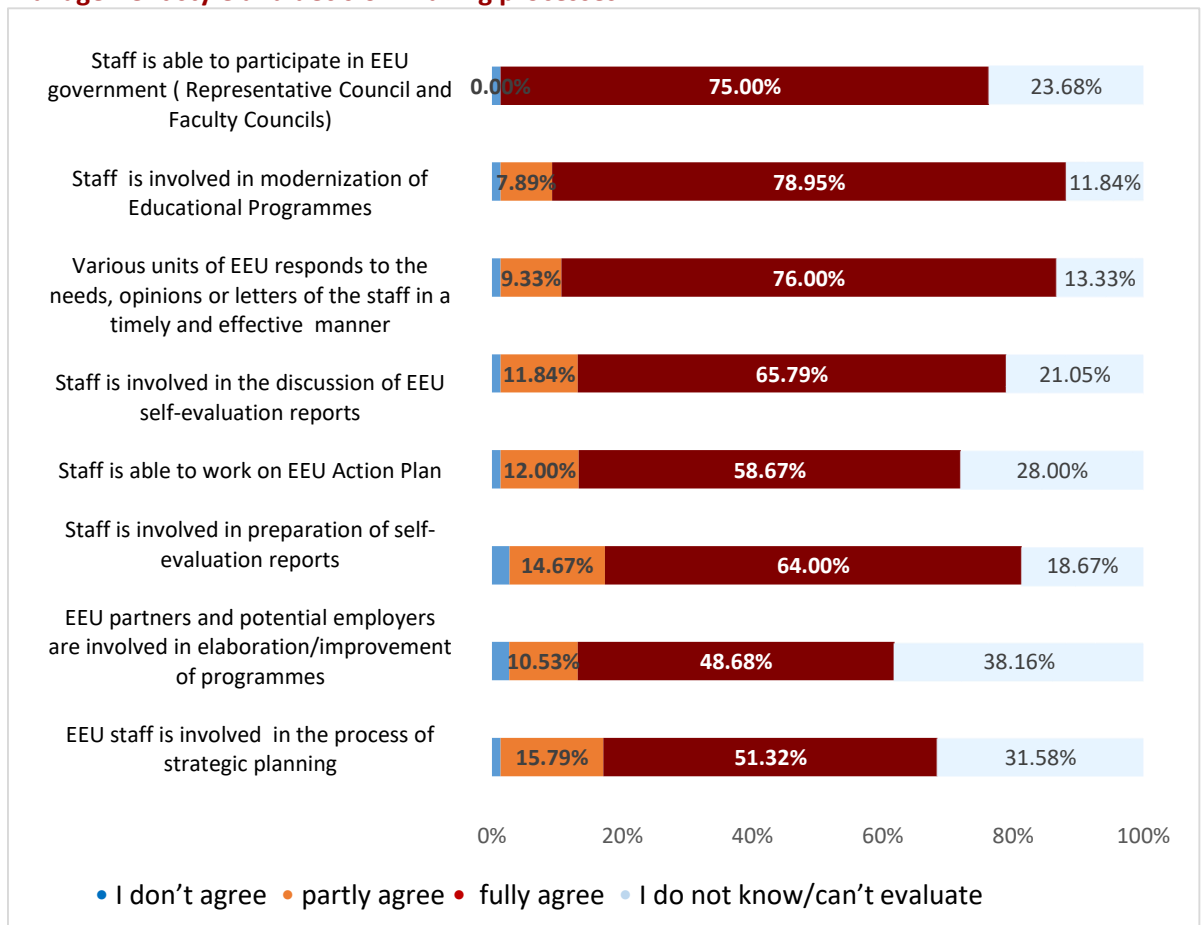
As can be seen from this diagram, the vast majority of the surveyed staff positively assessed the existing mechanisms of staff participation in the decision-making process; the vast majority also agreed that the structural units respond to the needs of the staff in a timely and effective manner.

It is noteworthy that according to the year staff survey results of 2018-2019 academic year, 68% of the respondents stated that they were not involved in university management and decision-making processes, while a year later the survey results showed that the results are significantly improved concerning the involvement in the management and decision-making at EEU. Concerning each

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element of the process, there is clear evidence that the University not only successfully defines the management effectiveness assessment system and appropriate mechanisms, but also uses them effectively and responds promptly to the identification and improvement of identified issues.

Diagram 2.1.3. Evaluation of the students ' participation in university management style and decision-making processes
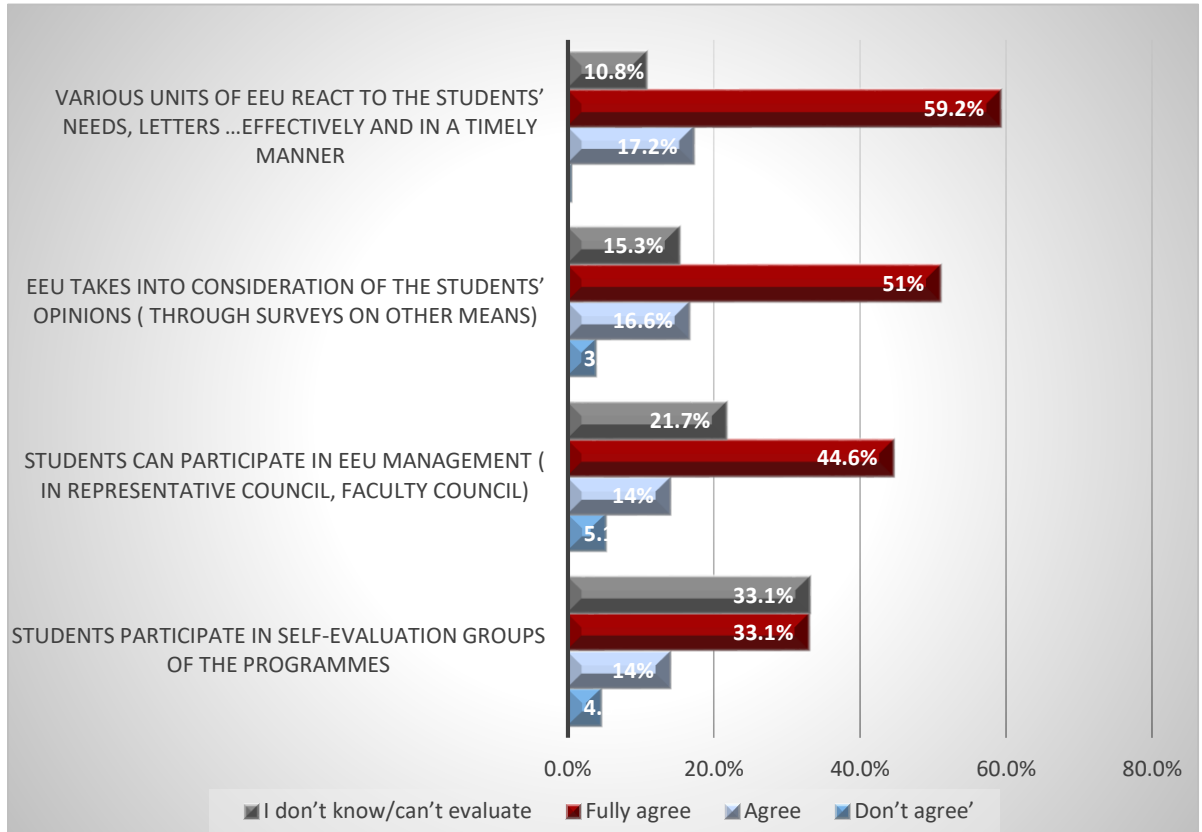
The majority of the students surveyed agree with the view that structural units respond in a timely and effective manner to students' needs, including the statements and opinions they write. Students also express satisfaction with the mechanisms available at the University for participating in decision-making processes.

Document Processing Department

The organization and management of documentation is provided by an independent structural unit provided by the structure of the University, **Document Processing Department** (**see Annex 1.1.1. Relevant information**).

The Chancellery provides organization, management, coordination, control and implementation of unified document processing work. It also manages university document circulation, accounting of incoming and outgoing documents, electronic processing of documents and production of university documentation archives.

The electronic **document management platform "ELMA"** was introduced at the university in 2019.

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The platform automated business processes related to the documentation and implemented it entirely in the electronic format.

The full cycle of working with incoming, outgoing, internal documents, Rector's orders and resolutions of the Council of Representatives is automated through ELMA. In particular, incoming and outgoing correspondence can be recorded in the programme, registration numbers can be assigned to them, further movement and response can be done in accordance with the rules of procedure of the University.

The platform registers incoming correspondence, assigns it a registration number and sends it to the Rector or other authorized addressees. In turn, the recipient of the correspondence is able to get acquainted with the incoming correspondence, resolve, identify the persons responsible for the execution, co-executors, responsible for the control of the execution and send correspondence to them through the platform.

The person in charge of the correspondence prepares the response to the correspondence on the platform, which he/she sends from the system to the co-executor, superior or another relevant employee for alignment/agreement.

The prepared correspondence is sent for signature to the Rector or an authorized person, who signs the document electronically and sends it to the Document Processing Department.
The Document Processing Department registers the prepared correspondence through the platform and sends it to the addressee. It should be noted that each user involved in the document rotation cycle has the right to make changes and comment on the draft document. It is also possible to view the complete "working history " of the document and its movement cycle, to identify any changes made by each user. Each user can, through the platform, communicate with another employee, send messages, request the necessary information, etc. The platform, at the same time, provides control and analysis of work deadlines, of archives and archived / registered materials, including the identification of the work performed by the persons involved in the preparation of documents.

In addition to incoming and outgoing letters, the platform handles internal documents of the University, e.g. announcements, letters, orders, etc.
ELMA creates, processes and registers internal legal acts of the University. It should be noted that staff can access the electronic platform not only from the workplace, but also from any location if necessary.

EEU document processing rules set deadlines for the execution of the document and the decision. In particular, 10 (ten) working days are specified for responding to the correspondence at the university (general deadline for document management). For the documentation related to the interests of the third party, a review and response period is determined from 1 (one) month to 3 (three) months. The deadline of 2 (two) working days is set for the review and preparation the response to the documentation related to student services.

The governing bodies of the University meet as necessary, but not less than once every three months.

System for maintaining registry of educational institutions

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The University maintains a register of higher education institutions. The sub-structural unit of the Department of Education - the Department of Educational Process Administration and Student Services - is responsible for maintaining the register of educational institutions. East European University manages the registry of educational institutions under the current legislation. In particular, it manages the register following the "Rules for the maintenance of the register of educational institutions" and at the same time, the Department of Education periodically monitors the maintenance of the register.

To maintain the registry of educational institutions effectively and by the current legislation, the persons responsible for the maintenance of the register actively cooperate with the authorized state institution and also participate in the training and consultations planned by them.

Application of modern technology in the management of the university and business continuity

It should be noted that EEU has made great progress in the development of modern technologies and their use in the management of the university during the reporting period, and today this direction has become one of the strengths of the University. The University is a licensed partner of MicroSoft and at this stage the University has introduced 8 e-platforms, thus ensuring the effective administration of educational and structural units (EEU-EL; ELMA; MicroSoft office products - **Teams, Forms, outlook, OneDrive, etc. ; OpenBiblio; EEU-HR, FMG SOFT, SURVEY MONKEY).** The University has the website: http://www.eeu.edu.ge ; Facebook page: https://www.facebook.com/EEUniversity ; and corporate e-mail: info@eeu.edu.ge

The importance of use of modern technologies in the management of the University is assessed not only regarding the administration of resources and processes but also from the perspective of business continuity. It is noteworthy that EEU has taken a thoughtful approach to improving the efficiency of business processes by the development of modern technologies. The University has introduced the above-mentioned electronic platforms and equipped them with appropriate software technologies before the pandemic, or, before starting educational and management processes online.
A business continuity plan has been developed by the University. For detailed information on this plan and its use in the management of the University of Modern Technology – see **Relevant information described in Standard 7 of this report, as well as Annex 7.3.2. - Business Continuity Plan and Annex 7.3.1. Information Technology Management and Development Policy.**

Internationalization Policy at the University (see Annex 2.1.7.)
It should be noted that internationalization and the application of its results in university management and educational activities is a strategic priority for East European University. Also, it can be considered as a strong point of the university.

It has already been mentioned above that EEU has made significant progress in all major areas of educational activities, including internationalization and strengthening international cooperation, during the reporting period from 2015 to the present. The University spares no effort and actively works for the integration into the European educational space.

EEU has carried out significant work in the direction of internationalization of research in 2015-2020. During this period, EEU has partnered with more than 40 international universities and

organizations, organized up to 15 international scientific conferences and workshops. EEU is a member of many international organizations, is a holder of **6 ERASMUS + grants**, four US Embassy grants and one British Council grant. EEU actively collaborates with international foundations, including the Ebert Foundation (**FES**). EEU is a member of the European Public Law Organization (**EPLO**), European Law Faculties Association (**ELFA**), the World Education Services Organization (**WES, USA**), the UK Researchers Potential Implementation Program (**Vitae**), the International Association for Medical Education (**AMEE**), the World Health Organization (**WHO**)), United Nations Global Contact Network (**UN Global Contact**); Association of Medical Schools in Europe (**AMSE**), Member of the Medical Council of India (**MCI**), International Network of Black Sea Universities (**Univer-Sea**), World Scientific E-Portal (**Euraxess**), and by the end of 2020 joined the Association of European Universities (**EUA**); (See link: https://eeu.edu.ge/international-partners-and-relations/part-organizations/?lang=en.

EEU attaches great importance to active cooperation with international organizations and research institutions. Scientific conferences and workshops are held with the participation of senior researchers and with the support of organizations, including two international conferences sponsored by the **Friedrich Ebert Foundation (Georgia**). The EEU actively orgnises international conferences. Besides, workshops, seminars and grant projects have been implemented in collaboration with them (**EQE, TSU, CU, UG, GIPA; IBSU**).

The projects implemented together with foreign researchers include not only scientific-research projects but also the process of attracting international specialists in educational programmes. EEU has four English-language programmes and is currently in the process of introducing an English-language doctoral programme in Education, led by a British specialist. Up to 15 foreign specialists implementing the programmes   are already involved in the process, including a Master's programme in Digital Management led by a German specialist.

It is noteworthy that the Doctoral Program in Education is currently being implemented with the support of Middlesex University, and the programme and doctoral theses will be supervised by Georgian and British specialists. Students will have an opportunity to study at Middlesex University for a semester and work in this University 's Science Base. (See link: https://eeu.edu.ge/wp-content/uploads/2020/11/Suporting-Agveement.pdf).

In addition, the EEU's policy includes attracting international specialists in both academic and administrative fields, as well as holding various events at the university to raise awareness regarding the importance of internationalization.
Significant changes have been made from the point of attracting administrative staff and systematic activities are underway to implement various activities. In particular, the new structural unit created to support and develop PhD research, Doctoral and Research Development Center is headed by a British specialist, and researchers from the universities of Grenoble, Alicante, Naples and Middlesex are invited to the Centre.

Public lectures and meetings with staff and students are held regularly. Joint activities and events with international organizations and international organizations accredited in Georgia are frequently organized with the participation of officials and successful people in various fields. Specifically, several events were held, e.g. Public lectures/seminars**: "Legal Framework for EU-Georgia Cooperation**" (Carol Adam Karski, Member of the European Parliament); **"Political decision-making and exposing elite corruption "**(Bernd Thomas Heinrich; Max Planck International Criminal Law
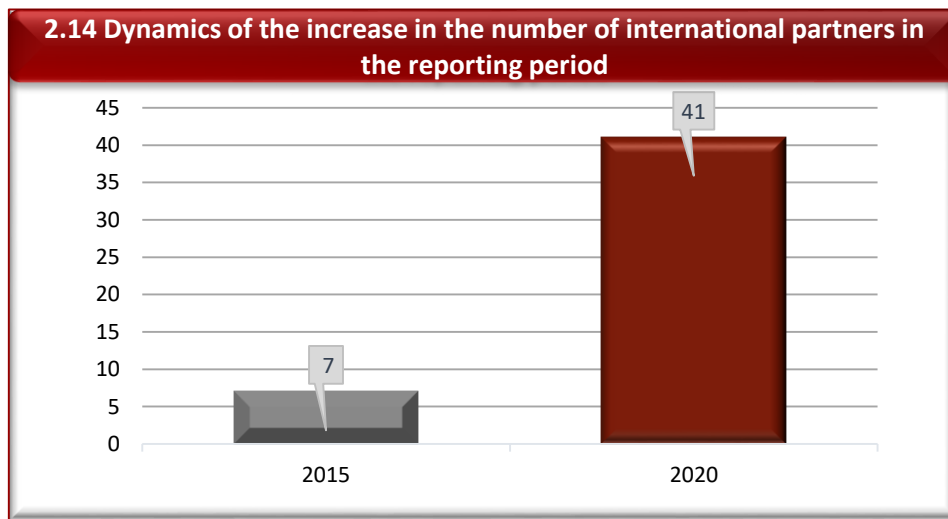
Institute); "**The importance of education on the way to European integration''** (Elizaveta Karska, Chair of the Council of Europe Committee on Human Rights); **"Children's rights and their integration into educational programmes''** (Ghassan Khalili - UNICEF Regional Representative), etc."

Traditionally, EEU organises events according to festival dates in cooperation with the regional offices accredited in Georgia, such as "All About NATO", "Modeling the UN", "EU Role in Associated Countries", etc. EEU has set up a special corner of **the NATO and the European Union**, equipped with computers, literature and other reading materials by the Information Centre on NATO and the European Union. **European Days** are celebrated and the ambassadors of different European countries, representatives of the embassies attend the events together with the students. (**See. Appendix 5**.2.1).

The university traditionally **hosts and organizes training sessions, seminars, interactive presentations (webinars)** to promote professional development with the participation of international specialists, e.g. Training sessions "Medical Education Methods - Challenges and Best Practice" (Kanna Katheravelu Ramaesh, University of Glasgow); "Modern teaching methods" (Richard Gaibel, Fresenius University), "Principles of using the international electronic library database Lexis-Nexis" (Marat Almaganbetov), "Climate change and international relations" (Michael Luken - Member of the German Climate Consortium), etc

Despite the delays caused by the pandemic, EEU continues its internationalization activities. Several ongoing and planned major projects should be singled out in this repsect; for instance, the project which is to be implemented together with UCL (University of London) in the near future. It should be noted that this project is funded by UCL.

To illustrate the progress in this direction, we **present the following diagrams below:**

2.14 Dynamics of the increase in the number of international partners in the reporting period

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2.1 5 Dynamics of the increase in the number of international staff in the reporting period
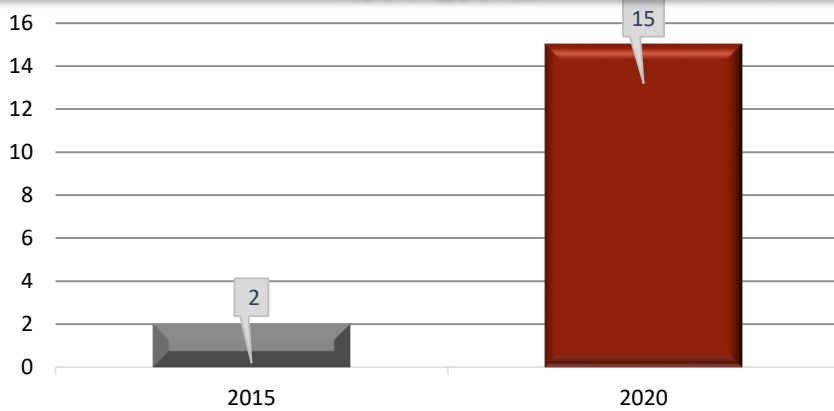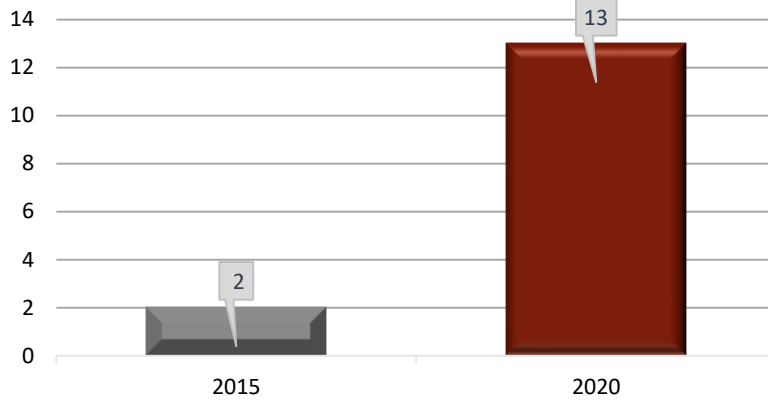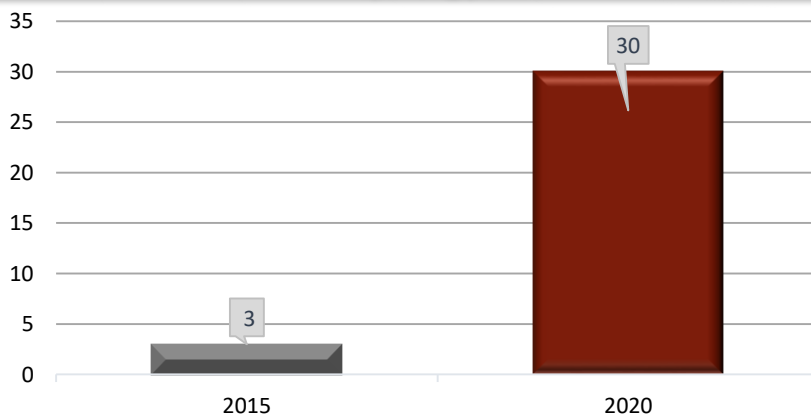

Diagram N 2.16 Dynamics of the increase in the number of conferences, workshops in the reporting period

2.1.7. Dynamics of the increase in the number of partner universities in the reporting period

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It should be noted that internationalization, as a strategic priority of the University, is stated in the mission, vision and strategy of East European University. The University is motivated to create and develop an academic environment that is oriented on high-quality education for both local and International students and staff.

The internationalization policy has been developed to support the internationalization process at the University (**see Annex 2.1.7**.) .This policy serves the mission of EEU and the achievement of strategic goals. The results of the implementation of the internationalization policy apply to the academic staff, students and administrative staff and organize relevant activities. The main goal of the policy is to produce consistent and effective policies in the process of international cooperation and internationalization of the University.

Internationalization policy includes 4 objectives:

Objective 1: To raise the awareness, trust and reputation of the University in the European and international educational space and the institutional development of the University;

Objective 2: To create valuable knowledge at the national and international levels by providing educational programmes and environment in line with modern standards;

Objective 3: Internationalization of research activities;

Objective 3: To increase the attractiveness of East European University for those seeking higher education from around the world.

It should be noted that the significant tasks have been developed to achieve each goal and the relevant activities for the implementation of these tasks have been determined. Also, performance indicators have been established. The clarity and relevance of the content of the policy creates significant opportunities for the University to make steady progress from year to year by realizing the tasks set in it. This is clearly confirmed by the facts and circumstances described above.

An important area of internationalization policy is the internationalization of research, detailed information on which is provided in **6.2, the standard evaluation section, of this self-evaluation report.**

Despite the results achieved, the University is constantly striving to enhance its reputation in the international arena, expand the international partnership network, create new opportunities both for students and academic staff and increase the involvement of students and / or staff in international projects.

EEU offers students and staff the opportunity to study, research, practice, visit partner universities on the basis of bilateral cooperation memoranda / agreements with them.
During the reporting period, members of academic staff of EEU visited partner universities and students benefited from exchange programmes, including an ERASMUS + grants.

The University uses the following mechanisms to encourage academic staff to participate in international projects and programmes: funding for the participation in international forums/conferences; supporting staff participation in international programmes/projects; supporting the publications authored by EEU staff in international publications; supporting the

implementation of scientific research projects with international partners.

Besides, to raise awareness about the international projects and programmes in the academic staff, EEU constantly publishes information about international programmes and projects on the University website and social network.

EEU is particularly focused on increasing the participation of students in international mobility programmes, for which it actively uses various mechanisms. Consequently, the interest in participating in international mobility programmes has been growing among students in recent years.

Due to the epidemiological situation in the world, the experience gained and the results of the negotiations with partners, students were not sent abroad for an exchange semester visit in the fall semester of the current academic year. It should be noted, however, that in partnership with Lodz University, we offered students an online exchange programme at Lodz University.
Interestingly, the online exchange programme has aroused great interest among students, and a higher enrollment rate has been observed compared to other years. The main reason for the competition was the possibility of staying in Georgia, as most people would find it difficult to leave their current job and/or family. As a result of the competition, 4 students were selected to study online at the University of Lodz in the spring semester of the current academic year.

To encourage students to participate in international mobility programmes, EEU is constantly striving to raise awareness about exchange scholarships and academic programmes in different countries. The information is published on the university website and social networks. Also, the International Department provides active advice and support to students and staff involved in international projects or programmes.
Based on the above, one of the areas of improvement in this respect is to increase the involvement of students and staff in international activities.

EEU continues negotiations regarding offering joint educational programmes. Negotiations are currently underway with a partner university for a new project involving the development of a joint master's programme with the University of Tuscany (Italy). There are also negotiations concerning the establishment of partnerships with up to 10 British and American universities in various fields.

The registration process with the Medical Council of the Republic of Sri Lanka is progressing. An application has already been submitted for membership in the International Association of Universities.

In order to increase awareness about EEU, find new international partners and attract students, EEU has carried out a number of activities in recent years, including the following:

► Annual Education Exhibition-Conference of The European Education Association (EAIE), held in St. Geneva, with 230 participants from all over the world.
► ICEF Berlin Workshop-Exhibition, which is the second largest in the world and the first workshop-exhibition in Europe with the participation of higher education institutions, education providers and attracts companies from all over the world. The 2018 ICEF Berlin Workshop was attended by more than 2,800 participants, including 1,800 organizations from more than 100 countries.

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►   Medical Education Forum in India.

During the pandemic, various online seminars, workshops, training sessions, etc. were held for students and/or staff with the involvement of international experts/professors. In addition, the Department of International Relations held several briefings on the University's international cooperation and opportunities. https://eeu.edu.ge/News /

Attracting new international students as well as returning EEU foreign students to the country has become a particular challenge during the pandemic. The University fully supports the return of foreign students to Georgia to access the learning process. In particular, EEU helps with organizing flights, COVID insurance, quarantine provision, COVID testing services, etc. Despite the above-mentioned difficulties, with the support of the University, up to 100 international students (existing and new) entered the country in full compliance with the existing regulations. Relevant **information is provided in Standard 5.**

It should also be noted that international visits to the target countries scheduled for the beginning of 2020 have been cancelled. The seminars have moved online and several online seminars have been conducted for potential international students. Despite many restrictions, the university has attracted more than 80 new students. The decrease in the number of students was caused not only by the limited mechanisms of attraction but also by the severe epidemiological situation created in the target countries.

The above facts and circumstances enable us to say that internationalization is a priority for the University which is supported by the process of intensive development of its international cooperation and internationalization processes, as well as encouraging international cooperation by allocating relevant funds in the budget.

At the same time, as already mentioned, despite the declared priority of internationalization and the great efforts made, in order to overcome the negative effects caused by the pandemic, EEU realizes that it will have to invest even more effort and labour resources in this direction.

Evidences/indicators
- ►   **Annex 2.1.1**. The organizational structure of the university;
- ►   **Annex 1.1.1.** University Statute;
- ►   **Annex 2.1.3.** Statute of the University Representative Council;
- ►   **Annex 2.1.2**. Statute of University Faculties;
- ►   **Annex 2.1.4** Staff job descriptions and qualification requirements;
- ►   **Annex 2.1.6.** Mechanisms for monitoring and evaluating the effectiveness of university management;
- ►   **Annex 2.1. 7.** University Internationalization Policy;
- ►   **Annex 2.2.1.** University Quality Assurance System.
- ►   **Annex 2.2.3.** Results of the survey conducted at the University - analysis and reports
- ►   University website
- ►   Electronic document management platform "ELMA"

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2.2. Internal quality assurance mechanisms
➢ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution. ➢ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Description and assessment

institution focused on achieving sustainable success. Quality means proper planning and implementation of appropriate actions and processes to achieve the best results.

EEU understands that factors influencing the success of the University are constantly emerging, evolving, increasing or decreasing, and in the wake of these changes, the University is focused on meeting the needs and expectations of students and other important stakeholders. In this context, the effective system of Quality Assurance working at EEU acquires special importance.

The EEU Quality Assurance System (**see Annex 2.2.1**.) assists the institution in maintaining and developing the quality of its educational activities. It is a set of principles, processes, methods and procedures used to achieve the best results of the University.

The EEU quality assurance system is based on an external regulatory framework **- the Law of Georgia on Higher Education, the Law of Georgia on the Development of Quality of Education, Accreditation and Authorization Standards, Quality Assurance Agency Standards, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the standard for ISO 21001: 2018 Educational Institutions Management Systems (EOMS); internal regulatory documents of the University. EEU takes into consideration the mission and strategy of the University.**

The quality assurance system, in response to the needs of students and other stakeholders and to achieve their satisfaction, provides quality assessment and development of the University's activities in all areas - educational programmes, teaching, services, resources, internationalization, research, management, services, community contribution,self- positioning in the field.

The EEU Quality Assurance Service, which is one of the governing bodies of the institution, oversees and coordinates the quality management and evaluation at the University. The responsibilities of the service include the development and consolidation of the quality culture at the University, the development of quality management principles and methods to support effective teaching and research, the establishment of quality standards at the University, evaluation and overall coordination of the quality assurance system.

The EEU Quality Assurance Service is made up of competent, knowledgable and experienced individuals with the expertise and diverse experience relevant to assessing compliance with higher education institution accreditation and educational programme accreditation standards. Also, the staff has significant experience in research planning and administration, operation of higher education institutions, planning of ongoing processes and effective management. The service is provided with appropriate information and material resources from the university management, and the recommendations suggested by the service are used to make crucial governance decisions at the university.

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The processes of continuous and systematic application of quality assurance mechanisms for the implementation of the quality assurance system in EEU are administered using **the PDCA cycle**. This ensures the planning of processes in the institution in compliance with the principle of interaction.

Using the PDCA cycle approach, the planning process takes into account required resources, sets the process administration procedure, and identifies the capabilities that will ensure that processes are improved to achieve the best results.

In EEU, the PDCA cycle is used both at the systemic level of management and also when managing any process and activities to be carried out at the university.

The EEU quality assurance system is focused on continuous improvement which is achieved through the consistent implementation of the standards set at the University, assessing compatibility with the standards of all ongoing processes in the institution and eliminating any inconsistencies and continuously improving the results.

Mechanisms for quality assurance have been developed in EEU (**see Annex 2.2.1**.). These mechanisms determine whether the established standards are met and the best results are achieved.

Quality assurance mechanisms are presented in EEU in the form of internal and external evaluation mechanisms.

The internal quality assurance mechanisms in EEU cover all of the key areas and processes of the university's educational activities presented as follows:
- Evaluations of the quality of educational programmes;
- Evaluation of the quality of teaching and learning processes;
- Evaluation of services;
- Evaluation of academic materials, library, information and financial resources;
- Staff evaluation (academic, invited, administrative);
- Evaluation of international cooperation and internationalization;
- Evaluation of research activities;
- Evaluation of the results achieved at the institutional level and positioning in the educational space.

External quality assurance mechanisms are as follows:
- Results of the evaluation conducted by the National Centre for Education Quality Development;
- Results of the institutional and/or external development evaluations of the University by local or international invited experts;
- Results of international institutional and/or programme accreditation;
- Results of a financial audit.

Quality assurance mechanisms are used in EEU with pre-determined instruments and established procedures (**see Annex 2.2.2. Report on the results of the use of quality assurance mechanisms in 2019-2020)** which, as already mentioned above, is based on the PDCA continuous evaluation and

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improvement cycle.

It should be noted that quality assurance mechanisms are implemented at the university through a variety of relevant instruments and procedures, such as surveys of students, programme and administrative staff, alumni, and employers (**see Annex 2.2.3. Results of the survey conducted at the University - analysis and reports)**. In addition to the active use of stakeholder surveys, the university systematically reviews and analyses innovations in the field; monitors students' academic performance; analyses innovations introduced in the teaching methods of the field; performs employers' needs analysis, evaluation of learning outcomes, analysis of quantitative indicators related to the programme. As well as this, the university performs the analysis of memoranda of cooperation with international partner organizations and implemented projects/events, evaluation of admission of foreign students (within the framework of the analysis of quantitative indicators of the programme), analyses foreign staff recruitment rates (within the quantitative analysis of the programme), evaluation of research activities (international research, publication, participation in conferences, etc. - within the framework of evaluation of research activities), results of monitoring activities and strategic plans.

It is especially important to develop and implement an internal self-assessment template of the programme in the EEU, as well as to develop a quality teaching and learning strategy. The strategy defines the aspirations and responsibilities of the University towards quality teaching, learning, assessment and represents a unified vision for the development of teaching and learning quality. In order to develop the quality of teaching and learning, EEU aims:

- To continuously develop the quality of teaching and learning and to introduce a high academic standard in Georgia and the region;
- To promote the realization of each student's potential, to develop student-centred learning;
- To ensure the effectiveness of the teaching process;
- To prepare graduates who, in addition to deep knowledge of the field, have the practical and transferable skills necessary for the active labour market and community membership, thereby contributing to the development of the country and society.

As mentioned above, one of the internal quality assurance mechanisms is the evaluation of the quality of teaching and learning. Therefore, in addition to the above-mentioned tools, the University uses the results of the teaching and learning development strategy and implementation plan to evaluate the teaching and learning quality

The results of the use of quality assurance mechanisms **(see Annex 2.2.3. Survey results and Annex 2.2.2. Report on the results of the use of quality assurance mechanisms)**

It is noteworthy that the combined and consistent use of quality assurance mechanisms by EEU seeks to ensure sustainable success in a challenging, demanding and ever-changing environment.
Given the above, the relevance of the mechanisms and the effective use of the results of its implementation are equally important for the University.

In favour of the effectiveness of the quality assurance system in EEU, it should be noted that the University has made significant progress in all key areas of educational activities since its recent authorization: educational programmes, teaching and learning development; research activities; services; human resources; material, financial, information technologies, library resources, organizational management, community development contribution and positioning in the education

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market. (**The progress of EEU is discussed in detail in the description and evaluation section of each standard in this report**).

It is noteworthy that EEU effectively uses both internal and external evaluation results for the development of the institution.

From the previous authorization to date, educational programmes have been added and existing programsme have been re-accredited successfully.

The University was evaluated in 2019 by the National Centre for Education Quality Development to determine its compatibility with the standards of institutional authorization.

It should be noted that the effectiveness of the quality assurance system in EEU was assessed as one of the strengths of the institution as a result of external evaluations carried out to determine compatibility with both accreditation and authorization standards.

The procedure for using the results of internal quality assessment at the university is successfully implemented. EEU needs to implement feedback mechanisms consistently and effectively.
It has already been mentioned above that to implement the quality assurance mechanisms introduced in the university, the university actively uses stakeholder surveys (students, staff, graduates, employers), as well as the processing/analysis of quantitative and qualitative data and labour market trends.

The Quality Assurance Service provides an analysis of the results obtained and develops relevant recommendations. Next, the recommendations are sent to the relevant structural unit/units of the University to respond. Each structural unit presents a report on the recommendations. After processing the submitted reports, the Quality Assurance Service prepares a final report on the results of the use of quality assurance mechanisms (**see Annex 2.2.2), which** is considered by the Council of Representatives for further response.

The results of the student survey confirm that EEU is interested in the degree of their satisfaction, and it is clear that students have a full opportunity to freely comment on the improvement aspects of the educational process, which also indicates the effective work of quality mechanisms.
See. Diagram 2.2.1.

Statement	Mean
EEU IS INTERESTED IN THE DEGREE OF STUDENTS' SATISFACTION	4.49
STUDENTS CAN FREELY EXPRESS THEIR VIEWS ABOUT THE FAULTS OF THE EDUCATIONAL PROCEE	4.34
STUDENTS ARE INVOLVED IN THE EVALUATION AND IMPROVEMENT OF EEU SERVICES	4.08
STUDENTS ARE INVOLVED IN THE EVALUATION OF THE EDUCATIONAL PROCESS ADMINISTRATION AND…	4.03
STUDENTS ARE INVOLVED IN THE PROCESS OF EVALUATION AND IMPROVEMENT OF EDUCATIONAL…	3.99
STUDENTS CAN BE INVOLVED IN THE PROCESS OF ELABORATION AND MODERNIZATIONOF PROGRAMMES	3.97

3.6 · 3.8 · 4 · 4.2 · 4.4 · 4.6
I don't agree · mean · I agree

Similar to the student survey results, the results of the academic staff survey also confirm that staff are actively involved in the process of improving the educational process.

See Diagram 2.2.2.
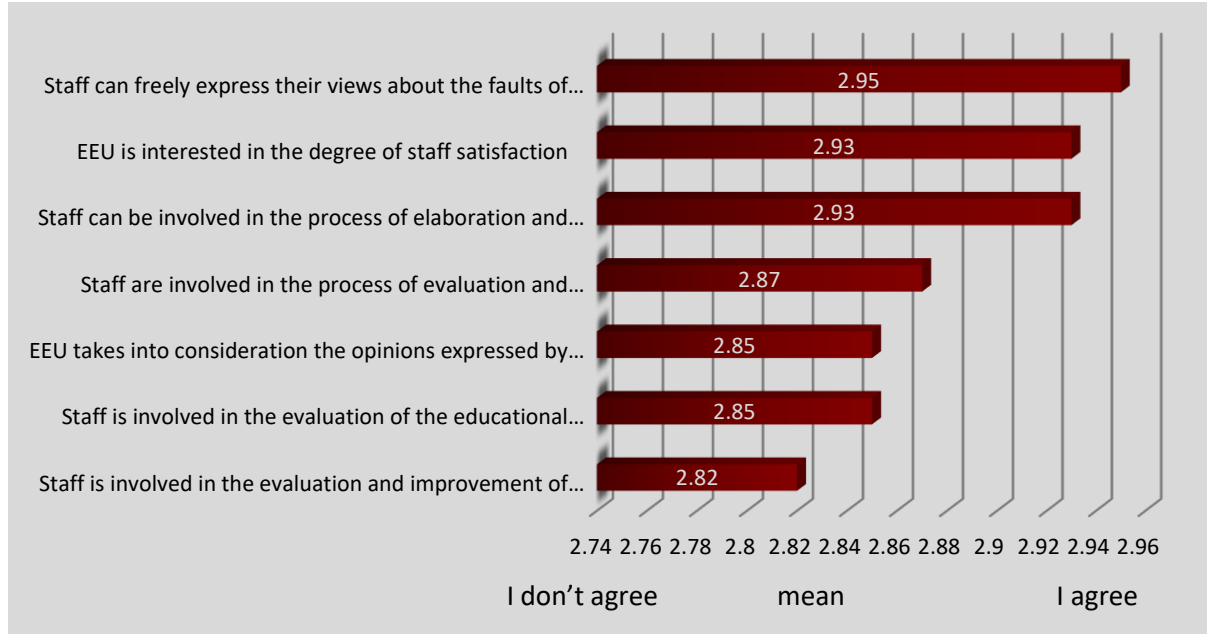
Along with the surveys of students and academic staff, EEU conducts systematic annual surveys of the administrative staff. The effectiveness of the quality assurance mechanisms implemented at the University is evaluated by the interviewed administrative staff.

See Diagram 2.2.3

As mentioned above, EEU regularly conducts surveys of stakeholders and analysis of the survey

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results through the Quality Assurance Service. The Service monitors the dynamics of the survey results to determine whether the results have improved or deteriorated. In addition, the effectiveness of the recommendations of the Quality Assurance Service is assessed by analyzing the results of their implementation.

The dynamics of the survey results reveals that the results of each following year have improved compared to the results of previous years. Positive dynamics is also revealed in terms of progress regarding the issues on which the recommendations were made by the Quality Assurance Service.

The Quality Assurance Service issues recommendations in all important areas regarding the management of EEU, more specifically, based on the analysis of the results obtained through the use of quality mechanisms in 2019-2020, the Service has identified recommendations in the following areas:
- On strengthening the practical component and in academic programmes and on developing cooperation with existing employers and finding new employers,
- On the development of mechanisms for attracting international students;
- On the revision of Curriculum Learning Outcomes and further refinement of curriculum mapping for all existing programmes at the University.
- On conducting training sessions on academic outcomes and curriculum maps for academic and invited staff.
- Involvement of highly qualified foreign staff in the implementation of the programmes to introduce the best teaching and assessment practices in the programmes;
- Improving feedback mechanisms regarding the students assessment;
- Strengthening the development of students' professional behaviour and ethics and offering them various seminars / trainings / activities aimed at raising awareness about plagiarism;
- Development of e-learning resources, intensive training and consulting services for students and staff in connection with international scientific databases, work with domestic databases, development of e-learning databases;
- Development of relevant mechanisms to increase student involvement in international events or exchange programmes;
- On the development of mechanisms to support the research activities of the academic staff taking into account their research potential, more clearly outlining the directions of research activities;
- On the development of staff evaluation mechanisms for the review of the University Personnel Management Policy;
- Update and development of relevant strategies and approaches to enhance university branding;
- On further institutional and corporate development of the University, consistent introduction of a quality culture, analysis of the existing structure and structural units of EEU and implementation of appropriate corrective measures based on its results;
- On the development of the internal communication system;
- On increasing the resources of the role of the structural unit providing services;
- On the need to increase human resources in the Department of International Relations, etc. **(Detailed information can be found in Annex 2.2.2)**

It should be noted that most of the recommendations set by the Quality Assurance Service based on

the results of the quality assessment have been fully implemented; some of them are in the process of implementation.

More specifically, based on the above recommendations:

- The main regulatory documentation has been updated;
- Educational programmes have been reviewed and developed and the practical component has strengthened;
- Production of internal annual reports of an educational programme has been introduced;
- Reporting procedure by structural units has been introduced
- A manual was developed for the staff implementing the programme;
- Information meetings and training sessions have been held for the academic staff
- Information meetings and training sessions for the administrative staff have been held;
- Individual meetings with all structural units have been held;
- Programme initiation and re-accreditation procedure has been developed and implemented;
- A feedback procedure has been developed and implemented;

It should be noted that 6 programmes were accredited only in 2019-2020, 2 programmes have been submitted for re- accreditation, 2 programmes have been initiated and procedures for the accreditation process have started. EEU is currently working on the English-language Master's programme in Philosophy and a PhD programme in Education Sciences.

Based on the annual reports, the recommendations and opinions identified by the Service were submitted to the Action Plan Implementation Monitoring Group which developed and ensured the implementation/updating of the relevant modifications in the Action Plan;

Academic and scientific productivity assessment of academic staff has been carried out in active collaboration with the Quality Assurance Service and the Department of Scientific Research and Development.

Evaluation of the effectiveness of quality assurance mechanisms and development of a quality system

Evaluating the effectiveness of quality assurance mechanisms is an integral part of the institution's management effectiveness monitoring and evaluation mechanisms (**see Annex 2.1.6.** Rules for monitoring and evaluating management effectiveness and relevant information in paragraph **2.1 of this self-evaluation**).

For the purposes of evaluating the effectiveness of quality assurance mechanisms, the following has to be determined: how transparent and accessible the quality assurance mechanisms are; whether the anonymity of the stakeholders participating in the study (students, academic and visiting staff, graduates, employers, etc.) is protected; whether the implementation of quality assurance mechanisms is outcome-oriented; whether there is a timely and effective response to the recommendations of the Quality Assurance Service; how satisfied are the stakeholders with the activities of the Quality Assurance Service and the fulfilment of its rights and responsibilities? To what extent is the high involvement of stakeholders in quality assurance processes ensured?

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From the results of systematic surveys conducted at EEU, the results of external evaluations, as well as from the results of the of the annual report submitted by the Quality Assurance Service and reviewed by the Council of Representatives, it is clear that the quality assurance mechanisms utilized at the university are effective.

It is noteworthy that in the wake of the effectiveness of quality assurance mechanisms at the University, there is a culture of continuous development of the quality system and a widespread culture of quality. The Quality Assurance Service is constantly updating and developing quality assurance mechanisms, instruments and procedures. **The quality assurance system in EEU was last updated in August 2020** and incorporates the basic principles and approaches of the standard ISO 21001: 2018 Educational Management Systems (**EOMS**). The updated quality assurance system has been successfully introduced in the university and the processes evaluated by the updated tools and procedures introduced are further evidence of the use of quality assessment mechanisms and the confirmation that high quality is achieved through quality assurance mechanisms and their ongoing development.

It should be noted that the introduction and **development of a quality culture is a strategic** priority of the University and Strategic Development and Action Plans are an integral part of the process. (**See Annex 1.2.1 Strategic Plan and Annex 1.2.2 Action Plan**).
The EEU Quality Culture is an atmosphere of a university community that supports the pursuit of high-quality processes for sustainable success of EEU.

The ability of EEU to achieve sustainable success is enhanced by the introduction and dissemination of a quality culture at the individual and institutional levels.

All members of the university community are involved in the process, creating all the prerequisites for high-quality teaching and learning and research.

The quality culture at the university is reflected in the high responsibility of staff and students concerning their work and study. Staff and students work and collaborate in accordance with the values and goals of the University and adhere to a common quality policy. They also share good practice, participate in the continuous evaluation process, participate in the formation of the institution development context within their competence, in the improvement of the processes by their participation and strive for innovations.

The quality assurance processes described above, the active involvement of stakeholders, the development decisions based on their views, and the significant progress made by the institution unequivocally confirm the existence of a quality culture in EEU which significantly enhances confidence of the staff and students towards the university and its activities.

Determining the student contingent

A student and staff contingency planning mechanism has been developed and implemented at EEU. This mechanism regulates the method of calculating the number of student places through indicators set by the University. (**See Annex 2.2.4**.). The named documents contain all relevant indicators, such as human, material and information resources.

In EEU, the procedure for determining the number of students is provided both at the university

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level and at the faculty level. This approach provides a complete picture of the existing situation and is based on reliable data, future planning of activities, including the following areas:

- Determining the student contingent;
- Determining the adequacy of the number of academic and invited staff;
- Determining infrastructure capability;
- Determining the relevance of the existing contingent of ancillary and recreational areas.
- Other parameters that ensure the efficiency of the educational process and the sustainability of EEU.

When creating a new educational programme and/or updating the existing one, the human and material resources required for the implementation of the programme are determined as well as the estimated student contingent. Based on the information received, the availability of human and material resources is assessed by the Faculty Council and, if necessary, the student contingent at the Faculty is redefined.

Planning of the Student contingent at EEU is based on the following factors:

- Per student - at least 2 sq. m. of the learning area and not less than 0.5-1 square meters of auxiliary space should be allotted.
- The ratio of the student contingent and academic staff according to the number of educational programmes:
- In the case of the implementation of 1 to 5 educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should not be more than 1/15.
- In the case of the implementation of   6 to 15 educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should not be more than 1/20.
- In the case of the implementation of 16 and more educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should not be more than 1/26.
- The ratio of the student contingent and administrative staff: The number of students per administrative staff should not exceed 1/33, 50% of the staff should be student service providers.
- Student access to the information and communication technologies: the ratio of the number of computers to the number of students should be no more than 1/20.
- The ratio of the number of jobs in the library to the number of students should not be more than 1/20.

The process of determining and planning the total number of students is based on the requirements and needs of a particular educational programme (special laboratories, workshops, clinics, simulated courtrooms, etc.).

It should also be noted that in accordance with the methodology of the student contingent established at EEU, while determining the targets of the student contingent, in order for the institution to meet their expectations, the interests of students to receive high quality education and services are taken into account,

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In the context of achieving this goal, it should be noted that it is critical for EEU to ensure that the methodology for determining the number of student contingent enables evidence-based decision-making, realistically reflects expected outcomes and ensures the risk prevention and stable development of the institution. To achieve the above-mentioned objectives, the following will be provided every three years:

- Review of the methodology for determining the amount of student contingent which will assess the reliability and effectiveness of the mathematical model.
- Assessment of the minimum characteristics in the determination of the student contingent process based on existing statistics and international practice;
- Assessment of the effectiveness of the data collection system to be used in the process of determining the amount of student contingent.

The methodology and minimum characteristics will be adjusted, if necessary, according to the established results.

The University used the indicators described above in the self-evaluation process and , based on it, determined the total contingent of the University students and the target scores.

Evidences/indicators
- ► **Annex 2.2.1.** Quality assurance system document;
- ► **Annex 2.2.2.** Report on the results of the use of quality assurance mechanisms for 2019-2020
- ► **Annex 2.2.3.** Results of the survey conducted at the University - analysis and reports**;**
- ► **Annex 2.2.4.** Methodology for Determining the Amount of Student Contingent and Planning Staff for the Implementation of the Educational Programme;
- ► **Annex 2.1.1.** The organizational structure of the university;
- ► **Annex 1.1.1.** University Statute
- ► **Annex 2.1.6.** Mechanisms for monitoring and evaluating management effectiveness**;**
- ► **Annex 1.2.1.** A seven-year strategic development plan;
- ► **Annex 1.2.2.** A three-year action plan;

2.3. Defending principles of ethics and integrity

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

Description and assessment

The activities of East European University are based on the principles of ethics, academic integrity, academic freedom, fairness and impartiality. Relevant regulations and policies have been developed and implemented at the University for the introduction and promotion of these principles in the daily activities of the University staff and students.

The University has developed ethical norms (**see Annex 2.3.1 Code of Conduct (Ethics**)) which sets out the ethical principles for students and staff. The Code of Ethics has been in force at the University since 2015 and has been revised periodically with the participation of stakeholders.

The current Code of Conduct (Ethics) of EEU is based on the moral rules established in the educational community which are the principles of academic freedom, equality, transparency,

fairness and integrity and are shared by both staff and students.

The University is guided by ethical standards and principles in all areas of its activities. The Code of Conduct (Ethics) defines the ethical principles of the University, the conditions of disciplinary misconduct due to their violations and the procedures and rules of disciplinary proceedings. The Code of Conduct (Ethics) does not cover all possible violations but is a presents guidelines for all the members of the University. The Code of Conduct (Ethics) sets out the rules of ethics and conduct for both academic and visiting staff, as well as for administrative and support staff and students. Ethical misconduct is investigated by a permanent ethics commission set up by the order of the Rector.
If necessary, due to the specifics of the issue under consideration, as well as to avoid conflicts of interest, the composition of the members of the Ethics Committee may be changed and a temporary member added to the commission, and/or a member of the Ethics Commission may be removed.

It should be emphasized that the priority of the University is not to respond to the **violation of the Code of Ethics but to prevent its violations**. For this, information is provided to the staff and students. To disseminate information, in addition to the publicity of the Code of Conduct (Ethics) and the preventive activities of the Ethics Commission, students and staff are informed; the Department of Human Resources provides staff with the information on the Code of Conduct (Ethics) during the study period, at various information meetings and relevant communication channels. It should also be noted that the Student Ombudsman's Office carries out informational and educational activities/events (trainings, public lectures, etc.) on students' rights and freedoms. A record of the commitment to ethics is given in both the Student and Staff Agreements (**see Annex 2.3.2. - Sample Student Agreements; Annex 2.3.3. Samples of Staff Agreements**) as well as in the internal regulations of the university. (**See Annex 2.3.4**.)

It should be noted that based on the results of the student of 2019-2020, students are informed about the Code of Conduct (Ethics), cf. **Diagram 2.3.1.**

Diagram 2.3.1 - Level of student awareness regarding ethics and code of conduct
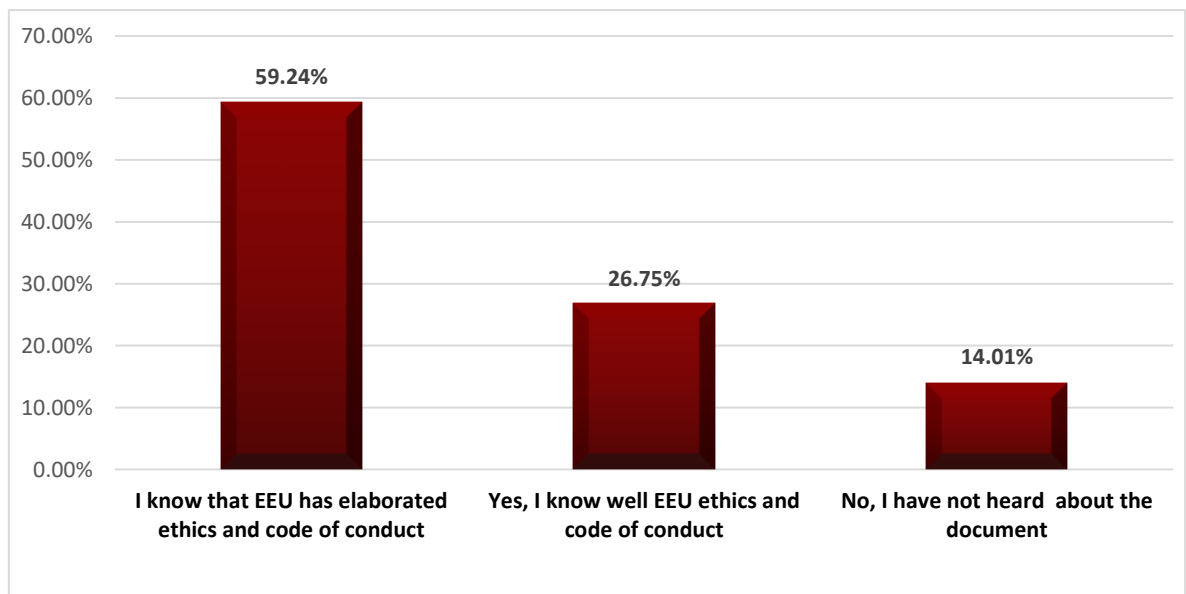
The level of awareness is high among the programme implementing and administrative staff, the

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vast majority are informed about the ethics and rules of conduct. The staff agree that the institution, if necessary, responds to violations.

See. **Diagram 2.3.2 Results of the Programme Implementation Staff Survey on Ethics and Conduct and Diagram 2.3.3. Results of the Program Implementation Staff Survey on University's Response to Violations of Ethics and Code of Conduct.**

Diagram 2.3.2.

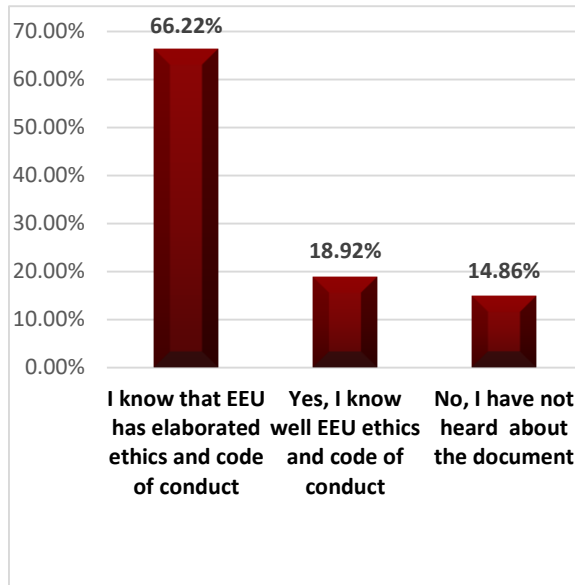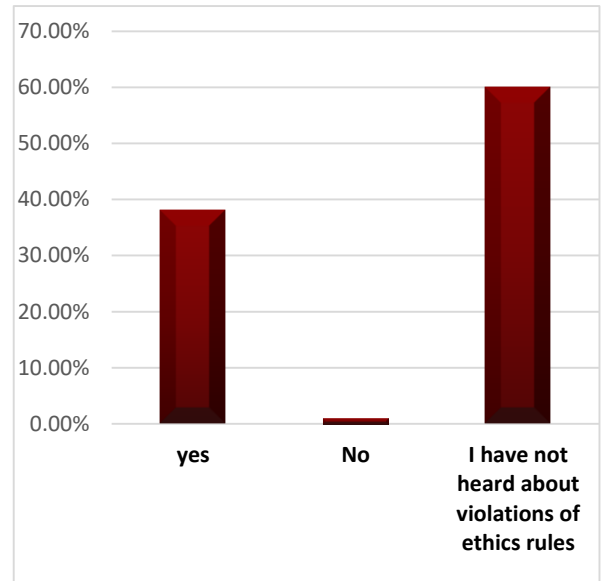**Diagram 2.3.3.**

See. **Diagram 2.3.4 Results of the Administration Staff Survey on Ethics and Conduct and Diagram 2.3.5. Results of the administration Staff Survey on University's Response to Violations of Ethics and Code of Conduct**
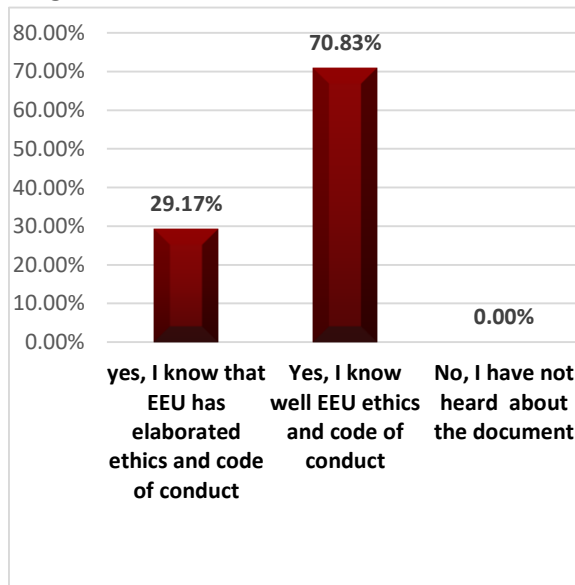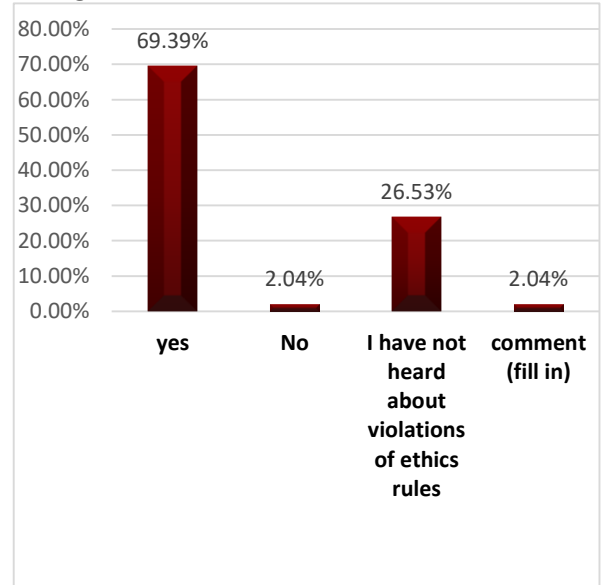
Diagram 2.3.4.

Diagram 2.3.5.

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The above-mentioned shows that the University has developed and implemented rules of ethics and conduct for both students and staff. The availability of the rules is ensured and both the staff and students are informed about them.

Academic integrity

As mentioned above, significant activities have been planned and implemented to prioritize research at EEU, including the development of **a Code of Ethics for Research and Academic Integrity through the sharing of international best practices (**see **Annex 2.3.5**). As well as this, the Committee for Ethical Research has been created.

Adhering to the principle of academic integrity is one of the key values for the University. Academic activities, teaching and research processes at the University are based on internationally recognized values of academic integrity: honesty, trust, fairness, respect, responsibility and are carried out following the current legislation and internal legal acts of the University. To ensure academic integrity, all persons involved in the teaching and learning and research processes are obliged to adhere to the academic style and research ethics standards established in the university while performing scientific work in the university space. It is permissible to use other international standards of academic writing when participating in various scientific activities on behalf of EEU beyond the University space.

The Code of Ethics for Research and Academic Conscientiousness aims to promote the objective implementation of teaching and research at the university, to enhance the level of scientific and academic activities, academic freedom and impartiality, to establish international scientific standards, and to promote publishing and reviewing activities in international papers.

The Code of Research Ethics and Academic Integrity is based on and upholds the constitutional principle of academic freedom, ensures the establishment of academic honesty in academic activities, teaching and research, a free academic environment and high standards of academic research. It defines the concept of academic integrity regarding the academic activities of the University, teaching and research processes, guidelines and standards of research ethics, forms of violation of academic integrity, issues regarding the prevention of violation of academic integrity and rules for responding to them, grounds for disciplinary actions, proportionate , transparent and consistent measures of disciplinary liability, as well as the status, objectives, basic principles and authority of the research ethics committee. The mentioned principles, rules and procedures apply to the academic staff employed by EEU, who are authorized to create and publish the product of their scientific-research and educational activities. Also, doctoral students of PhD programmes are encouraged to to create and publish the results of their scientific research and educational activities.

To adhere to the principle of academic integrity, any form of plagiarism is unacceptable to EEU and therefore, a variety of measures are applied to prevent and detect possible cases of plagiarism.

Staff and student awareness-raising measures about plagiarism are regularly conducted. For example, information meetings on plagiarism and academic integrity are held periodically for staff and students at the University. Below there are some examples: :
   ► **Training: "What is plagiarism and its detection mechanisms";** **https://eeu.edu.ge/portfolio/online-** **%e1%83%a2%e1%83%a0%e1%83%94%e1%83%9c%e1%83%98%e1%83%9c % e1% 83%**

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> **92% e1% 83% 98)**
> ► **Dialogue: "Academic Freedom"**
> ► **Information Meeting Series: Online Code of Conduct Guide for Netiquette**

Also noteworthy are the consultations held permanently by the faculty members and programme managers regarding the procedures of writing of the Master 's thesis, the defence procedures. It is at these meetings that students are additionally informed about plagiarism and the mechanisms concerning responding to it.

> ► **Training: Copyright protection mechanisms;**
> ► **Seminar: Protection of Intellectual Property Using Electronic Resources**

Various university regulations ("Code of Ethics for Research and Academic Conscientiousness", "Code of Conduct", "Rules for Detecting, Avoiding, Responding to Plagiarism Cases") declared about the University Mechanisms for the prevention, detection and response to plagiarism. The "Rule for Detecting, Preventing and Responding to Plagiarism Cases" (**see Appendix 2.3.6.)** apply to undergraduate and graduate students. The mechanisms for preventing, detecting and responding to plagiarism, which apply to the university's academic staff, researchers and doctoral students, are declared in the University's Code of Ethics for Research and Academic Conscientiousness. These regulations are public and posted on the EEU website.

It should be noted that the introduction of anti-plagiarism policies at the University is facilitated by special anti-plagiarism electronic programmes ("URKUND" and "Turnitin"). To date, 159 papers on plagiarism have been tested using detector programmes:

> ▪ **2019: 71 papers;**
> ▪ **2020: 4 Bachelor and 63 Master theses, 13 articles - a total of 80 units;**
> ▪ **2021: 8 Master Theses - a total of 8 units;**

No cases of plagiarism have been confirmed in the above papers.

It is important to note that the regulations developed by EEU to ensure compliance with the principles of ethics and academic integrity provide mechanisms for protecting the rights of students and staff during disciplinary proceedings, as well as the possibility of filing an appeal against the decision of the Ethics commission

Academic freedom is an important element of the university. It is an integral part of one of the values of the University - freedom of thought and expression, and the context of this principle is declared in all major documents of the University (**see the relevant annexes University Charter, Strategic Development Plan, Code of Ethics for Research and Academic Conscientiousness and samples of contracts with the invited staff**).

EEU recognizes and upholds the constitutional principle of academic freedom, which, according to the Law of Georgia on Higher Education, provides for the rights of academic staff, faculty and students to conduct independent teaching, research and study.

In accordance with the above principle, the staff and doctoral students of EEU have the right, on behalf of the University and/or within it, in accordance with the established regulations, to carry out creative, academic research and educational activities freely, without any pressure, unreasonable interference or restriction.

Academic freedom in the university space also means the freedom of researchers to explore issues of academic and/or intellectual interest, to present research results, to publish data and conclusions without any control or censorship, and to teach according to their choices and preferences.

It should be noted that according to the results of the Programme Personnel Survey of 2019-2020

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(**see Annex 2.2.3 for relevant information**), the staff are aware of the principle of academic freedom, in particular, 86.30% of respondents indicate that they fully agree, 5.48% partially agree; the responses I do not know, I can not evaluate was given only by 6.85% of the participants of the survey. None of the participants responded by- "I do not agree." The assessment of adherence to the principle of academic freedom has almost the same percentage distribution in the university. Student awareness of academic freedom is above average (62.4%).

Thus, the results of the survey discussed above reveal that the level of protection and awareness of the principles of academic freedom among university staff and students is high. It should also be noted that although the 37% of student survey results (due to less awareness regarding academic freedom) are not very high, the institution understands that awareness of the principle of academic freedom is an important element in creating a healthy learning environment. In 2021, with the active involvement of the Student Ombudsman, the Lifelong Learning Centre and the faculties, more activities (online training, information meetings, etc.) were planned and implemented to raise awareness regarding the principles of academic freedom. EEU has reasonable expectation that the positive results of all these activities will be reflected in the results of the student survey of 2021.

Evidences/indicators
- ► **Annex 2.3.1.** University Code of Conduct (Ethics);
- ► **Annex 2.3.2.** Samples of student contracts;
- ► **Annex 2.3.3.** Samples of employment contracts with staff;
- ► **Annex 2.3.4.** University Labour Regulations;
- ► **Annex 2.3.5.** Code of Ethics for Research and Academic Integrity;
- ► **Annex 2.3.6.** The rule of detecting plagiarism, preventing it, responding to cases of plagiarism;
- ► **Annex 1.1.1.** University Statute;
- ► **Annex 1.2.1.** Strategic Development Plan (2019-2025)

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
▪ Organizational structure of EEU corresponds to the implementation of the Strategic Development Plan;
▪ Transparent and fair procedures for election/appointment to the governing bodies of EEU;
▪ Mechanisms and consequences of internationalization policy support;
▪ Cooperation with international partners;
▪ Compliance of the quality assurance system with the best international and local experience, consistent implementation of the system, high standard of feedback and quality culture. Existence of the team responsible for implementing the quality assurance system.
▪ Effective mechanisms for adhering to the principles of ethics and academic integrity;
▪ Plagiarism detection and prevention mechanisms, electronic detection software (Turnitin and Urkund);
▪ Consequences of using information technologies in the management process;
▪ Electronic platforms

Areas for improvement
▪ Enhancement of student and staff participation in international mobility
▪ Increase of the awareness of the principles of academic freedom and integrity

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3. Educational Programmes

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

3.1. Design and development of educational programmes
➢ HEI has a policy for planning, designing, implementing and developing educational programmes.

Description and assessment

Procedures and methodology for the planning,elaboration, implementation and development of educational programmes at East European University (**see Annex 3.1.1. and Annex 3.1.3.**) are successfully implemented. This ensures continuous development of educational programmes, their compliance with the demands of the labour market, students, society, internal and external quality standards. This is confirmed by both, the internal quality assessment   surveys conducted amongst students, graduates, employers and successful accreditation processes.

It is noteworthy that, during the reporting period, existing programmes were developed in accordance with the systems and methodology introduced at EEU. As well as this, new educational programmes were initiated and developed. As mentioned above, in 2019-2020, 6 educational programmes, including one new educational programme were successfully accredited. At this stage, two programmes are undergoing a re-accreditation process. It should also be noted that EEU has developed a new undergraduate programme in psychology, and a doctoral programme in Education Sciences is being intensively developed with the partner university and the accreditation is scheduled for 2021. It should also be noted that significant efforts have been made to ensure that the diploma of a doctor of medicine of EEU is compatible with the field requrements of medicine.

Initiation of an Educational Programme

The planning of a new educational programme within EEU can be carried out by the main educational unit of the university - the Faculty. This may be based on the labour market and/or employer needs analysis, university research priorities, collaboration with foreign and local higher education institutions and research centres, or any other circumstance that requires planning and initiation of an educational programme.

The decision to initiate a new educational program is submitted by the Dean of the Faculty to the relevant Faculty Council which considers the issue and if appropriate, decides on the development of a new educational programme and the appointment of the Head of the educational programme. Based on the decision of the Council, the Academic Programs Development Committee of the Faculty, in cooperation with stakeholders, begins to develop an educational programme.

Development of an educational programme

As mentioned above, the development of an educational programme at East European University

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is a collaborative process and involves, in addition to the academic staff, internal and external stakeholders of the University: employers, students, alumni (if any) and administrative staff. The programme should take into account the requirements of the labour market, the priorities of the university, the opinions and attitudes of partners, the specifics of the field, best local and international practices.

The educational programme is managed by the **Programme Development Committee**, which consists of a programme manager (s), representatives of the academic staff involved in the implementation of the programme, students (s), graduate (s). The committee may also include employers of the relevant field (sector / sub-sector), a representative of a professional organization or non-governmental organization of the relevant profile, a foreign specialist (especially preferably when developing a foreign language programme), or other member (s). The Programme Development Committee is chaired by the Chair of the Committee - Dean of the Faculty or Deputy Dean. Within the framework of the Programme Development Committee, works related to the creation or the renewal of the programme are being carried out in relation to a specific programme, the work done is reflected in the minutes of the Programme Committee and the results are presented to the Faculty Council.

The draft of the educational programme which is developed and agreed upon by the Committee in cooperation with stakeholders will be submitted to the University Quality Assurance Service for evaluation. The Quality Assurance Service assesses the compliance of the programme with the internal and external regulatory frameworks. The Service will draw a positive or negative review about the evaluation results. In the event of the negative evaluation , the programme will be returned to the Programme Development Committee for appropriate changes to be made to it. If necessary, the programme manager takes into account the reasoned remarks and opinions expressed by the Service. In case of a positive development, the educational programme, together with the positive conclusion of the Service will be submitted for consideration to the relevant Faculty Council. If the curriculum is approved by the Council, the proposal, together with the conclusion of the Service will be sent to the Council of Representatives which finally approves the curriculum. For more on the circumstances and aspects to be considered when designing an educational programme, see Annexes (**Annex 3.1.1. And Annex 3.3.3. Procedures for planning, developing, implementing and developing educational programmes**)

In accordance with the procedure described above, for example, a Master's programme in **Digital Management** was developed, which successfully gained accreditation on October 13, 2020.

It should be noted that the experience of a foreign partner university - Fresenius University with which the programme is being implemented, was taken into account in the development of the Master's programme in Digital Management. The development of the programme was preceded by the research of both local and international markets (Burning Glass Technologies) and an analysis of relevant trends. In particular, 16,220 vacancies posted on www.jobs.ge in 2019 were reviewed, of which 2444 vacancies were analyzed in terms of the vacancy title, job responsibilities, required qualifications and experience. It was revealed that in more than half of the vacancies regarding managerial positions (56.2%), employers require higher education as a prerequisite, and among the vacancies where higher education is required, more than half (52%) specify that higher education in business, management, marketing is a prerequisite for occupying a position. As well as this, based on the research, nine out of ten job vacancies emphasise the managers' digital skills. In addition, a 2019 Burning Glass Technologies study report, "No Longer Optional: Employer

Demand for Digital Skills" also analyzed online job postings. According to the study, nine out of ten online applications required digital skills.

Qualified academic staff, including the professors from the German partner, Fresenius University, were involved in the creation of the programme. The programme was developed, along with the academic staff, by the university administrative staff, the academic and visiting staff implementing the programme, potential employers, stakeholders, students of a similar level of the programme, as the programme is new and therefore, has no students yet.

As already mentioned above, EEU has also developed a new undergraduate educational programme in psychology, according to the procedures and relevant stages described above.

Development of the Educational Programme

East European University is constantly updating and developing educational programmes to ensure its adaptation to the changing environment.

In order to further improve and enhance the teaching and learning process, based on the substantiated proposals of the Programme Development Committee, it is possible to make changes to the curriculum or to renew the curriculum before the start of the relevant semester of the academic year. The prerequisites of the process may become market research results, current news in the field, sharp dynamics of learning outcomes (assessments); a drastic change in the material resources of the programme, change of relations with partner organizations (termination of the contract with partner organizations, internships); the evaluation by the external evaluator (i. e evaluation of both accreditation/authorization experts within the framework of accreditation/authorization inspection, as well as by the external evaluator invited by the university), results of the evaluation of the educational programme through the internal mechanisms of Quality Assurance Service of the University. Modifications to the curriculum are made in accordance with the established rules and procedures for the programme approval.

It is noteworthy that there exists a good practice in the development of the educational programme at East European University. Sepcifically, the internal self-assessment report is submitted annually by the educational programme. At East European University, surveys of students, programme staff, and alumni are conducted and analyzed on a semester basis (**see Appendix 2.2.3. Survey Summary Analysis-Reports**). In addition, the following mechanisms are used to evaluate a programme:

► Analysis and revision of the content of the educational programme taking into account the latest trends in the given field:
► Analysis of the changing needs of society and the labour market;
► Analysis of students' academic achievement, programme completion rate, the data of students who dropped out of the programme
► Analysis and evaluation of the effectiveness of teaching and learning and assessment processes;
► Analysis of the expectations and needs of the alumni and other stakeholders;
► Evaluation of the learning environment, resources and student support services.

For a detailed introduction to the mechanisms of the educational programme development and

their use, see **Annex 3.1.3 Rules for the development of the educational programme and Annex 2.2.2. Report on quality assurance mechanisms and their use**.

Based on the results of the evaluation of educational programmes, a few specific examples will be discussed to illustrate the changes that have been made to further improve the teaching and learning process of the programme. (**For more information, see 2.2.2. Report on quality assurance mechanisms and their use)**

MBA in Finance has undergone the following changes based on the results of the labour market research and internal quality assurance mechanisms: The courses in Management Economics, Strategic Marketing, Corporate Finance and Corporate Management have been added to the core components of the programme; Business Research Methods and Managing of Financial Risks have become mandatory courses. With these changes, the   block of compulsory courses of the programme has been strengthened. In addition, the block of free components of the programme has been strengthened with the following training courses: Advantage Management, Strategic Human Resource Management, B2B Marketing which will enable the students of the programme to meet professional interests better and expand the knowledge area. The practical/internship component of the programme has been strengthened. In particular, this component of the programme   structure has been conferred 8 credits, and the research component of the programme has been increased to 25 credits (Master thesis). In addition, the practice of preparing the team and individual projects, presentations of compilation- type papers, teaching methodology based on specific cases, etc are actively used within separate academic courses; compulsory and supplementary literature used in the programmes was updated, with a focus on the contemporary English-language professional literature and so on.

As a result of the evaluation of the educational programmes, in 2019, the students' desire to strengthen the practical component in the programmes was revealed. Due to this, a number of changes were planned and implemented. To illustrate the use of the survey results for the programme development, we will use the following examples, namely:

► Compulsory training courses have been added to the public, private and criminal modules curriculum of the curriculum of the Bachelor of Law: " A Practical Course in Public Law", " A Practical Course in Private Law" and " A Practical Course in Criminal Law".

► The compulsory course "Introduction to Legal Professions" has been added to the bachelor's degree programme in law. During this course, the students will gain in-depth knowledge of the legal professions (lawyer, prosecutor, notary), the role and purpose of the lawyer in the legal professions and the justice system, the forms and directions of advocacy, the relationship between the lawyer and the client. In addition, the students will learn more concerning the work of the Prosecutor's Office in Georgia, branches of the Prosecutor's Office, the scope of the Code of Ethics of the Prosecutor's Office, incompatibility of positions, the responsibility of the Prosecutor's Office employee, basic principles of the professional activity of notaries, the disciplinary liability of notaries, specific features of the notary service, as well as its legal activities. During this course, the student will develop the ability to act within the norms of the ethical and professional conduct of a lawyer.

► In the structure of 4 Master's and 1 Bachelor's degree programmes, prepared according to the new accreditation standards at the Faculty of Business and Engineering, the practice component is independently presented in the curriculum. In addition, practical, knowledge-based teaching, learning and assessment methods are utilized. In order to strengthen the

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practice component of the programme, the area of potential employers has been expanded in relation to a separate programme, and memoranda of understanding have been signed.

► In order to improve the students' practical skills, a number of training course assessment methods were supplemented with "practical assignments" and criteria for assessing practical assignments were determined.

For example, an English-language **one-level educational programme of a Doctor of Medicine has also been updated to ensure compatibility with the requirements set by the medical field of knowledge**. The curriculum provides for vertical and horizontal integration and corresponds to levels VII-VIII on the Harden scale. Under the updated programme, students take integrated biomedical as well as preclinical and clinical academic courses. Several changes were made according to the relevant themes. In order to enhance the clinical and professional skills development component of the students, the programme has increased the number of clinical and professional skills courses that students study for 10 semesters. The topics covered in these academic courses are in line with the topics of the biomedical and clinical educational courses defined by semesters and are assessed at the end of each semester by an objectively structured clinical exam (OSCE). In the programme, a component of research skills development was also provided and the teaching of research principles and methods, research tools and evidence-based medicine were provided. The number of health courses has also increased, covering the following issues and areas: culture, gender, health promotion, disease prevention, medical sociology, public health, etc.

The facts and circumstances described above prove that East European University works on the continuous development of educational programmes, their compliance with the requirements of the labour market; takes into consideration the demands of the students and the general public.

It is also important to note that EEU is focused on meeting the expectations of stakeholders. Therefore, stakeholders are actively involved in the design and development of the curriculum and their feedback is used to improve the Quality of the curriculum, teaching and learning. As it has been mentioned in the Quality Assurance Standard, the evaluation of the quality of the educational programme, teaching and learning are the internal mechanisms of quality assurance of the university. For the implementation of the mechanisms and their further improvement, it is important to know how students and programme staff value their involvement in the design and development of the curriculum. In particular, the analysis of the diagrams presented in this standard (**N2.2.1. And N2.2.2.**) confirms that both students and staff highly value their participation in the design, updating and development of the programme, as well as their ability to express their opinion about the educational programme offered by the University **(see Diagrams 2.2.1. And N2.2.2. Pp. 51-52)**

Cancellation of an Educational Programme

Cancellation of an educational programme at the university may be due to the weaknesses and risk factors identified during the evaluation of the programme, such as the lack of material and human resources required for the programme, lack of interest in the programme due to labour market demands, the results of the surveys of students and graduates; termination of cooperation with external partners supporting the implementation of the programme, etc. (See **Annex 3.1.1.- Rules for developing, approving, amending and cancellation of the educational program**).

The educational programme can be cancelled:
► If the educational programme is no longer popular;
► The educational programme no longer complies with the requirements of the legislation;
► If there is lack of financial and/or other necessary resources;
► In other circumstances provided by law.

The decision to initiate the cancellation of an educational programme is made by the Faculty Council based on the report initiated by the programme manager (s), the report of the Academic Programme Development Committee and the Quality Assurance Service which considers the issue of the cancellation of the educational programme. If there are sufficient grounds, the decision is made on the cancellation of the educational programme. Next, this decision is submitted to the Representative Council for consideration and final decision. The decision of the Representative Council on the abolition of the educational programme is sent to all relevant structural units of the University for the implementation of further processes and procedures.

Prior to the decision to cancel the programme, the University Quality Assurance Service will review the compatibility of the cancelled curriculum with the related curriculum and submit a report to the Faculty Council to protect students' interests and provide further education.

In case the Representative Council decides to cancel the educational programme, in order to provide further education to the students of the relevant educational programme, the University:

► Gives the students of the educational programme to be cancelled an opportunity to complete the current stage of the programme within the standard duration of the educational programme. In this case, the programme will not be announced any more.
► Offers students mobility and flexible education programmes that include compatible and relevant courses, modules and/or free components on which, in the case of mobility, the maximum amount of credits accumulated by the student will be recognized;
► Provides students with comprehensive information regarding the relevant educational programmes implemented by other higher education institutions;
► Informs students about the rules, terms and conditions of mobility provided by the current legislation;
► The University enters into an agreement with a higher education institution implementing a similar educational programme (which provides for the award of relevant qualifications), which provides procedures for determining the compatibility of programmes and recognizing credits to facilitate the mobility process.

It is noteworthy that for the last 2 years admission to the English Philology programme has no longer been announced and measures were taken for the protection of the rights of the students and the continuity of education. Prior to the cancellation of the programme, the faculty administration informed the students through the procedures presented above. Part of the students used the right to mobility (internal and external mobility), while the remaining part will complete the undergraduate programme in English Philology within the set timeframe.

The full implementation and development of the educational programmes operating at the University are ensured by relevant human, material and financial resources. The activities to be implemented for the development of the programmes are envisaged in the strategic and action plans of the University.

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Evidences/indicators
- ► **Annex** 3.1.1. Development, approval, modification and cancellation of the educational programme
- ► **Annex 3.1.2**. Educational programmes;
- ► **Annex 3.1.3**. The rules for evaluating the implementation of educational programmes at the University;
- ► **Annex 2.2.1**. Quality Assurance System;
- ► **Annex 2.2.2**. Report on the results of the use of quality assurance mechanisms for 2019-2020;
- ► **Annex 2.2.3**. University Survey Results - Analysis and Reports (including Labor Market Survey Results);
- ► **Annex 2.1.2**. Statute of the faculties;
- ► **Annex 2.1.3**. Statute of the Representative Council;
- ► **Anne**x 1.2.1. Strategic Development Plan (2019-2025);
- ► **Annex 1.2.2**. Action Plan (2019-2021)

3.2.Structure and content of educational programmes

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

Description and assessment

East European University offers educational programmes at all three levels of higher education.
The process of developing an educational programme is guided by the current legislation of Georgia and the guidelines of ECTS - European Credit Transfer and Accumulation System,
Consequently, each programme developed at the University is in accordance with the current legislation and is built on the guidelines of the European ECTS Credit Transfer and Accumulation System (**see Annex 3.1.2 - Educational** Programmes).

The educational academic programmes available at the university are student-oriented and are based on the student's academic workload required to achieve the goals of the educational programme. The concept of an educational programme is in line with the University's development priorities and is therefore focused on contributing to training and qualifying an active member of a democratic society by developing students' intellectual, creative and professional skills, providing high quality and appropriate competence taught by competitive and highly qualified staff at the relevant level of education. The structure of the programme is built in accordance with the principles of developing educational programmes of the relevant level provided by the current classifier of the fields of study. The components of the relevant programme, their volume, content and learning outcomes are in line with the peculiarities of the field.

The learning outcomes of the programmes are clearly formulated in line with the level of higher education and the qualifications to be awarded. In order to ensure the precise formulation of the learning outcomes of the programme, the University Quality Assurance Service regularly conducts informational and consulting meetings with the academic staff; the programmes which are developed and elaborated in accordance with the rules of curriculum development, meet accreditation and authorization standards, national qualification and intra-University

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requirements.

The components of the educational academic programmes (teaching / practice / research) are logically connected with each other and their combination ensures the achievement of the learning outcomes within the specified timeframe. The learning outcomes of each programme are clearly formulated and are consistent with both the qualifications to be awarded and the appropriate level of education. The learning outcomes of the individual programme combine elements of knowledge, understanding, awareness, skills, responsibility and autonomy. According to the programmes, each element that determines the complexity of the qualification is singled out and is accompanied by the methods of evaluating the learning outcomes, as well as the levels of achieving these outcomes in the context of acquaintance, enhancement and reinforcement.

It should be noted that according to the internal research of EEU (**see Annex 2.2.3**.), the majority of the graduates of the educational programmes of the University are employed according to their qualification. Based on the data revealed by the graduate survey conducted in 2019, 72% of the respondents are employed according to their qualification. The employment rate of graduates is high according to individual educational programmes as well.

For example, a survey of graduates of 2019 revealed that Business Administration has a 100% employment rate for graduate students in finance, with 80% of graduates employed in the relevant field, which is a fairly high rate. At the same time, 60% of the graduates are employed in the private sector, while the rest are employed in the public sector. 64% of the graduates of the Bachelor of **Business Administration programme answered** the following question positively: "To what extent did the competencies acquired under the programme meet the requirements necessary for them to perform their professional activities?" Accordingly, 78.6% of the graduates of this programme are employed, including 50% of the graduates employed by qualification. 83% of graduates of the **Master of Laws programme** are employed, among them, 78% by qualification.

Within the framework of the research conducted among the graduates of **the Master's programme in Human Resource Management,** the graduates were asked to answer the following question: "to what extent did the competencies acquired at the programme meet the requirements necessary for the performance of professional activities? The graduates responded in the following way: 40 % of the participants of the survey maintain that the programmes met their expectations whereas 60% stated that the programmes more or less met the expectations. According to the same study, the majority of the surveyed alumni and students consider the diverse teaching and learning methodology used by the programme as a strength of the programme.

From the above, it is clear that the graduates of the programmes offered at East European University positively characterize the learning outcomes of their programmes and the results of the knowledge received at the university largely meet their expectations.

The teaching methods and activities used in the educational programmes of the University are described in the syllabus of each course included in the educational programme and are focused not only on acquiring knowledge, but also on developing skills and ensuring the achievement of the learning outcomes of the programme. The teaching methods and activities provided in the syllabi of the academic course facilitate the acquisition of specific material and develop the student's

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transferable skills in accordance with the level of qualification to be awarded by the educational programme. When choosing teaching and learning methods, the purpose of the course and the expected outcome - what the student should know and what he/she can do- are taken into consideration.

The e-learning format is actively used in the teaching and learning process in educational programmes, in particular, the university has an electronic learning management system (EEU-EL) and a licensed programme "Microsoft Teams". Students have an opportunity to attend the lectures online, to receive teaching materials, assignments and consultations from the lecturer. Students also have access to the University Library e-resources, including various international scientific databases. Also, this format provides an opportunity for people with special educational needs to be offered an adequate service for the smooth running of teaching and learning processes.

In order to provide access to information about the educational programmes, the University has developed a prospectus, which is periodically updated in parallel with the changes in the educational programme and is displayed on the University website https://bit.ly/3pCZDwb, Therefore, the catalogue is available to all interested parties.

East European University takes into account the different requirements of students, their academic training and special educational needs and offers them to develop an individual curriculum. Within the framework of the individual curriculum, it is possible to offer different forms of teaching, learning, assessment forms and conditions for the student, tailored to his/her needs.

The rules and procedures for developing an individual curriculum are governed by the "Individual Curriculum Development Rule" (**see Annex 3.2.1**.), which provides for the involvement of the student in the process to protect and take into account his or her interests. An individualized curriculum can be developed for students with special educational needs, ethnic minorities, exchange or mobility students. The content and structure of the individual curriculum depends on the needs of the student and may include information on different material resources needed to carry out the learning process. An individual curriculum can be developed no later than one week before the start of the semester, or within one month of identifying special educational needs.

Student surveys systematically assess students' awareness of the possibility of developing an individual curriculum. For example, according to the results of the survey for the 2019-20 academic year, the awareness of the development of individual student curriculum was assessed with a score of 3.62 (out of 5 points), which is a positive assessment. It should be noted that the rules for developing an individual curriculum are published on the university website, and to raise awareness about the rule, various information meetings (individual and group consultations, etc.) are held regularly. In addition, students benefit from this plan. It is noteworthy that in the recent (2020-2021 academic year) evaluation of the Bachelor of Law programme for re-accreditation, the best practice in the university was the "rule of individual curriculum development", which, according to the review, "serves the interests of students and helps them to achieve positive results in the curriculum".

There are currently   18 educational programs offered at the university, including six undergraduate, eight Master's, 1 one-level, 2 doctoral, and one 60-credit teacher training programmes. Each programme includes the number of credits required by the relevant level of

higher education, in which credits are distributed according to each component of the educational programme and include the contact and independent hours required for learning outcomes to be achieved with a specific component.

Evidences/indicators
- ► **Annex 3.1.2.** Educational programmes;
- ► **Annex 3.1.1.** Rules for developing, approving, amending and cancelling an educational programme;
- ► **Annex 2.2.3.** University Survey Results - Analysis and Reports (including Labour Market Survey Results);
- ► **Annex 3.2.1.** Rules for developing an individual curriculum**;**
- ► **Annex 3.2.2 .** Academic Calendar;
- ► Electronic Learning Process Management System (EEU-EL);
- ► University Website - Catalogue of Educational Programmes https://bit.ly/3pCZDwb

3.3. Assessment of learning outcomes

➢ HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Description and assessment

East European University has an appropriate, transparent, fair and equitable system of learning outcomes to help improve students' academic achievement. In assessing student achievement, the University is guided by the European Credit Transfer and Accumulation System (ECTS) (Brussels; 2005.14.02), The Law of Georgia on Higher Education of December 21, 2004, and the Order of the Minister of Education and Science of Georgia N3 of January 5, 2007, on the Rule of Calculation of Education and Credits of Higher Education Programs. Accordingly, mastering the educational components provided by the educational programs presupposes the active participation of students in the teaching process and is based on the principle of continuous evaluation of the acquired knowledge. The assessment of the level of achievement of the student concerning the educational component of the educational program includes the forms of assessment - interim (single or multiple) and final assessment, the sum of which is the final assessment (100 points). (**See Annex 3.3.1. Relevant information regulating the educational process and Annex 3.2.1. Educational programmes**).

Interim and final assessment (assessment forms) includes the assessment component/components, which determines the method / s of assessment of the student's knowledge and/or skills and/or competencies. The evaluation component combines uniform methods of evaluation. The evaluation methods used in each course take into account the specifics of the field and allow us to determine how well students have achieved the learning outcomes provided by the components of the curriculum.

Assessment method/methods are measured by assessment criteria or units of the measurement method which determines the level of achievement of learning outcomes. The assessment criteria are written in detail and clearly, which ensures both the student's fair assessment and his / her awareness of the results achieved, shortcomings and ways to improve. Each form of assessment is determined by the total grade point average (100 points) in the final grade, which is reflected in a specific syllabus and is given to the student at the beginning of the semester. It is not allowed to grant credits using only one form of assessment (interim or final assessment). Credit is awarded to a student only upon receipt of a positive grade.

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During the implementation of educational programmes, the information about the minimum competency threshold of the student's interim and final assessment is reflected in a specific syllabus and is notified to the student at the beginning of the academic semester. In the educational component of the educational programme, in case of receiving FX, an additional exam is appointed in 5 calendar days (at the latest) after the announcement of the final exam results. The number of points obtained in the final assessment is not added to the grade obtained by the student on the additional exam. The assessment obtained on the additional exam is the final assessment and is reflected in the final assessment of the educational component of the educational programme. In the case of receiving 0-50 points in the final grade of the educational component, taking into account the grade obtained on the additional exam, the student will be awarded a grade of F-0.

The research component of the master's programme (master's thesis) must be evaluated in the same or the following semester in which the student completes the work on it. The scientific research component of the master's degree programme (master's thesis) is evaluated once (with a final evaluation). (**See Annex 3.3.2. The minimum standard for planning, implementation and evaluation of the scientific-research component of the master's programme**)

The scientific-research component of the doctoral programme (doctoral dissertation) is evaluated in the same or the following semester in which the doctoral student completes his / her work. However, the dissertation is evaluated once, with a final evaluation. The defence of the dissertation is made public at the session of the dissertation committee. The dissertation is evaluated confidentially by the members of the Dissertation Defence Committee according to the 100-point scale. For the final evaluation of the dissertation, the dissertation defence commission calculates the arithmetic mean of the points (the sum of the points obtained divided by the number of commission members). The chairperson of the dissertation defence commission informs the doctoral student about the conclusion (evaluation) of the commission. Five positive and two negative evaluations are used to evaluate the dissertation. (**See Annex 3.3.3. Minimum Doctoral Standard).**

If the master / doctoral student does not agree with the final evaluation of the dissertation defence commission or considers that the procedural norms provided by the dissertation/master's thesis / final examination protection regulations have been violated, he/she has the right to apply to the faculty within 4 calendar days after the evaluation to appeal the final decision made by the Final Examination / Master / Dissertation Defence Commission. See. **Annexes: (Annex 3.3.3. The minimum standard for doctoral studies, Article 17, Annex 3.3.2. The minimum standard for planning, implementation and evaluation of the scientific-research component of the master's programme, Article 15)**

The student is informed about the assessment system through various means. In the Electronic Learning Process Management System (EEU-EL) the syllabus of a specific course is uploaded. In the syllabus, the employed assessment system is broken down in detail. As well as this, at the first lecture, the lecturer notifies the student concerning the assessment system employed in the academic course.
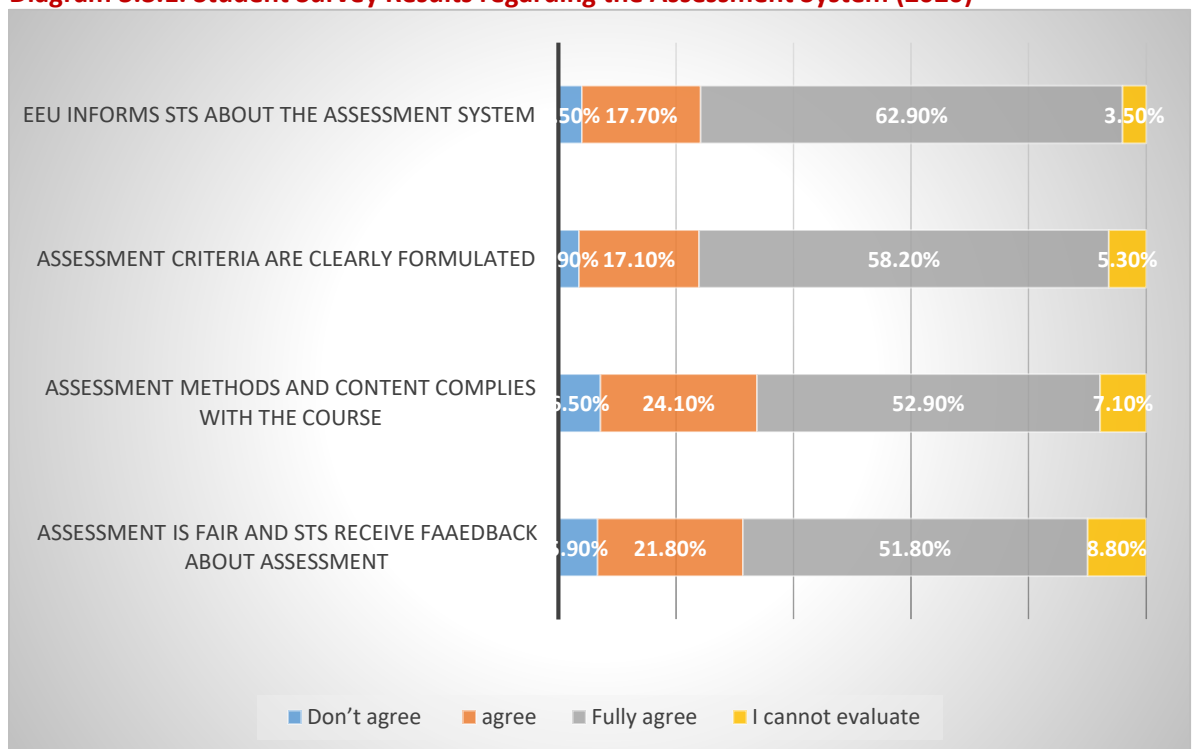
Assessment involves the process of **feedback**. Specifically, having conducted a specific assessment, the lecturer analyzes the mistakes made by students in the exam papers and discusses the

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mistakes with the group without personalizing the student. Midterm and final exams are conducted by the University Examination Center. The faculty provides the examination center with pre-organized examination questions for the main and additional exams according to the individual courses. The questions are then transferred to the barcode-protected examination sheet. Accordingly, the lecturer corrects the coded exam papers, which ensures an equal and fair approach to all the students. The student views the assessment obtained through the Electronic Learning Process Management System (EEU-EL), using a personal username and password. In addition, the student is entitled to review his / her results and the paper and individually review the grade received with the lecturer and/or appeal the grade received, for which he/she makes an appeal by correspondence via the Electronic Learning Process Management System (EEU-EL). In this case, the Dean of Faculty sets up an appeal commission **(see Mechanisms for the protection of students' rights and legitimate interests and the relevant descriptive part of Standard 5.1**). Students are informed about this procedure through information meetings, information is published on the university website, discussed in the student guides and the EEU-EL.

Students' awareness of the grading system, as well as their level of satisfaction with grading methods, grading fairness, and grading criteria are systematically assessed through surveys. It should be noted that the results of the student survey are positive in relation to the mentioned issues and issues have been identified .

Diagram 3.3.1. Student Survey Results regarding the Assessment System (2020)

	Don't agree	agree	Fully agree	I cannot evaluate
EEU INFORMS STS ABOUT THE ASSESSMENT SYSTEM	.50%	17.70%	62.90%	3.50%
ASSESSMENT CRITERIA ARE CLEARLY FORMULATED	90%	17.10%	58.20%	5.30%
ASSESSMENT METHODS AND CONTENT COMPLIES WITH THE COURSE	.50%	24.10%	52.90%	7.10%
ASSESSMENT IS FAIR AND STS RECEIVE FAAEDBACK ABOUT ASSESSMENT	.90%	21.80%	51.80%	8.80%

Given all the above, it can be said that the Learning Outcome Evaluation System at East European University is transparent and fair, conforms to the specifics of the field, provides equal and fair approaches and students are informed about both the current evaluation system and the appeals system.

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Evidences/indicators

- ► **Annex: 3.1.2.** Educational programmess;
- ► **Annex 3.3.1.** Regulation of the learning process;
- ► **Annex 2.2.3.** University Survey Results - Analysis and Reports (including Labour Market Survey Results);
- ► **Annex 5.1.1.** The mechanism for the protection of students' rights and legitimate interests
- ► Electronic Learning Process Management System (EEU-EL);
- ► University website - https://eeu.edu.ge/

☐ **Strengths and Areas for Improvement**

Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
▪ Compliance of educational academic programmes offered by EEU with the legislation, mission and strategy of current relevant laws, the mission and strategy of EEU
▪ The structure of educational programmes and the compliance of the learning outcomes of the programmes with the requirements of the modern labour market;
▪ Involvement of partner universities in the implementation of the educational academic programme;
▪ Methods and activities oriented on the learning outcomes within specific educational academic programmes;
▪ Transparent and fair system of evaluation of learning outcomes in accordance with the legislation;
▪ Conducting teaching and learning processes employing advanced electronic technologies;
▪ An effective system for informing students;

Areas for improvement
Expansion and further refinement of the components of teaching through electronic resources

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4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic/scientific/invited/administrative/ support) are highly qualified, so that they are able to effectively manage educational/research/scientific/creative/performing and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management

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

Description and assessment

It has already been mentioned above that East European University strives for sustainable success. In this context, the task of the institution's personnel management policy is to link the aspirations of its staff to the institution's goals and to ensure the high involvement of each of these factors.

EEU is well- aware that in order to meet the expectations of students and stakeholders, competent, motivated and development-oriented staff is particularly important. The following issues depend on the existence of such staff at the University: ensuring the delivery of high-quality services; introduction of innovations, different approaches, creation of new opportunities and services, the reputation of the university, creation and maintenance of its corporate niche, sustainable development of EEU. To ensure the above tasks, East European University has successfully implemented a personnel management policy (**see Annex 4.1.1.),** This includes staff recruitment, recruitment procedures, new staff adaptation methodology, staff relations management, staff appraisal, job satisfaction research mechanisms and procedures for employment in the results management and staff professional development mechanisms.

The successful personnel management system of EEU is based on the principles of fairness, transparency, teamwork, mutual respect and knowledge sharing and promotes the following successful and experienced personnel management approaches (**see Annex 4.1.1**.):

- ▶ The concept of sustainable employment;
- ▶ Adequate procedures for selection/hiring of the staff;
- ▶ The self-managing and effective team;
- ▶ Competitive performance-based remuneration and benefits;
- ▶ The staff-oriented training and development system;
- ▶ The effective, participatory and informed management system.

It should be noted that these approaches and principles of the personnel management system are adapted to the context of the university which takes into account the management experience of the institution, the results of the staff satisfaction survey, the specifics of educational activities, increasing competition in the education market, the corporate niche occupied by EEU and aspiration of the institution to achieve sustainable success.

It is important to note that the university is focused on utilizing the potential of its staff to create an inclusive synergy and to achieve team goals. EEU takes care of its employees to create a variety of

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inspirations so that they introduce innovative ideas and seize opportunities for a positive impact. At the same time, the university protects the rights of its employees and their legitimate interests in order to achieve long-term sustainability with them.

The Human Resource Management Department of the University supervises and coordinates the effective implementation of the personnel management system, and the management of this department is carried out under a special contract (outsourcing) by HR Professionals Guild Ltd., which ensures the development of the personnel management system.

Attracting and hiring staff

Regulations regarding the selection/appointment of staff to the relevant position, as well as the affiliation of academic staff with the University, have been developed and implemented at EEU **(see Annex 4.1.1. Personnel Management Policy, Annex 4.1.2. Rules and Conditions for Academic Staff Affiliation).**

It is noteworthy that EEU has recruited and employed competent and motivated individuals for academic, administrative and support staff positions. For this, various forms and methods measuring how the candidate matches the vacancy are used.

The Human Resource Management Department ensures the administration of both planned and unplanned vacancies. In the case of staff implementing the programme in collaboration with the faculties.
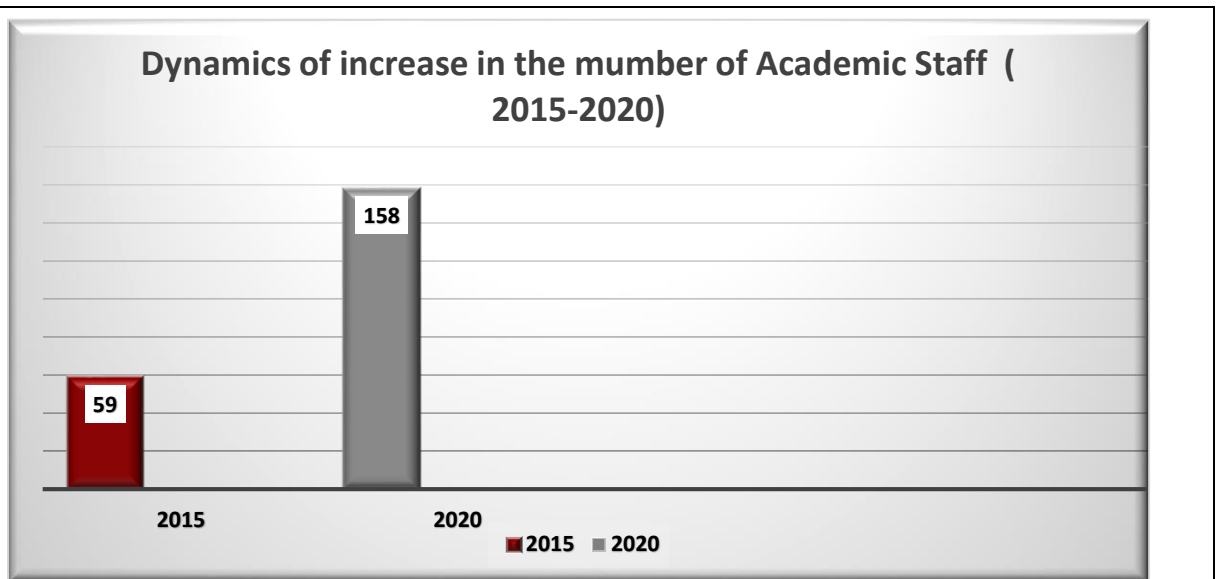 the University uses the following methods to attract relevant staff :
- ► Posting vacancies on employment web- portals and social networks and the official website of the University;
- ► Employment of personal contacts of the staff of the University to contact and attract competent persons;
- ► Offering competitive wages to people with high potential;
- ► Offering real professional development opportunities and programmes for staff;
- ► Selection from individuals attracted by the internal internship programme;

The personnel selection procedure includes the following steps:
- ► Analysis of the vacancies and determination of the qualification requirements based on the relevant job description for the vacant position;
- ► Selection of a position-matching priority segment;
- ► Vacancy announcement;
- ► Selecting submitted applications;
- ► Establishing and implementation of a tender procedure

In accordance with the regulations established at EEU, the appointment to the academic position is made only through an open competition, based on the satisfaction of the qualification requirements submitted by the applicant. Vacant academic positions announced at EEU, in the reporting period, were occupied in accordance with the results of the competition (**see Annex 4.1.3. CVs of Academic Staff**). The trend concerning the increase in the number of academic staff is impressive, namely, it has increased 3 times since 2015.
See Diagram 4.1.1.

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Dynamics of increase in the mumber of Academic Staff (2015-2020)

59	158
2015	2020

■2015 ■2020

It is noteworthy that EEU currently has 96 affiliated staff, which makes up 60.7% of the academic staff. This figure can be considered to be a very good result. It should also be noted that affiliation with a university is a voluntary process. The person who holds the academic position makes the decision to affiliate with the university. Affiliation of the academic staff with EEU means drawing up of a written agreement between EEU and the academic staff (Professor, Associate Professor, Assistant Professor, Assistant), according to which the academic confirms his / her affiliation only with Eastern European University). The affiliate staff participate in the following activities on behalf of EEU:

► Are actively involved in the processes of community development and knowledge sharing;
► Carry out basic educational, research / scientific activities at the University and publish the results of their research on behalf of East European University;
► Are actively involved in decision-making processes related to education, research and other important issues at the University;
► Are actively involved in the process of advising students and leading their research or the practical component of the educational programme.
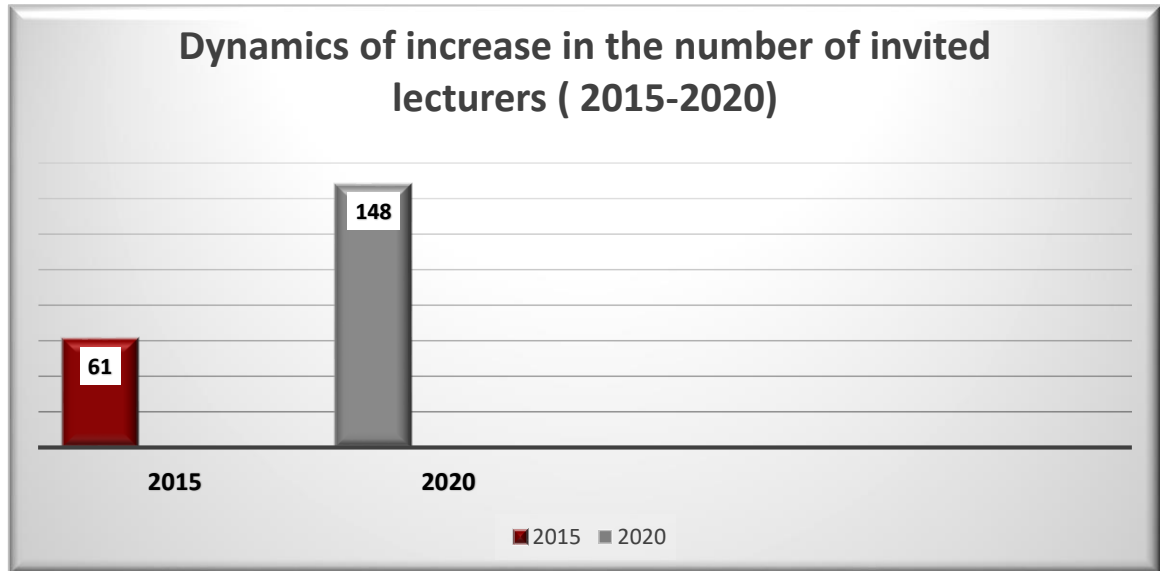
The affiliated staff enjoys:

► An incentive bonus system for affiliate staff research activity
► Support system defined by the method of financing research activities
► Different payment system
► Medical insurance policy
► With corporate phone numbers

The University also provided a selection of experienced and competent guest lecturers during the reporting period (**see Annex 4.1.4. Cvs of Invited Lecturers**). **The number of invited staff as well as academic staff has increased since 2015.**

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See Diagram 4.1.2.

Dynamics of increase in the number of invited lecturers (2015-2020)

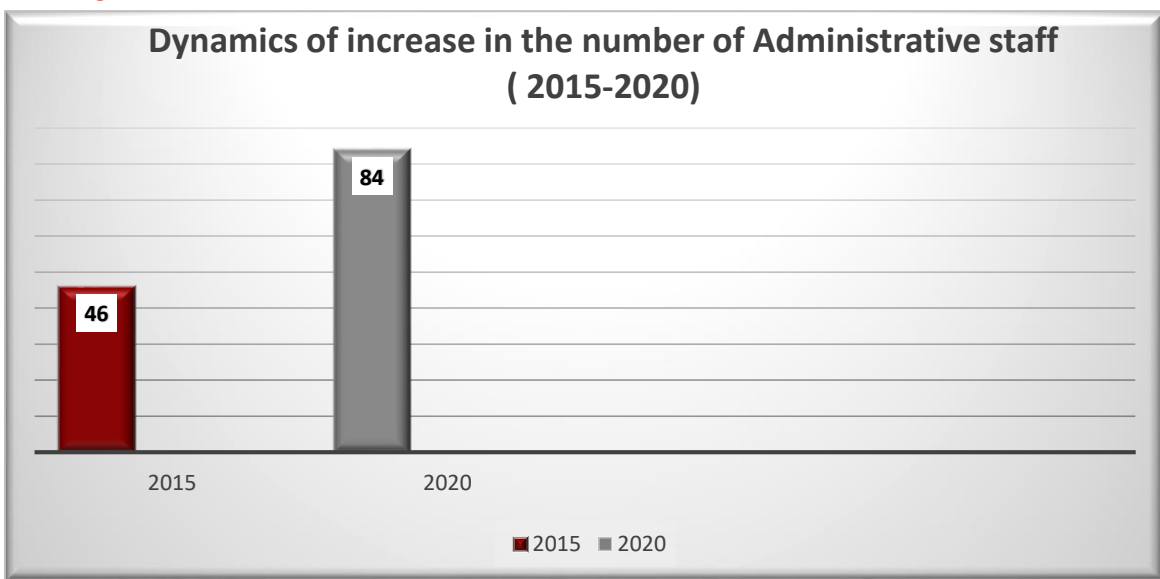|	
61	148
2015	**2020**

■ 2015 ■ 2020

At EEU, a person is accepted for an administrative position through a competition (internal and external) and / or an appointment.

If a vacancy is not occupied through an internal competition, if the internal human resources are not available, the competition will be announced outside the university. The Human Resource Management Department reviews the external reserve databases and / or makes an advertising announcement about the vacancy at the university. The selection of the staff through a competition is carried out by a specially appointed commission.

The University, in accordance with the above-mentioned regulations during the reporting period, ensured the recruitment and hiring of staff for administrative positions. Each of them meets the qualification requirements set by EEU (**see Annex 4.1.5. CVs of Administrative Staff**.). Their number, similar to the number of the staff implementing the programmes has been growing since 2015.

See Diagram 4.1.3.

Dynamics of increase in the number of Administrative staff (2015-2020)

46	84
2015	2020

■ 2015 ■ 2020

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The statistics of the personnel recruited by the University during the reporting period is presented in different sections in the form of the diagrams below.

Diagram 4.1.4.

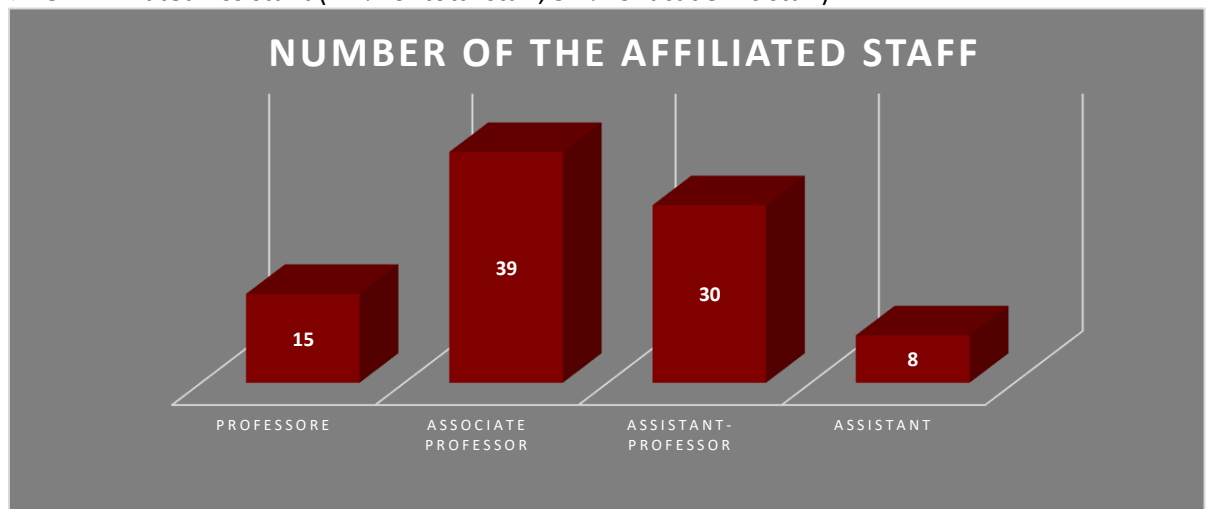**Number of the Staff of East European University 390 (including):**

► 158 academic staff (including affiliated staff) - 40.5% of the total staff
► 96 Affiliated staff - 24.6% of the total staff, 60.7% of the academic staff -
► 148 Invited staff - - 37.9% of the total staff
► 84 Administrative Staff - 21.5% of the total staff

NUMBER OF AFFILIATED IN 2020

| Academic | Invited | Affiliated | Administrative |
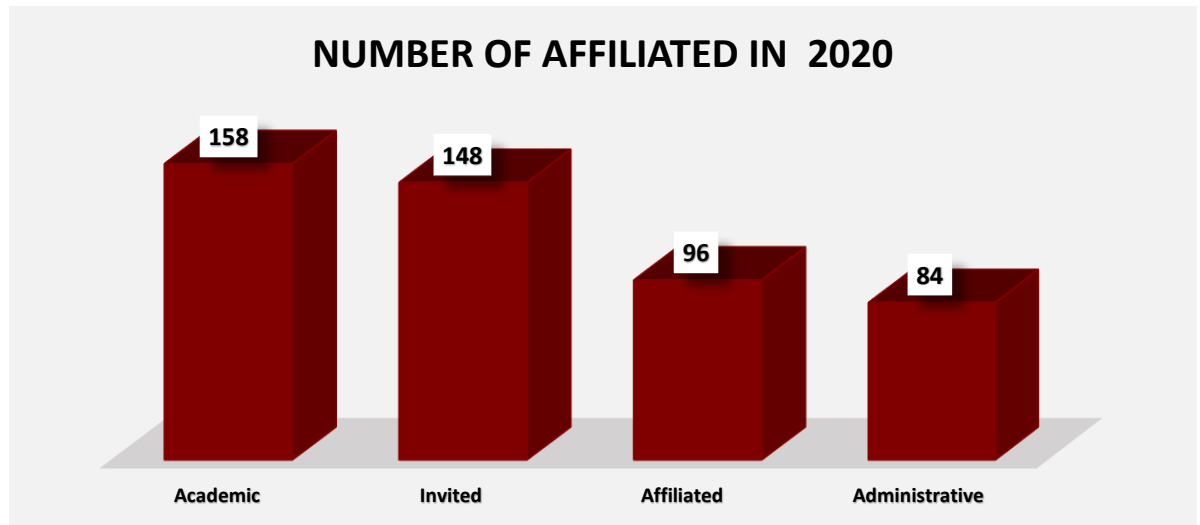
Number of Affiliated Academic Staff as of 2020 is 92
See Diagram 4.1.5.
► 15 - Affiliated Professor (4.1% of the total staff, 9.5% of the academic staff)
► 39 - Affiliated Associate Professor (10.8% of total staff, 24.7% of academic staff)
► 30- Affiliated Assistant Professor (8.3% of the total staff, 19% of the academic staff)
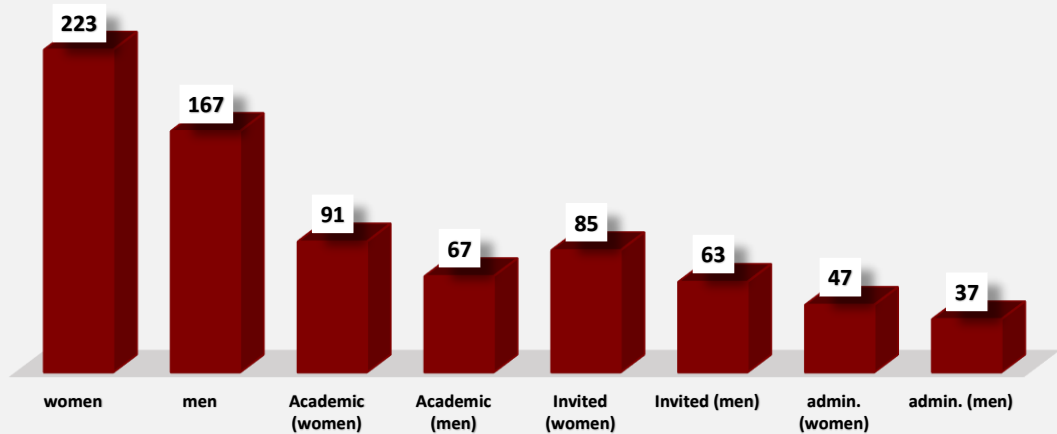► 8- Affiliated Assistant (2.2% of total staff, 5.1% of academic staff)

NUMBER OF THE AFFILIATED STAFF

| PROFESSORE | ASSOCIATE PROFESSOR | ASSISTANT-PROFESSOR | ASSISTANT |

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University staff distributed according to their gender
See Diagram 4.1.6

- ► 223 women – from the university staff - 57.1% of the total staff.
- ► 167 men - from the university staff - 42.9% of the total staff.
- ► 91 women - from the academic staff - 57.6% of the academic staff.
- ► 67 men - from the academic staff - 42.4% of the academic staff.
- ► 85 women - from the invited staff - 57.4% of the invited staff.
- ► 63 men - from the invited staff - 42.8% of the invited staff.
- ► 47 women – from the administrative staff - 12.1% of the total staff.
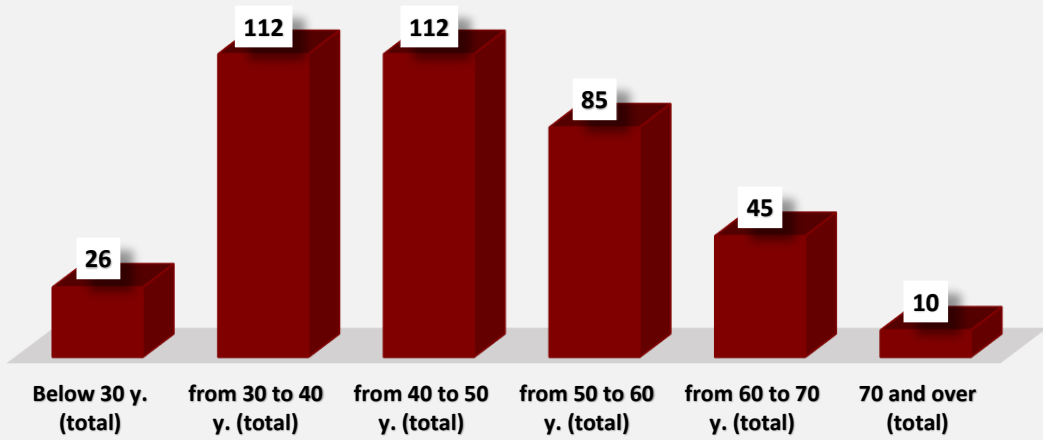- ► 37 men - from the administrative staff - 9.5% of total staff

EEU STAFF PRESENTED ACCORDING TO THEIR GENDER

women	men	Academic (women)	Academic (men)	Invited (women)	Invited (men)	admin. (women)	admin. (men)
223	167	91	67	85	63	47	37

The staff of the University is distributed according to age as follows: See. Diagram 4.1.7

- ► Below 30 years - 26 (6.7% of total staff)
- ► From 30 to 40 years - 112 (28.8% of total staff)
- ► From 40 to 50 years – 112 (28.8% of total staff)
- ► From 50 to 60 years - 85 (23.6% of total staff)
- ► From 60 to 70 years - 45 (11.5% of total staff)
- ► 70 and over - 10 (2.6 % of total staff)

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EEU STAFF PRESENTED ACCORDING TO THEIR AGE

Below 30 y. (total)	from 30 to 40 y. (total)	from 40 to 50 y. (total)	from 50 to 60 y. (total)	from 60 to 70 y. (total)	70 and over (total)
26	112	112	85	45	10

The academic staff of the University is distributed according to age as follows: See. Diagram 4.1.8

- ► Below 30 years - 8 (2% of total staff)
- ► From 30 to 40 years - 44 (11.3% of total staff)
- ► From 40 to 50 years - 52 (13.4% of total staff)
- ► From 50 to 60 years - 27 (6.9% of total staff)
- ► From 60 to 70 years - 21 (5.4% of total staff)
- ► 70 and over - 6 (1.5 % of total staff)

EEU ACADEMIC STAFF PRESENTED ACCORDING TO THEIR AGE

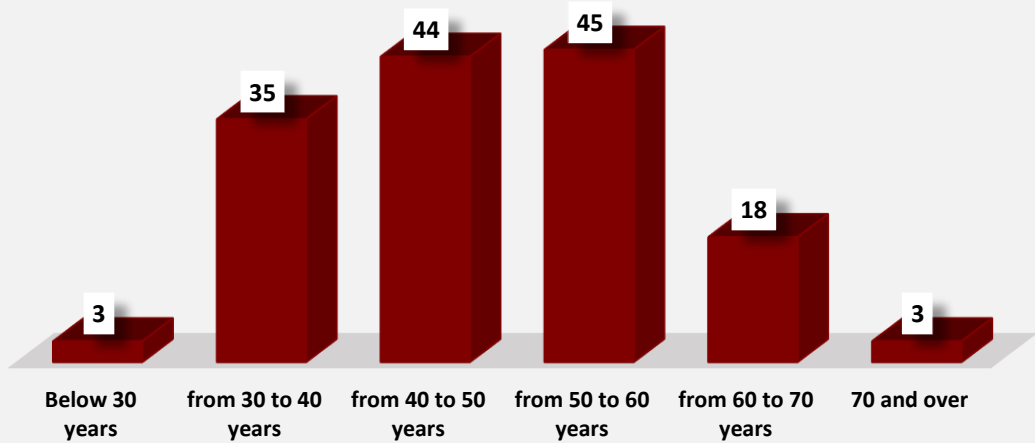| Below 30 years	from 30 to 40 years	from 40 to 50 years	from 50 to 60 years	from 60 to 70 years	70 and over
8	44	52	27	21	6
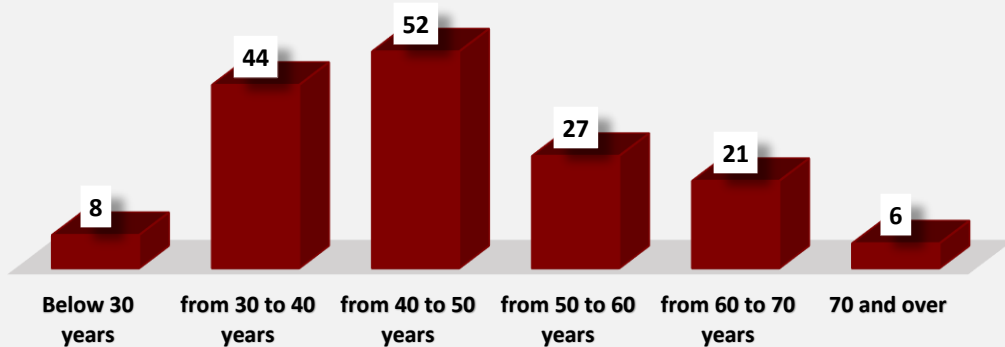
The invited staff of the University is distributed according to age as follows: See. Diagram 4.1.9

- ► Below 30 years - 3 (0.8% of total staff)
- ► From 30 to 40 years - 35 (9.7% of total staff)
- ► From 40 to 50 years - 44 (12.2% of total staff)
- ► From 50 to 60 years - 45 (12.5% of total staff)
- ► From 60 to 70 years - 18 (5% of total staff)
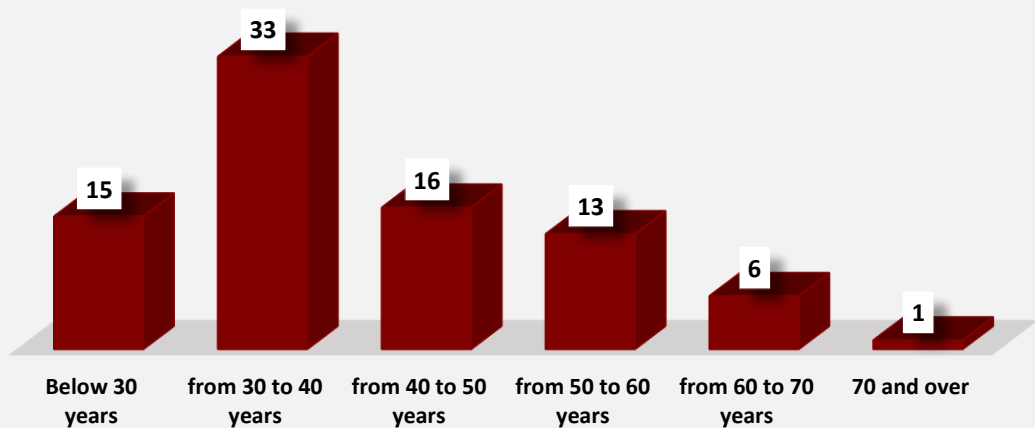- ► 70 and over - 3 (0.8 % of total staff)

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EEU INVITED STAFF PRESENTED ACCORDING TO THEIR AGE

	Below 30 years	from 30 to 40 years	from 40 to 50 years	from 50 to 60 years	from 60 to 70 years	70 and over
Value	3	35	44	45	18	3

The administrative staff of the University distributed according to age as follows: See Diagram 4.1.10

- ► Below   30 years - 15 (3.9% of total staff)
- ► From 30 to 40 years - 33 (8.5% of total staff)
- ► From 40 to 50 years - 16 (4.1% of total staff)
- ► From 50 to 60 years - 13 (0.3% of total staff)
- ► From 60 to 70 years - 6 (1.5% of total staff)
- ► 70 and over - 1 (0.3% of total staff)

EEU ADMINISTRATIVE STAFF ACCORDING TO THEIR AGE

	Below 30 years	from 30 to 40 years	from 40 to 50 years	from 50 to 60 years	from 60 to 70 years	70 and over
Value	15	33	16	13	6	1

The academic and invited staff of the University distributed according to their qualifications as follows: See. Diagram 4.1.11

- ► 95 PhDs - among the academic staff (24.54% of total staff, 60.1% of academic staff)
- ► 7 PhD students - among the academic staff (1.8% of the total staff, 4.4% of the academic

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staff)

- ► 56 Masters - among the academic staff (14.4% of total staff, 35.4% of academic staff)
- ► 76 PhDs - among the invited staff (19.3% of the total staff, 51.7% of the invited staff)
- ► 11 PhD students - among the invited staff (2.6% of the total staff, 56.8% of the invited staff)
- ► 61 Masters - among the invited staff (15.7% of the total staff, 40.5% of the invited staff)

EEU ACADEMIC STAFF ACCORDING TO THEIR QUALIFICATOIN
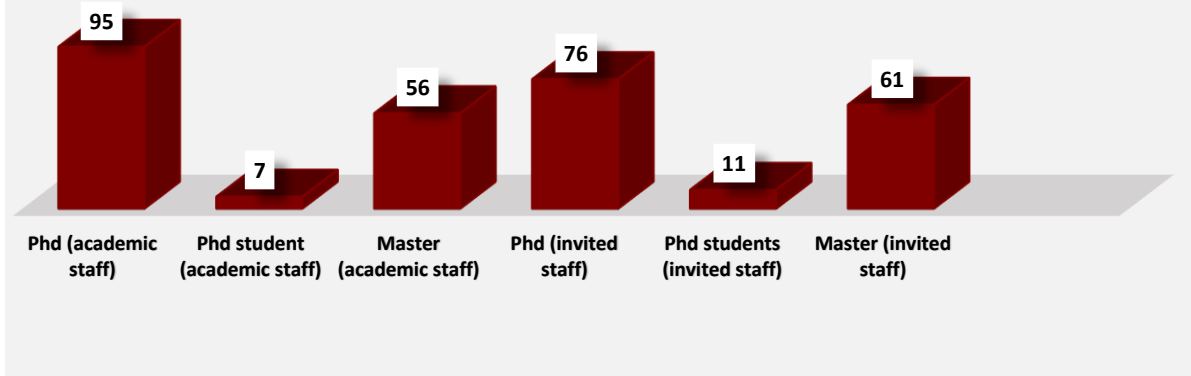
The administrative staff of the University is distributed according to the qualification as follows (Diagram 4.1.12)

- ► 18 PhDs - 21.5% of the administrative staff (4.6% of total staff)
- ► 44 masters - 52.3% of the administrative staff - (11.2% of the total staff)
- ► 21 bachelors – 25% of the administrative staff (5.3% of total staff)
- ► 1 student – 1.2% of the administrative staff - (0.3% of total staff)

EEU ADMINISTRATIVE STAFF ACCORDING TO THEIR QUALIFICATION
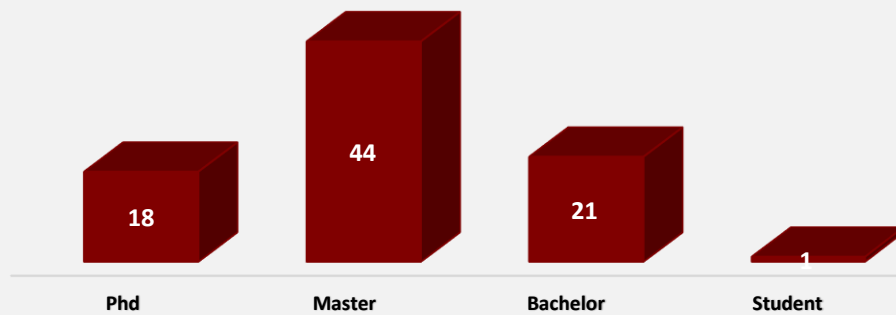
The presented statistical analysis shows that the university maintains both gender and age balance. In addition, the staff implementing the programmes possess both theoretical knowledge and practical experience.

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The analysis of the given diagrams in terms of age and qualifications presents a good synthesis of the new generation and the experience. This synthesis logically echoes the motto of East European University "Get the knowledge you will apply later". With this message, EEU inspires students and equips them with theoretical knowledge and practical experience. In addition, the students of this university are equipped with transfer able skills they will be able to use in their life. The analysis of the statistics discussed above should be considered as the evidence of this approach.

It should be noted that educated, competent and motivated staff is one of the strengths of EEU, as evidenced by both the results of internal surveys and external evaluations carried out during the reporting period.

See Diagram 4.1.13. The satisfaction of students with the professionalism of professors/teachers (2019-2020 survey results)
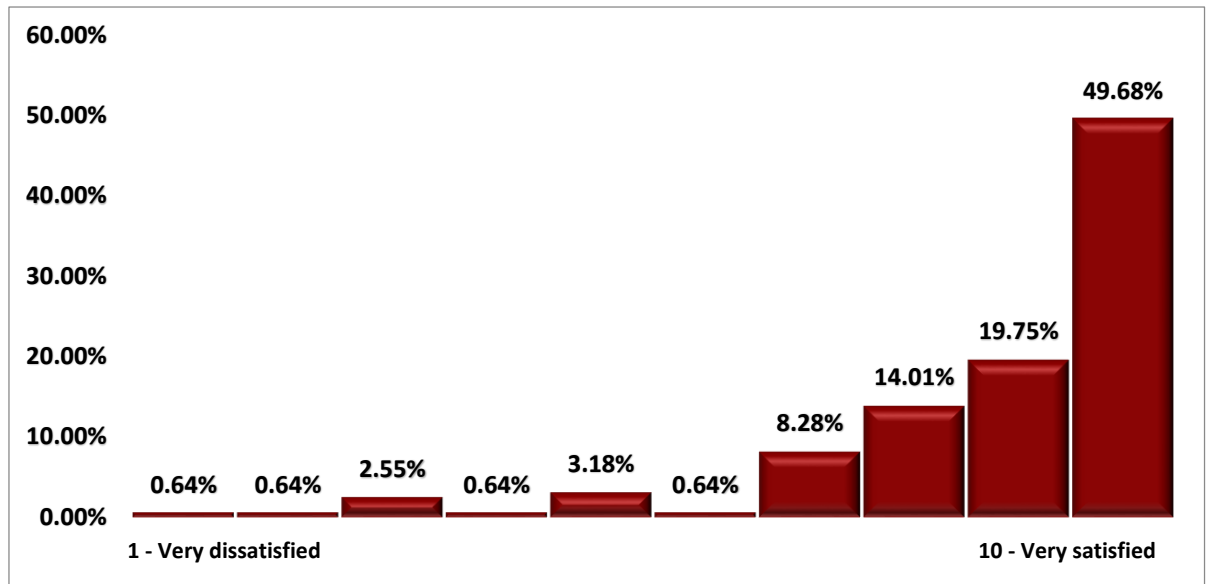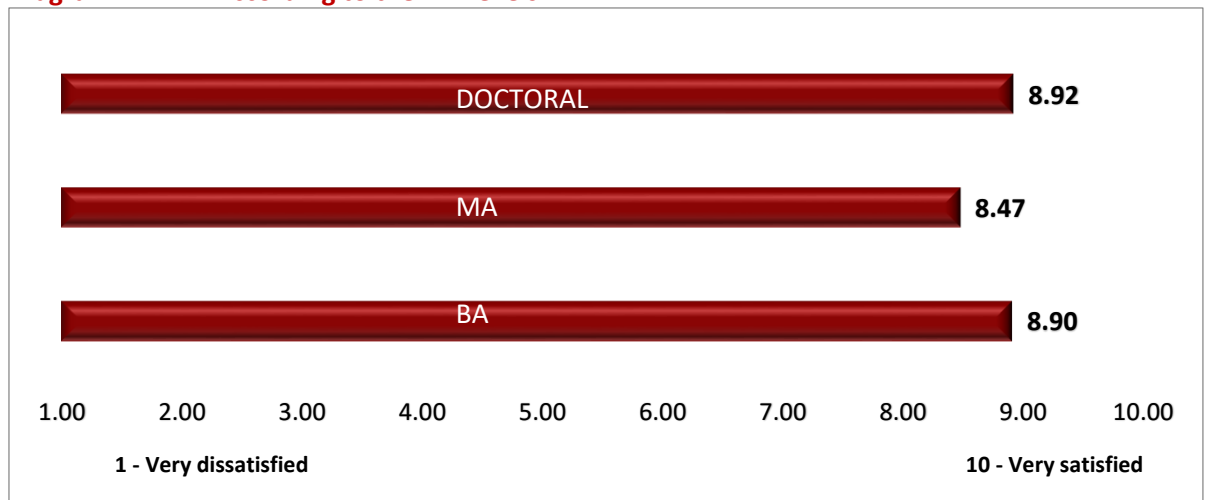

Diagram 4.1.14. According to the HEI levels

It should be noted that the performance of the administrative staff was assessed quite highly by the

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programme implementing staff. In particular, the interviewed staff assessed this component by 9.51 (on a 10-point scale).

Analysing the diagrams above and comparing them with the   previous year survey results (**see Annex - Relevant survey results**) enable us to claim that a positive trend in attracting and retaining highly professional staff is maintained and developed at EEU. This further confirms the University's aspirations to achieve sustainable success.

Managing labour relations with the staff

It should be noted that EEU recognises and upholds the principles of equality, mutual respect, impartiality, integrity and collegiality in its labour relations with its staff.

The main components of the labour relations management are regulated by the University Labour Regulations (**see Annex 2.3.4**) which is an integral part of the employment contract with the staff and includes the following issues: the basic rights and responsibilities of the employer and the employee; work, break and rest time; work delays and their consequences; general rules of conduct; vacation; business trips; rules for remuneration, deduction and overtime pay; labour protection; conflict of interest; change, suspension and termination of the employment contract.

The University has an employment contract with a person employed at the university (**see Annex 2.3.3.**) which sets out the principles and methods of legal relations between the parties (which include the rights and obligations of the parties, the content of the work performed by the employee, the rules for remuneration, etc.).

Safe and healthy working conditions are created for university employees. In addition, the university promotes the implementation of the rights and freedoms of the employees; ensures and strengthens the protection of labour discipline; promotes fair remuneration of labour; determines the working conditions of the employees and regulates the relations concerning the implementation of the work, taking into account the requirements established by the legislation of Georgia. It should also be noted that EEU offers its staff a health insurance programme.

EEU staff can participate in this programme individually or through a family package. The Individual Insurance Package (Program A-Insurance Premium) is funded by the University for all of the administrative staff and affiliated academic staff. If an advance package or a family package is preferred, the university funding remains the same and only the difference is covered by the staff. In addition, the university has a personal agent and the staff can reimburse and receive services through online communication. EEU has a family doctor workspace, the on-site family doctor attends the needs of the staff without the latter leaving the university space. This service is offered since 2018.
It should be noted that at the end of each academic year, a staff satisfaction survey is conducted regarding the working conditions at EEU. The results of the 2020 survey are presented below.

See Diagram 4.1.15. The satisfaction of administrative staff with various aspects of labour relations
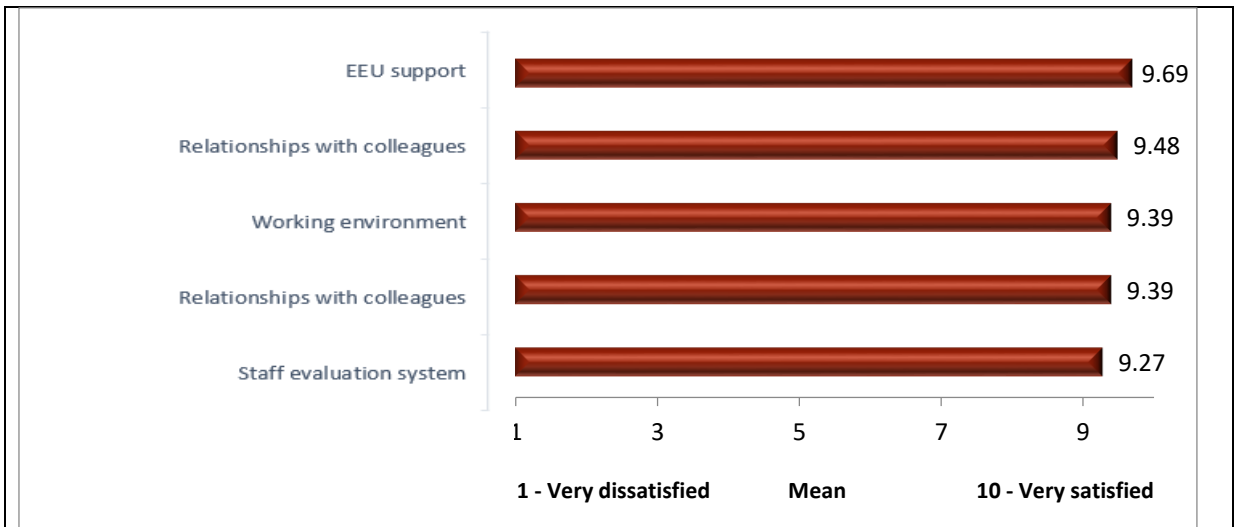
As well as in the presented above diagrams, the level of satisfaction of the academic staff implementing the programme with the key aspects of the employment relationship is also high. Specifically, the respondents assessed the questions describing staff support activities as high as 2.83 (on a 3-points scale).

The circumstances and facts described above allow us to claim that EEU adheres to the principles of the widely recognized labour relations and strives to maintain and increase the level of satisfaction of staff regarding the working conditions.

**Involvement of academic staff in the university management process.**

As already mentioned above, 2.1 standard of the present self-evaluation includes the description of the collegial governing bodies of the University: the Representative Council, and the Faculty Councils at the faculty level.

It should be noted that both collegial bodies are represented by academic staff. Accordingly, their involvement and participation in the management of the University is crucial (**see Annex 1.1.1. University Statute; Annex 2.1.2. Faculty Regulations and Annex 2.1.3. Statute of the Representative Council**).

However, the university lacks good practice in conducting the research and employment of results in the management of the university. First of all, it should be mentioned that the results of the staff satisfaction survey are critical to measuring the effectiveness of the management of the institution. As well as this, the results are also an important tool regarding the identification of staff development needs. The Satisfaction Survey system contributes to the development of a quality culture at the University and creates a real opportunity to attract, retain and develop competent and motivated staff.

Different types of surveys with special questionnaires are used as a research tool. The results of the staff survey of 2020 revealed that the staff employed at the university is highly satisfied with the conditions at East European University. When asked how satisfied they are with working at East European University, the level of satisfaction of the surveyed administrative staff looks as follows:

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See Diagram 4.1.16
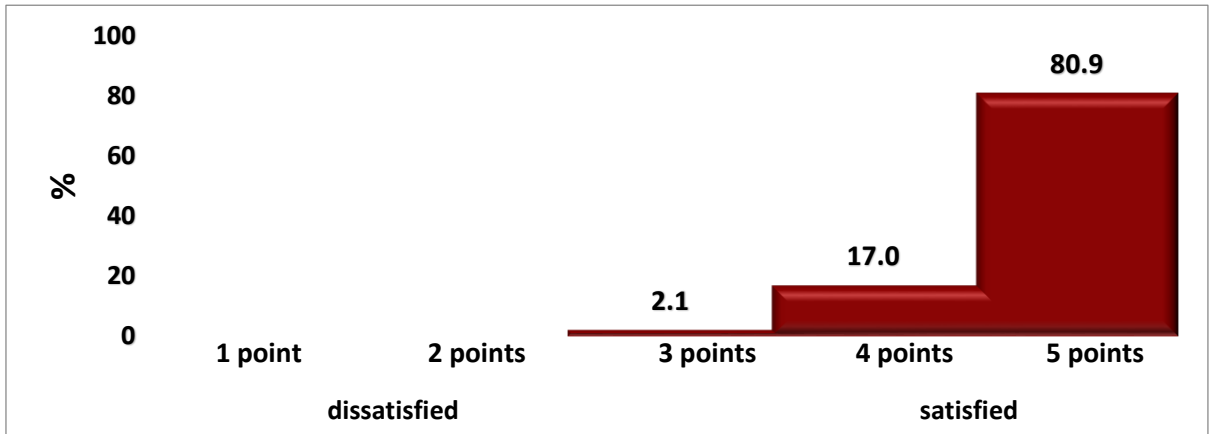
As shown in the diagram, the satisfaction level is very high and no dissatisfied staff rate is recorded. It should be noted that the level of satisfaction with the work of academic and invited staff at East European University is equally high. When asked how satisfied they were with working at Eas European University as a whole, the level of satisfaction with the implemented programs looks as follows:

See Diagram 4.1.17
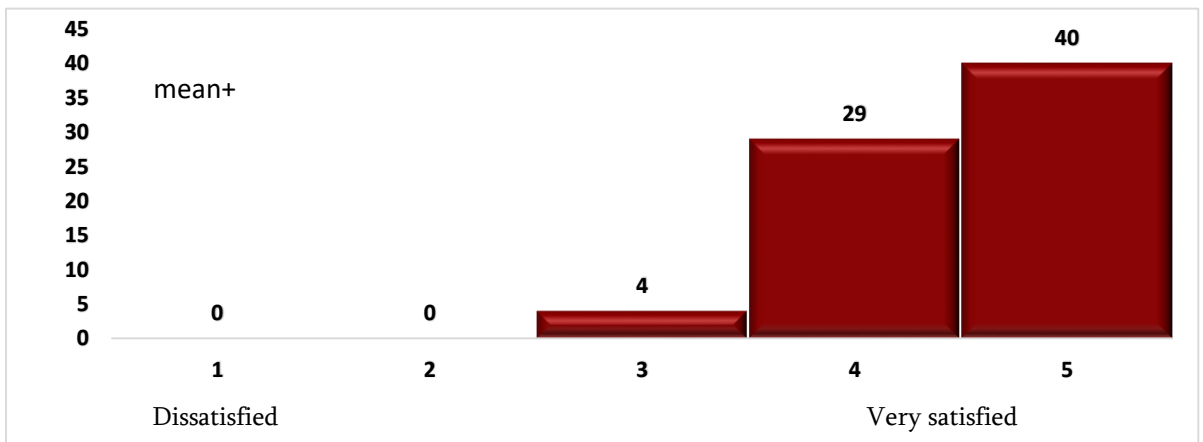
The presented diagrams show that the staff positively evaluates the combination of job satisfaction factors. As revealed by both administrative and programme implementing staff questionnaires, there were no dissatisfied respodents.

Concerning the employment of the staff satisfaction survey results in the management, it should be noted that as revealed by the dynamics of the staff survey results of 2019 and 2020, comments and recommendations were made on the issues raised by staff. Appropriate responses were made by EEU to follow the recommendations and address the identified issues. Consequently, the results of a survey conducted the following year showed that the number of positive evaluations concerning such issues was much higher.

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For example, the results of the survey of the programme implementation staff conducted in 2019 revealed that the mechanisms supporting research activities and professional development plpopportunities needed to be improved. Based on the results of the research, the relevant report was prepared by the University Quality Assurance Service and recommendations were made (**see the attached information relevant to the survey results**). Significant activities were planned and implemented by the University to strengthen these areas. Accordingly, the results of the 2020 staff survey were reflected in a positive light. In particular, according to the results of the survey of 2020, 87.84% of the surveyed academic and visiting staff agree with the opinion that the staff is well-informed about the scientific activities and funding mechanisms offered by the university, 12.16% consider that they can not evaluate the process; none of the respondents evaluated the question negatively. Interestingly, the same issue was not assessed at all by 51% of the staff surveyed in 2019, and the rate of positive response was 46.9%.

It should be noted that a comparative analysis of the administrative staff surveys of 2019 and 2020 also reveals that processes have been improved in all areas which has significantly increased staff satisfaction levels. For example, we can name the rate of staff involvement in decision-making based on the results of the survey in 2019. In particular, 57.9% of the administrative staff surveyed agreed with the opinion that the university employs administrative staff in the decision-making process, 31.6% partially agreed, and 10.5% disagreed with the named provision. According to the results of the 2020 survey, one hundred per cent of the staff surveyed agree with the statement that they are involved in the decision-making process. (**For additional information on the use of staff survey results, see Appendices 2.2.2 and 2.2.3**)

A comparative analysis of the survey results discussed above revealed that EEU uses staff satisfaction survey results in the management of the University. It is noteworthy that the University does not confirm the improvement of the identified issues through the implementation of specific measures and interventions but analyzes the results of the new survey and, based on them, decides to remove the issue from the list of the issues to be improved.

To illustrate a consolidated approach to staff satisfaction research and its use in the management of results, it should be noted that the University's staff survey results were used during the reporting period to improve the following issues:

- ► Remuneration of the employee (salary increase, material incentives, etc.)
- ► Further development (education and training, possible career growth)
- ► Measures to be taken by the University, such as creating an appropriate and safe working environment for the staff.
- ► Development of appropriate mechanisms to increase staff involvement and encourage participatory processes, etc.

Staff evaluation and implementation of evaluation results

EEU has developed and implemented a staff appraisal system aimed at improving employee performance, identifying professional development needs, matching staff professional skills, professional abilities and personal qualities, and organizational development of the University.

Staff evaluation at the University is conducted in accordance with the principles of legality, fairness, objectivity, transparency, impartiality, trust and the principle of proportionality of the interests of

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the University and the staff.

The evaluation of the academic and scientific activities of the academic and invited staff of the University is carried out in accordance with the "Rules for the evaluation of the scientific research and academic activities of the staff". **(See Annex 4.1.6.).**

Evaluation of the academic performance of academic and visiting staff includes evaluation by different parties, conducted per semester, using the following mechanisms:

- ► Staff evaluation by the Dean of the Faculty using a relevant questionnaire;
- ► Staff evaluation by the programme manager using a relevant questionnaire;
- ► Staff evaluation by the Head of the Department of Education using a relevant questionnaire;
- ► Staff evaluation by the Head of the Examination Centre using a relevant questionnaire;
- ► Staff assessment by the student using a relevant questionnaire.

The final annual evaluation of the academic staff includes the final, summarized results of both the research and academic activities.

Using the above-mentioned mechanisms, the evaluation of the academic performance of the academic and invited staff was carried out at EEU. Detailed information on the evaluation mechanisms and the results of their use see (**Annex 2.2.2 Report on the results of the use of quality assurance mechanisms in 2019-2020**).
The academic productivity evaluation system for academic staff is discussed in **Standard 6.3 of this report.**

The administrative staff of the university is evaluated once a year - at the end of the academic year. The University is empowered to conduct an interim evaluation of the administrative staff the results of which play a developmental role for EEU.

The administrative staff is evaluated using different methods and tools, depending on the administrative unit to be evaluated. Employees of the managerial and non-managerial positions are evaluated according to the relevant criteria and procedures. The evaluation criteria include the evaluation of the quality of performance of the assigned functions, as well as the evaluation of behavioural and technical competencies.

The achievement of annual goals by the administrative staff and the evaluation of the work performed by the staff is carried out by the Human Resource Management Department, which ensures:

- ► Development of evaluation methods and tools;
- ► Establishment of evaluation deadlines and procedure;
- ► Processing and analysis of the results;
- ► Feedback on evaluation results;
- ► Monitoring progress regarding the performance of the staff;
- ► Annual comparative analysis of performance evaluation;
- ► Notification of the Quality Assurance Service regarding the results of the evaluation of the administrative staff and the measures implemented/planned to improve them.

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Questionnaires filled out during the evaluation process are confidential to any interested parties. The Department of Human Resource Management is responsible for the protection of this information.

The evaluation of the administrative staff was carried out following the procedures and methodology described above. The following personnel participated in the evaluation:
Non-managerial position: Number of participants- 47 employees; the number of the staff to be evaluated – 35; the number of evaluators - 12.
Managerial position: Number of participants- 31; the number of staff to be evaluated: 22; the number of evaluators - 9.

The results of the evaluation were processed and analyzed by the Human Resource Management Department. Based on the analysis of the evaluation results of the staff, several measures and appropriate interventions were identified which serve to strengthen/improve the positive results of the evaluation and eliminate/rectify the negative results. This will significantly contribute to both the staff and students' satisfaction; improve the quality of activities, raise awareness and strengthen a positive image of EEU.

It has been repeatedly stated in this self-evaluation report that there is a high culture of feedback concerning all processes of management at EEU. This includes the form of reviewing evaluation results and receiving appropriate feedback from the staff. Therefore, after the evaluation results were processed by the Department, specific activities were planned and implemented, the main trends of the evaluation results were discussed in a generalized as well as in an individual context. Specifically, this includes

Meetings with employees working in managerial and non-managerial positions (separately)

► **Objectives:** to acquaint/discuss/analyze the results of the evaluation, to provide information on the identified skills, strengths and weaknesses, to discuss the reasons for the results obtained
► **Issues discussed**: the rating of the department/service/centre/division; review of strengths and weaknesses and their improvement/strengthening, identification of possible causes/possibilities.
► **Outcomes**: based on the opinions of the participants in the meeting, the main causes of the issues were identified; tools for the analysis of the causes of the problems were selected; measures to be taken to improve the current situation were agreed upon.

Round table (5 groups):

The purpose of the meetings in this format was to determine the causes of the existing negative evaluation results. The meetings discussed issues related to the distribution of responsibilities, delegation, assigning of staff, setting deadlines, feedback forms/frequency, the adverse relationship between the subordinates and immediate supervisors, qualification requirements and differences between the rules and existing reality.

Meetings in this format helped to identify opportunities to improve the current situation and to

evaluate/select the optimal ways to use/implement them. Some of these have already been implemented.

Individual meetings with HR

The goals of these meetings were as follows: to discuss the issue (s) concerning the employees and to identify the reasons for the failure of the immediate supervisors to address the issue (s); to identify ways/means to resolve the issue and to develop an individual plan of action.

Meetings in this format helped to identify problems concerning the relationship between the immediate supervisor and the subordinate employee and to improve the quality of the relationship based on the interview with the Head of the unit.

It should be noted that after analyzing the results of the staff evaluation and the feedback from them, the following webinars and training sessions were planned and conducted:

Webinars:
- ► "Internal PR of the organization" "Forms of communication and techniques for their use"
- ► "Management Psychology"
- ► "Modern methods of human resources management"

Training Sessions:

- ► "Management of the subordinate employees";
- ► "Time management",
- ► "How to work with University Bases";
- ► "On the development of knowledge and skills necessary for the implementation of activities" (individual or group workplace training/ coaching)
- ► "Emotion and stress management", "Crisis management", "Labour safety"
- ► "Emotional Intelligence"

More detailed information regarding the evaluation of the university staff on the results-based and planned activities is given in the evaluation report of EEU in 2019-2020 (**see Annex 2.2.1. Relevant information**). From the diagrams presented above, it is obvious that the staff is satisfied with the assessment system at EEU. This confirms that the university has introduced a relevant evaluation system that is not focused on sanctions but the prevention and improvement. This also contributes to the sustainable development of the institution and the achievement of relevant goals.

Staff development

It has been repeatedly stated that positioning a university means further developing in a challenging, demanding and constantly changing environment. Therefore, EEU is well-aware that taking care of the continuous development of the university staff is critical in this context. The university, therefore, makes great efforts for staff-oriented training and development.

It is noteworthy that for the personal and professional development of the employees, the University has established the Lifelong learning Centre which, in cooperation with the Department of Human Resource Management, periodically researches different groups of employees to identify

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appropriate needs and plan for further development of the institution.

A staff development plan is developed for the beginning of the academic year. This is an integral part of the job performance management, reflecting staff development knowledge, skills and competencies. After evaluating the staff, its strengths and weaknesses are analysed and the relevant aspects of further development are identified.

It should be emphasized that the full implementation of the staff development mechanisms by EEU is supported at the institutional and budget levels. At the same time, strengthening the staff development system is a priority and is considered as a continuous process of staff improvement, which helps them realize their potential to a higher degree. This is beneficial not only for individual development, but for strengthening the university image and meeting stakeholder expectations.
It should be noted that the activities (conferences/seminars/workshops / public lectures/training) for the development of EEU administrative, academic, scientific and visiting staff, which serve to develop professional and/or teaching skills, are diverse and are growing in number and quality each year.

To illustrate this, we provide just a few of the activities that have already been implemented . More detailed information on both already implemented and planned activities is provided in **University Assessment Report of 2019-2020 (see Annex 2.2.2. Relevant information).**

- ► Workshop - "Kovid-19 and Higher Education: Interdisciplinary Perspectives" (26.01.2021);
- ► Training - "Principles of the international electronic library database Lexis-Nexis" (30.10.2020);
- ► Seminar- "Global Higher Education Challenges" (15.02.2020);
- ► Training -"Submission of a research project for an intra-university scientific grant competition" (07 - 08 September 2020)
- ► Training- "On the use of Elsevier international scientific databases" (12.11.2020);
- ► Training -"Medical Education Methods - Challenges and Best Practices" (2020, December 9);
- ► Two-day training- "Research at the University" - how to write and prepare an article for publication in the journals of SCOPUS and Thomson database "(24.11.2020, 25.11.2020)
- ► Training course - "Curriculum Development" (February, September 2020)
- ► Two-day training - "The role of the academic staff in educational programme planning and development" (February 28-29, 2020)
- ► Training- "Concept of scientific knowledge, principles of working with electronic scientific databases" (05.11.2020);
- ► Training -"Assessment, feedback, & module design" (2020, December)
- ► Training -"Distance Learning Methods" (2020, December)
- ► Training- "Mechanisms for Copyright Protection" (December 24, 2020)
- ► Training- "EEU-EL and TEAMS functions of electronic databases 2020, March, December)
- ► EEU Podcast "Challenges of Distance Learning during the Pandemic" - (May 29, 2020)
- ► Training- "On EIFL International Electronic Library Databases" (20.11.2020);
- ► Training- "Quality Assurance Mechanisms and Key Aspects of Their Use" (05.11.2019 and 10.09.2020)
- ► EEU Podcast - " Stress of the Pandemic " - (May 27, 2020)
- ► Training- "Methodology for filling in the self-assessment report of structural units" (16.01. 2020 and 23.06.2020);
- ► Training cycle "Training of the administrative staff regarding the use of electronic case management system - ELMA (all employees of the administration were trained on 06.07.2020,

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20.02.2020);

The facts and circumstances described above prove that EEU cares about the development of its staff. It should also be noted that to develop the staff, EEU takes into account the opinions/suggestions expressed in the surveys when planning the relevant events and relies on the results of the staff appraisal/evaluation as well as the needs identified in the educational space.

As already mentioned above, the university's quality assurance mechanisms include systematic and need-based surveys of the administrative and programme staff. In these surveys, the staff evaluates the mechanisms and opportunities for the professional development. Specifically, 87.8% of the surveyed staff fully agree with the statement "University cares about the professional development of its staff". None of the respondents commented negatively on this statement.

Staff loyalty to the university in the context of institution sustainability

According to the staff survey conducted at the University in 2020, the length of service of the currently employed administrative staff at EEU is as follows See Diagram 4.1.18
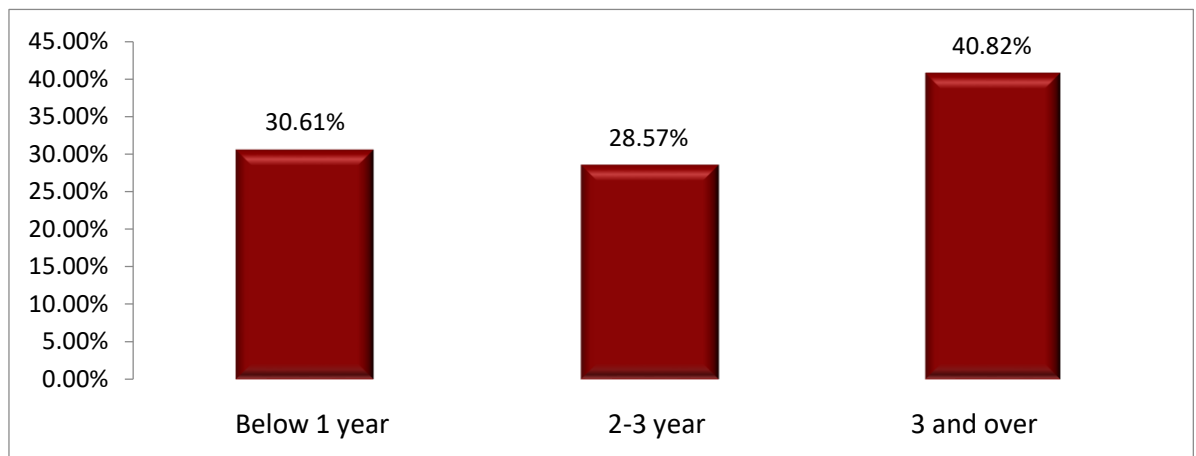
The work experience of the staff implementing the programme (see Diagram 4.1.19)

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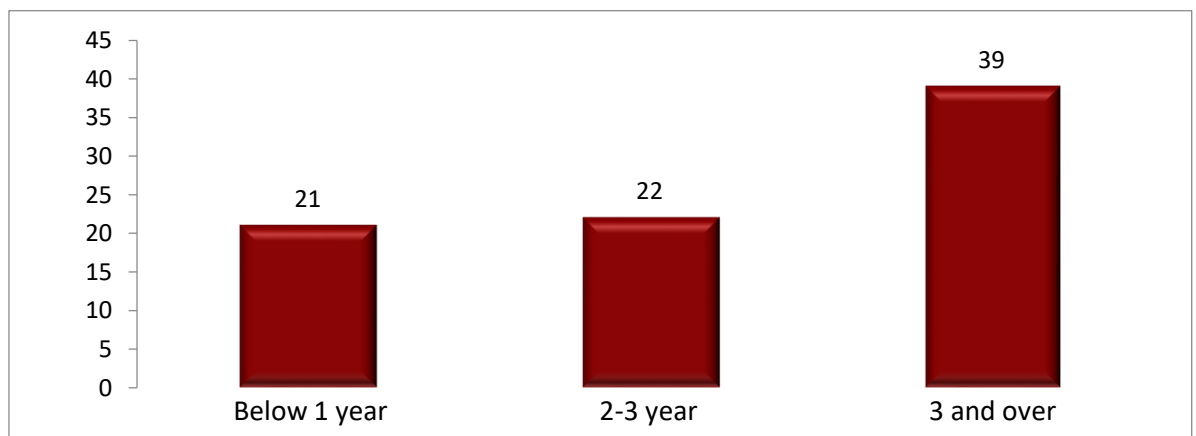
Are you interested in long-term employment/cooperation with East European University?
The responses of the staff implementing the programme were distributed as follows:
See Diagram: 4.1.20

The responses of the administrative staff to the same question are as follows. **See Diagram 4.1.21**
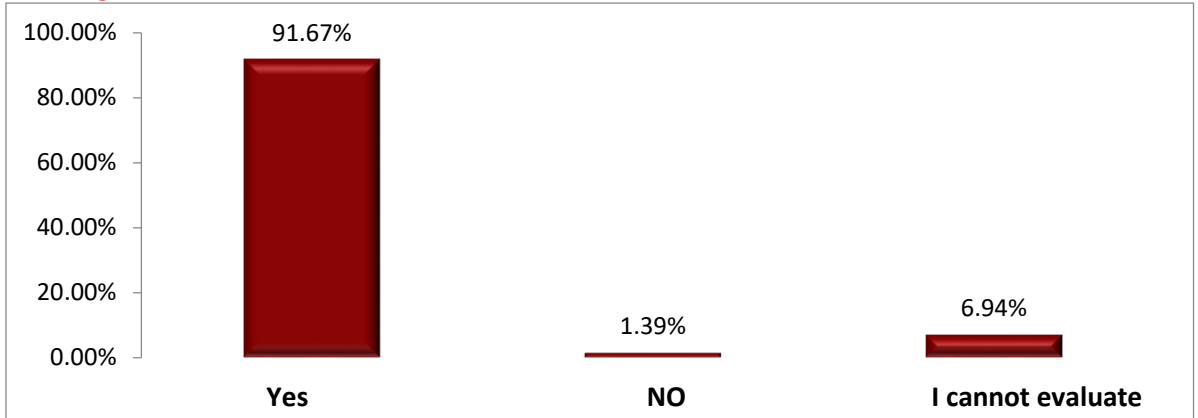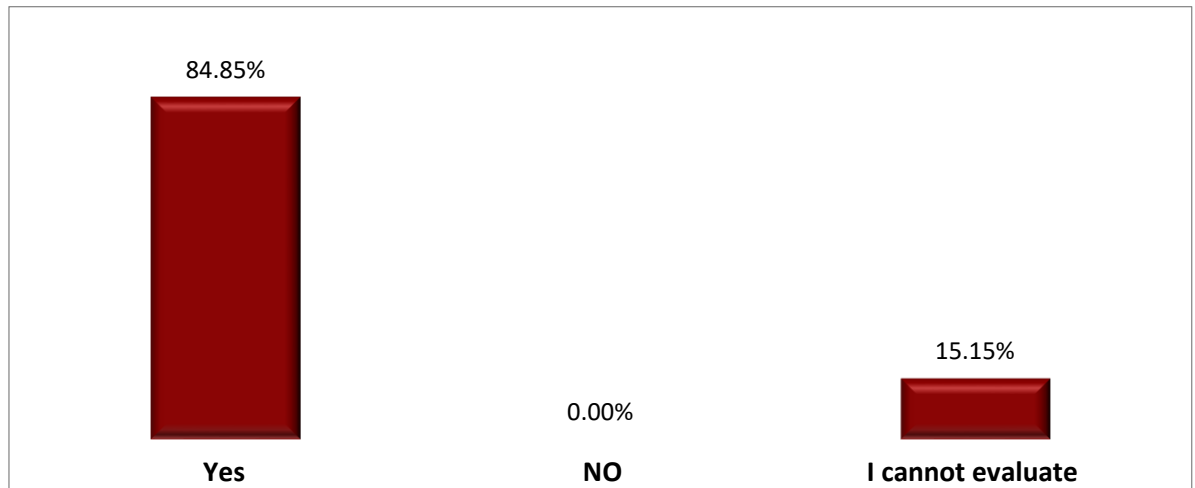

The diagrams confirm that the staff of the university feel secure and intend to continue working with the university. Following the staff's positive attitude to EEU, the question "Would you recommend EEU as a workplace?" was answered as 4.57 (out of 5- points scale). The figure is very high.

It is noteworthy that the staff assessment not only measures the level of satisfaction and identifies issues for improvement, but is used as one of the methods to measure the skills of the staff, the quality of work and views on current processes.

The above circumstances and facts prove that the EEU has a reasonable personnel management policy and successfully implements it.

The University's strategy and the action plan envisage the development of human resources (**4.1. Attracting, maintaining, developing qualified human resources).**

Evidences/indicators

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- ► **Annex 4.1.1**. Personnel management policy;
- ► **Annex 4.1.2**. Affiliation rule;
- ► **Annex 4.1.3**. CVs of the Academic Staff;
- ► **Annex 4.1.4**. CVs of invited staff;
- ► **Annex** 4.1.5. CVs of administrative staff;
- ► **Annex** 4.1.6. Rules for evaluation of scientific and academic activities of academic and invited staff
- ► **Annex** 2.2.1.2. Report on the results of the utilization of Quality Assurance Mechanisms for 2019-2020
- ► **Annex** 2.3.4. Labour regulations;
- ► **Annex** 2.3.3. Samples of staff contracts
- ► **Annex** 2.1.2. Faculty Regulations;
- ► **Annex** 2.1.3. Statute of the Board of Representatives;
- ► **Annex** 1.1.1. University Statute
- ► **Annex** .2.2.3. Results of the survey conducted at the University - analysis and reports
- ► **Annex** 2.2.2. On the results of the use of the quality assurance mechanisms of the 2019-2020 report - relevant information

4.2. Academic/Scientific and Invited Staff Workload

> ➢ Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientificresearch/creative/performing activities, and also other functions assigned to them.

Description and assessment

Educational programmes at EEU are implemented by the academic and invited staff.

The academic staff consists of a professor, an associate professor, an assistant professor and an assistant.

Professor – a person holding an academic position at a higher education institution, who administers studies and supervises the scientific research work of students;

Associate Professor – an academic position at a higher education institution. Associate Professors participate in the study process and supervise educational, scientific research activities carried out by students;

Assistant Professor – a person occupying an academic position at a higher education institution, who participates in the educational, scientific research
processes within his/her authority;

Assistant – a person occupying an academic position at a higher education institution who conducts seminars and performs research activities under the supervision of a Professor, an Associate Professor or an Assistant Professor during studies at main educational units;

The number and workload of the academic and invited staff of the University are determined according to the educational programmes, scientific research activities and other functions assigned to them at the University.

An invited lecturer - a person with relevant education/qualification or competence who has at least a master's degree and possesses the relevant knowledge of the course. He/she is authorized to conduct a lecture and seminar / practical work without holding an academic position.

The University has a workload scheme for the academic staff, which includes teaching, research and

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other workloads depending on the functions and responsibilities assigned to them at EEU. This scheme is renewed and updated every semester.

The workload of the academic staff of EEU consists of four components and can be presented as follows:

Table 4.2.1.

Compulsory Weekly Workload of Academic Personnel				
	Academic activities	**Research Activities**	**Consultation hours**	**Participation in University events/activities**
Professor	4	8	6	2
Associated Professor	6	6	6	2
Assistant Professor	8	4	6	2
Assistant	8	2	6	2

This workload applies to both the affiliated and non-affiliated academic staff employed at the University.

While determining the teaching and research activities, consultations and university activities first the academic staff affiliated with the University is taken into account, then those of the non-affiliated academic staff. When the workload of these members of staff are determined, EEU considers recruiting invited professors/lecturers. The working hours of the invited lecturers are determined at the beginning of the semester. The contract with the invited lecturers is drawn up according to the activities planned for the semesters. The activities are determined in a written format and are an integral part of the employment contracts.

As for the methodology for determining the number of academic and invited staff, the methodology discussed above has been developed in EEU (see Annex 2.2.4. Methodology for determining the number of student contingent and planning the activities provided by the staff of the educational programme - relevant information). This methodology provides the number of staff necessary for the programme implementation.

The ratio of the student contingent to the academic staff according to the number of educational programmes offered at EEU based on the current methodology is as follows:
► In the case of implementation from 1 to 5 educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should not be more than 1/15.
► In the case of implementation from 6 to 15 educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should

not be more than 1/20.

► In the case of implementation of 16 and more educational programmes, the ratio of the number of professors, associate professors and assistant professors to the number of students should not be more than 1/26.

In addition, academic staff should preferably make up 50% of the staff implementing the programme. Exceptions may be allowed for educational programmes the learning outcomes of which require the recruitment and/or training of staff with specific professional / practical knowledge and skills in small groups. At least 50% of the academic staff implementing the programme must be affiliated with EEU.

In accordance with the methodology described above, the university provides the planning of the academic staff involved in the implementation of the programme.

According to the results of the Programme Implementation Survey of 2020, 75.68% of the surveyed staff agree, 13.51% partially agree with the opinion that their workload is reasonable, it should be noted that no negative response was revealed.

The above discussion shows that the content of the activities of the staff implementing the programme employed at EEU is compatible with the workload, and their number ensures the full realization of the educational programme. In addition, in accordance with the targets set by the University, EEU plans to invite more staff to implement the programmes. For instance, during the reporting period, the number of staff implementing the programme was increased almost 3 times (2015 - 120; 2020 - 305).

Evidences/indicators
► **Annex 4.1.2.** Affiliation rule**;**
► **Annex 2.2.4.** Methodology for Determining the Student Contingent and Planning the Staff Implementing the Educational Programme - Relevant Information
► **Annex 2.2.3.** Results of the survey conducted at the University - analysis and reports - relevant information

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
► The staff management system that meets the needs of the university based on modern approaches and the results of its implementation;
► A team of motivated, competent and experienced academic and administrative staff;
► The number of academic and affiliated academic staff;
► Gender and age balance of the employees;
► Effective mechanisms and tools for the staff encouragement (incentive methods that are successfully implemented at the university, including the bonus system**)**

Areas for improvement

Development of the personnel evaluation mechanisms (EEU plans to fully implement the latest modern methods of human resource management in 2021 and ensure their integration into the existing staff evaluation and human resource management system.

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5. Students and their support services

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

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

Description and assessment

The Regulations of the Learning Process **(see Annex 3.3.1.)** define a student's status (according to levels of study), suspension, reinstatement, termination of administrative and academic registration, mobility, recognition of the education received, programme completion or qualification granting rules that are transparent, fair and in line with the applicable law of Georgia. In particular, acquisition of the student's status at EEU **at the first (undergraduate) level** of higher academic education and one-level educational programmes is carried out based on the results of the unified national exams or mobility in accordance with the rules established by the legislation of Georgia. Also, based on Georgian legislation, a student's status can be obtained without passing the unified national examinations.

A student with a Bachelor's degree or an equivalent academic degree can obtain a student's status at the **Master's level i**f they successfully pass the general master's exams and other internal university exams or other admission requirements (if there is a prerequisite for the admission to certain programmes). Obtaining the status of the university is also possible through mobility and without passing the general master's exam, based on the legislation of Georgia.

A person with a Master's degree or an equivalent academic degree, has the right to study at a **doctoral program**, which is **the third level of academic higher education** . The entrance exam for the university doctoral programme is conducted in a foreign language and speciality. Additional requirements and procedures for doctoral programs are defined by the University's "Minimum Doctoral Standards" and the relevant faculty's "Dissertation Council and Doctoral Regulations."

A person who has passed the exam in the subject can obtain the status of a student at **a one-year teacher training programme,** and in the case of a practitioner teacher assigned to a teacher professional development and career advancement scheme, the subject competence is confirmed. In such cases, the person will be enrolled in the case of passing the exam determined and announced by the university.

The maximum period for **suspension of a student's** status at the university is 5 years. 5 years after the suspension, the person loses the status. The law defines the grounds for suspension and termination of the student's status. The reason for suspending a student's status at the university is the lack of academic or administrative registration or a personal application. Given the social

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situation in the country, many students suspended their status due to not registering for the semester. To support the students, EEU developed appropriate mechanisms for the payment of tuition fees. In particular, until 2014, the annual tuition fee could be paid in 4 parts in a standard period, while from 2014 students enjoy an individual payment schedule, which allows the student to pay the semester tuition fees according to the preferred schedule during the semester. This system of tuition fees has proven to be quite flexible, as evidenced by the growing dynamics of student's status reinstatement and declining suspension rates (**See Diagram №5.1.1**).

Diagram 5. 1.1 : Dynamics of suspension and reinstatement of the student status
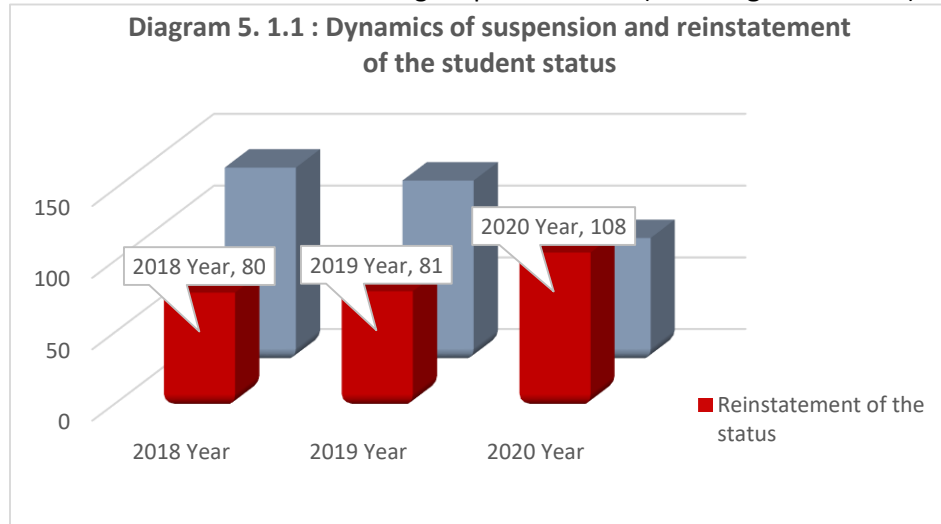
During the COVID-19 pandemic, EEU allowed students to complete an administrative registration with a symbolic fee of GEL 50, while all other students were automatically deferred from paying the remaining semester fees until the end of the semester. The results of the Distance Learning Assessment Survey confirm the high level of student satisfaction with the preferential terms of tuition fees offered by the University (**85.5%).**

The University also has various financial support mechanisms (including EEU's "Student Scholarships and Incentives", a special scholarship for excellent students with misplaced status, a study voucher/grant, etc. Detailed information on the University Students Financial Support Mechanism is given **in Sub-Standard 5.2**). The results of the student survey show that students are satisfied with the student tuition fee policy at the university.

he student enjoys the right to re**instatement** within 5 years after the suspension of the status in case of elimination of the circumstances that led to its suspension. **In the case of termination of the student's status,** its reinstatement is allowed following the rules established by law.

Chapter 10 of the EEU "Regulations of the Learning Process" defines the procedures for the person with the right to mobility, mobility administration and internal mobility. Student mobility at the EEU is carried out twice a calendar year within the timeframe set by the Education Management Information System; The number of students transferred to the university through mobility is large during the fall mobility and relatively small during the spring mobility. Mobility is implemented within one -level programmes of higher education. The number of students enrolled through mobility during the last 5 years almost always exceeds the number of students leaving EEU through mobility (2018-2020) and in rare cases, the numbers are equal. Internal mobility procedures (twice a year) are also implemented at the university by the order of the Rector.

Recognition of education received abroad by a person is carried out by the "National Center for Quality Development in Education" under the rules established by law. Recognition of education (credits) received in Georgian and foreign higher education institutions is carried out by the Faculty Credit Recognition Commission, in compliance with the requirements of the University "Rules for Recognition of Received Education". The Faculty Credit Recognition Commission draws an appropriate conclusion on the compatibility of credits/academic courses. The student is assigned the semester of study based on the recognized credits, the prerequisites provided by the admissions programme, and the maximum amount of student workload. If necessary, an individual curriculum can be developed for a student enrolled through mobility, following established rules. Also, staff are involved in the training sessions to develop mobility and credit recognition procedures and to adopt modern approaches concerning the issue (for example, "Foreign Education / Credit Recognition and the Assessment Conversion", Middlesex University (UK).

Qualification for a graduate of an academic education programme is conferred by the corresponding Faculty Council. A decision concerning the students of the teacher training programme is also made by the Faculty Council. The academic degree of a Doctor is awarded by the Faculty Dissertation Board. Qualification procedures are defined by the University Minimum Doctoral Standards and the relevant faculty Dissertation and Doctoral Council Regulations, Faculty Council Regulations. The qualification of a graduate of an academic educational programme is confirmed by a diploma of the relevant level and the appendix. Completion of the teacher training programme is confirmed by the relevant certificate, which is also issued with the appendix. Under the current legislation, the University has developed a rule for the use, registration, reporting and issuance of a registration form (diploma, teacher training certificate). To issue a diploma/certificate and appendix to the graduate in the shortest possible time after the completion of the degree/programme, and to make the process electronic, the function of automatic printing of the diploma supplement has been added to the Electronic Learning Process Management System (EEU-EL) in 2020.

To make information regarding obtaining, suspending and terminating the student's status, mobility, qualifications and recognition of education received, available to students and stakeholders, East European University carries out various activities, namely:
EEU **organizes open days, information/consultation meetings, regional exhibition tours, participates in exhibitions, workshops** (for example, International Education Exhibition, European Association for International Education (EAIE) - Geneva) to disseminate information regarding the student's status procedures at the relevant level of education; ICEF Berlin Workshop, etc.).

Students and stakeholders in person as well as through various means of communication (**Electronic Learning Process Management System (EEU-EL), personal/corporate e-mail, hotline, MS TEAMS Virtual Consultation Rooms, Online Chat ", official groups created on social networks, etc**.) receive consulting services and are provided with the information about the rules and regulations related to the learning process, student's rights and responsibilities.

The university website contains information about both internal regulations and a **student guide** (in Georgian and English), which describes the student's rights and responsibilities in detail and provides information about mobility, suspension, reinstatement, termination, qualification, diploma issuance, etc. procedures and rules. In addition, a public presentation of the guide is organized for students; meetings and consultations are organized by the Department of Education.

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As a result of the Student Satisfaction Survey, the majority of the surveyed students positively evaluate the counselling provided by the University and are familiar with the mechanisms and procedures for suspending, restoring and terminating the student's status (**see Diagram 5.1.2).**

Diagram 5.1.2

	absolutely don't agree	don't agree	agree	Fully agree	I do not know/I cannot
The contract between sts and EEU protects my legitimate rights and interests	3.05%		18.29%	65.85%	8.54%
I am aware of the duties and obligations in the contract	5.49%		17.68%	62.80%	7.93%
I am aware of the mechanisms and procedures of the suspension, reinstatement and cancellation of the student status and mobility	3.66%		14.02%	61.59%	10.98%
EEU has developed the system of appeals (both for administrative and academic issues)	4.27%		11.59%	51.83%	26.22%

East European University ensures **the protection of student rights and legitimate interests**. In particular, the EEU uses a variety of mechanisms/tools: counselling system (preventive - informing students in advance and raising awareness about their rights), student ombudsman, student surveys, individual curriculum development, representation and involvement in faculty councils, etc. The rights and responsibilities of the student are defined by various university regulations: "Code of Conduct (Ethics)", "University Regulations", "Regulations of the educational process", a contract with the student, "Netiket - a guide to online behaviour", "Rules for administering e-learning", "Rules for conducting exams", "Code of Ethics for Research and Academic Conscientiousness", etc. These regulations are published on the University website - in the Legal Directory, in the System of Educational Process Administration (EEU-EL) and also provide students with a Code of Ethics, Examination Rules and Student Guide in addition to the e-mail. The student contract form is posted on the university website, besides, the entrants and enrollment candidates will be explained the rights and obligations arising from the contract before signing the contract. The contract is printed in two copies and one is given to the student. It should be noted that EEU developed the "e-learning administration rule" in 2020, which defined the rights and responsibilities of students in distance learning.

The Office of the **Student Ombudsman** ensures the protection of students' interests, rights and freedoms at East European University, the detection of facts of their violation, as well as the restoration of violated rights following the rules established by Georgian legislation and internal normative acts. **The Office of the Student Ombudsman** is an independent body of the University, established in 2020 and headed by an ombudsman. The ombudsman oversees the protection of students' rights and freedoms, and reviews complaints about actions that violate their rights. As well as this, the ombudsman acts as a mediator between the parties in conflict arising from the violation, restriction of student rights and freedoms and facilitates effective communication;

engages in informational and educational activities (training, presentations, discussions, consultations, etc.) concerning the students' rights and freedoms, etc. The Office of the Student Ombudsman has its space on the University website (https://eeu.edu.ge/portfolio/studenturi-ombudsmeni/), where students can write an application, fill out a questionnaire to evaluate the work of the Student Ombudsman; Also, information about the ombudsman's office and its activities, useful links and resources about student rights and interests (regulations on the protection of students' rights and interests, guidelines, etc.), frequently asked questions, contact information, etc.

East European University has an academic/administrative **appeals system**. Procedures for appealing about the grade of the exam paper are regulated by the examination rules. The student is entitled to get acquainted with the midterm / final/additional exam paper and, **if necessary, to appeal about the grade obtained.** In particular, if a student disagrees with the outcome of an appeal, the Dean of the Faculty forms the appropriate Appeals Commission. Through the Electronic Learning Process Management System (EEU-EL), students have the opportunity to apply for an appraisal assessment (for example, 32 appeals were received in 2020). The appeal deadlines and other procedures are detailed in the Examination Rules. The student can also appeal against the decision made by the Dissertation / Master's Thesis Commission (for detailed information on appeal procedures, see the Minimum Doctoral Standards and the relevant Faculty Dissertation and Doctoral Regulations, Master's Degree Programme (the Minimum Standard for Implementation and Evaluation, the Rule of Detecting, Preventing, and Responding to Plagiarism; the Student's Guide).

In addition, the student can file a written statement/complaint about any violation. The appellant must substantiate his or her complaint. The appellant has the right to receive full information about the commencement of the proceedings and to attend the session, to exercise his right of defense, to present the evidence in his possession, to receive e a reasoned decision in writing from the body conducting the proceedings (Appeals Commission, Ethics Committee) / Commission for Detecting violations of academic integrity) and to appeal about the decision to the Faculty Council or Representative Council.

It should be noted that in the conditions of the pandemic, the "e-learning administration rule" determined the procedures for filing a complaint regarding the e-learning process. In the Electronic Learning Process Management System (EEU-EL) a special application category "Complaint regarding Distance Learning" has been added to the field of correspondence. Student guidelines have been developed regarding the appeal procedures, information meetings, individual consultations are held. To further increase awareness in this area, a video clip will also be released.

Detailed information on the mechanisms for the protection of student rights and legitimate interests is provided in the attached **appendix 5.1.1.**

Evidences/indicators

- ► **Annex 1.1.1.** Statute of East European University
- ► **Annex 3.3.1**. Regulating the learning process
- ► Rules for recognition of education [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en/]
- ► **Annex 5.2.2.** Rules for issuing and encouraging scholarships for students

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- ► University website: https://Eeu.edu.ge
- ► **Annex 3.3.3**. The minimum standard for doctoral studies;
- ► **Annex 3.3.2.** The minimum standard for planning, implementation and evaluation of the scientific-research component in Master's educational programs
- ► **Appendix.2.1.2.** Statute of the Faculty Council [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en/]
- ► Regulations for use, registration-reporting and issuance of the strict registration form (diploma, teacher training certificate) [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► Student Guides https://eeu.edu.ge/e-learning/?lang=en
- ► **Annex 2.3.1**. Code of Ethics
- ► **Annex 2.3.3.** Sample of student agreement
- ► **Annex 2.2.3.** Student survey results
- ► Regulations for administering e-learning [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► Rules for conducting exams [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► Electronic learning process management system: EEU-EL (https://admin.eeu-el.ge https://stud.eeu-el.ge/; https://edu.eeu-el.ge)
- ► **Annex 2.3.6.** Rules for detecting, preventing and responding to plagiarism [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► "Netiket" - Online Code of Conduct Guide [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► Statute of the Student Ombudsman [https://eeu.edu.ge/portfolio/studenturi-ombudsmeni/]
- ► Regulations for administering e-learning [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
- ► **Annex 3.2.1.** Rules for developing an individual curriculum
- ► **Annex 5.1.1.** Mechanisms for the protection of students' rights and legitimate interests

5.2. Student support services

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

Description and assessment

An advisory service is available at East European University to improve the study process and academic achievement. There is a variety of services tailored to the needs of students. The following structures are responsible for the development and delivery of these services:

- ▪ Department of Education and its subordinate structural units: Unit of Learning Process Administration and Student Services; Lifelong Education Center;
- ▪ International Relations Department
- ▪ Faculties;
- ▪ Student self-government;
- ▪ other structural units of the University

.
The main provider of student services at EEU is the Unit of Learning Process Administration and

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Student Services. One of the main purposes of this Department is to advise and support students; to promote the integration of foreign and mobility students in the educational process of EEU, facilitate the adaptation of students with special needs in the educational process, career development, etc.

Communication service with administrative and academic staff.

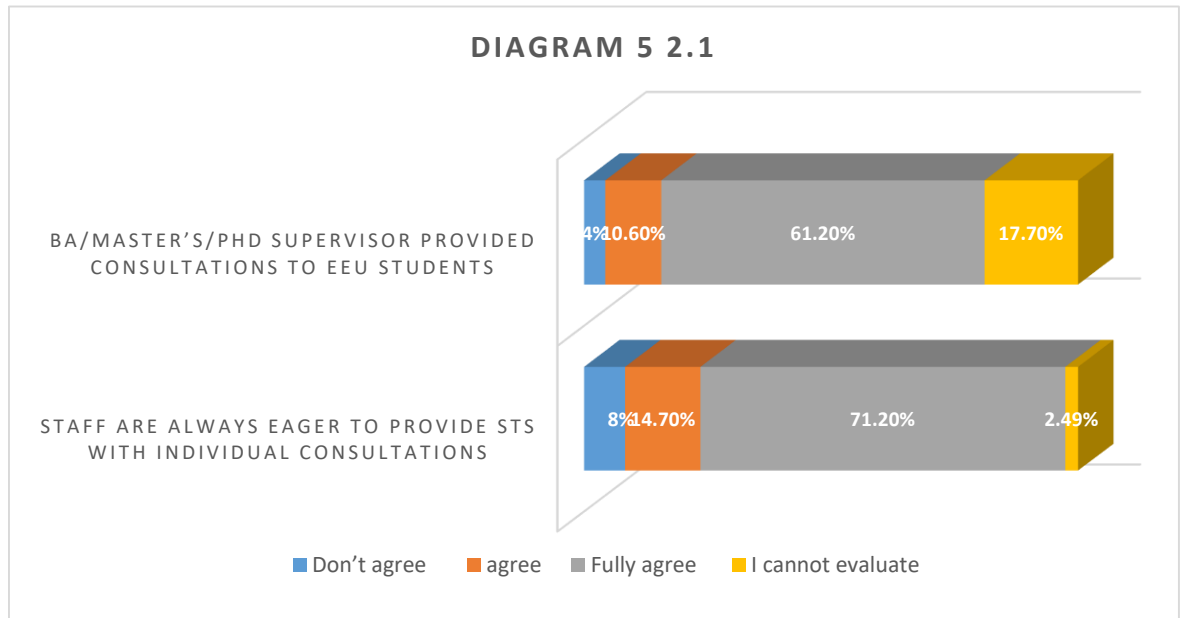Various sources/tools are used at EEU to promote student's **counselling and support**
- EEU-EL (Electronic Learning Process Management System);
- Text messages (email, SMS panel, EEU-EL database correspondence);
- Consultations (face to face, online, telephone ...);
- University website;
- Instructions / Guides (video, audio, print ...)
- Official Facebook groups, etc.

To integrate EEU first-year students into the new educational space, to effectively plan the learning process, the Administration and Student Services advise the students. In particular, the first semester students are advised about the rules and regulations related to the educational process, student's rights and responsibilities. Besides, they are provided with information about the university services; their interests and expectations are surveyed through special questionnaires, reports of which are sent to relevant departments for further response. Also, students at the university are served by the coordinators of the relevant faculty educational programmes from whom the students receive information and advice on planning the study process and improving academic achievement, grades. This allows the students to assess their strengths and weaknesses and strategies for improving learning outcomes before receiving a final grade.

To improve the learning process, at the beginning and the end of each semester, the so-called **"Dialogue with Students"** is organised. The administration representatives listen to the students' opinions, recommendations regarding the educational process and other current issues facing the university. The meeting is held in a question-answer mode. Besides, the Department of Education **sets a schedule for information/consultation group meetings,** during which administration representatives provide students with information on current news at the university, planned activities, and so on. (For example, counselling/information sessions on student research and sports / cultural projects; concerning academic freedom; student assessment, distance examination and appeal procedures; grounds for suspension, reinstatement and termination of student's status; concerning international exchange programmes; EEU- student and alumni support services, the student's guide, etc. (**See attached Annex 5.2.1. Student Support Mechanisms**) Also, **a summing-up work meeting with the University Rector is held annually.**

Consultation hours with Programme Implementing Staff - Professors/teachers have both lecture/seminar and consultation schedules during the learning process, and each student, in case of need, receives assistance to improve students' academic achievement as well as to assist them in their research activities. The workload scheme of the programme staff envisages consulting hours. The faculty provides a schedule of staff consulting hours and informs students about them. The schedule is published in the EEU-EL database, on the website and posted on the faculty information board. According to this schedule, the student can receive individual consultations on both academic and organizational aspects of the programme from the staff and directly from the programme manager. In addition, the student is able to contact the lecturer for consultation by e-mail or in person (EEU-EL); during distance learning, through the TEAMS programme.

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The student can receive the necessary information by e-mail from any of his lecturers during the study process; the syllabus of each course contains the contact information (including telephone) of the lecturers who lead the course, seminars, workshops. In addition, the results of the Student Satisfaction Survey show that students positively evaluate the individual consultations received from the programme staff as well as their willingness to help the students. (**see Figure 5.2.1.)**

DIAGRAM 5 2.1

	Don't agree	agree	Fully agree	I cannot evaluate
BA/MASTER'S/PHD SUPERVISOR PROVIDED CONSULTATIONS TO EEU STUDENTS	4%	10.60%	61.20%	17.70%
STAFF ARE ALWAYS EAGER TO PROVIDE STS WITH INDIVIDUAL CONSULTATIONS	8%	14.70%	71.20%	2.49%

Students can apply to the specialists of the Faculty, the staff of the Department of Education regarding the educational process, career issues, both in person and through **other means of communication** (EEU-EL, MS-TEAMS, hotline, corporate e-mail, "Online Chat" ' etc.):
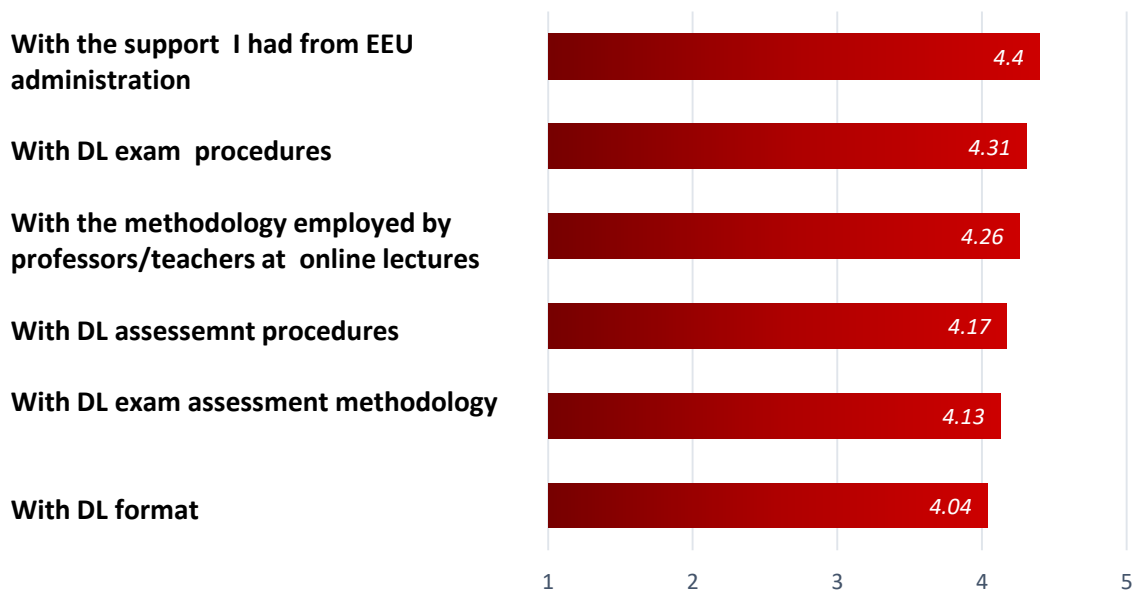
- **Through the Electronic Learning Process Management System (EEU-EL),** students have the opportunity, in addition to viewing the curriculum, exam schedules and assessments, to correspond with the administration, teachers, request various documents or send an application to resit the midterm / final exam or appeal about the grade. Besides, EEU-EL allows students to receive information on current news, view semester reports, schedule tuition fees individually, etc.
- **The University is an official partner of Microsoft** and uses **the MICROSOFT TEAMS** Office 365 A1 licensed powerful communication platform. TEAMS has created virtual consultation rooms for relevant services. Also, Microsoft Teams is an enhanced online platform that integrates correspondence, meetings (online interactive lectures), file-sharing services, and other applications. The student can also schedule a meeting with the EEU administration;
- **University Website [https://eeu.edu.ge] -** Students can use the online chat on the University website "Chat with us" for consultation. The website also contains information about both already organised and planned events - conferences, scholarships from different countries, exchange programmes, public lectures, training sessions. Besides, the following is published on the website:
- **Guides** (Student Guide, Distance Learning Guide, EEU-EL Database Instruction Guide, Library Resource Video Instruction, Frequently Asked Questions (FAQs), etc.)

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- **The catalogue of programmes**, which provides information on the goals of educational programmes, learning outcomes, credit and assessment rules, qualifications to be awarded;
- **Curricula through** which the student receives information about the qualification description and structure of the curriculum - the semester grid of the announcement of academic disciplines, the prerequisites for admission to these subjects, their workload and other information.
- The following means of communication are used to communicate with students: **personal/corporate e-mails, telephone messages, official groups created in social networks**. The EEU **hotline allows** students to easily contact the relevant service and get the information they want.

As revealed by the results of the Student Satisfaction Survey, the majority of the surveyed students rated the administration of the distance learning process and counselling by the university administration and staff most positively. In particular, during distance learning, the students' evaluations show that the teaching is carried out according to the established schedule (90%). (92.1%), instructions-guides are also positively evaluated (89.7%); support and individual consulting / technical team were also evaluated positively by 77.8% of the respondents. At the end of the semester, the level of satisfaction with distance learning was assessed again and the score of all statements on a 5-point scale is higher than 4 (**see Diagram 5.2.2.**)

Diagram 5.2.2 Evaluation of Distance Learning (DL)

Statement	Score
With the support I had from EEU administration	4.4
With DL exam procedures	4.31
With the methodology employed by professors/teachers at online lectures	4.26
With DL assessemnt procedures	4.17
With DL exam assessment methodology	4.13
With DL format	4.04

East European University is constantly working to improve consulting services and in this process actively considers the results of the surveys of students and staff and their recommendations. For example, EEU is working on a **mobile application** that will enable students to receive information about current employment forums, research, vacancies, public lectures or any other type of news in the university space.

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EEU takes care of the development of students and, consequently, various projects and activities are implemented throughout the University to support their involvement (See the main list of already organized and planned activities in Annex 5.2.1. Detailed information on the activities is available on the University website. On the page: http://eeu.edu.ge).

Student Career Support Service

The purpose of the service is to promote the employment of students and graduates. The student career support service was integrated into the functions of various structural/educational units (training centre, educational process management service, faculties, etc.), and, consequently, various types of activities were carried out, including information campaigns, training, employment forums. EEU collaborated with potential employers and assisted students to connect with them, collaborated with different universities, the alumni support process, etc. According to the results of the students' survey**, 65.2%** confirm (in the case of foreign students - **61.7%)** that EEU provides career support services. However, to increase the organization and coordination of services in this area, changes have been made in the structure of the university to promote the employment and career growth of students and graduates.

In order to achieve this, EEU
- Constantly seeks for potential employers and intensively cooperates with them;
- Finds and provids information about suitable vacancies, internships, taking into account the interests, specialities, knowledge and experience of students and graduates;
- Provides initial counselling for students/graduates and plans special training courses on career development to promote career growth; assist students with application documents if needed (CVs, cover letter reviews, tips, recommendations);
- Plans and implements activities related to employment and career development for students and graduates (eg employment forums, thematic, vocational training meetings, etc.);
- Facilitates the involvement of potential employers in the design and implementation of educational programmes, in the internship and practice components provided by these programmes;
- Updates the database on the employment of students and graduates (for example, information on their employment status, employment by qualification, employer organization and position, etc);

For example, according to the data of 2020, out **of 964 students surveyed, 47.4% are employed** (56% of whom are employed by qualification), the employment rate of graduates is **71%**, and 46% of them are employed by qualification. The graph of employment of graduates according to the academic years is **presented in Diagram 5.2.3**:

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Diagram 5.2.3. Emplyment statistics of EEU graduates
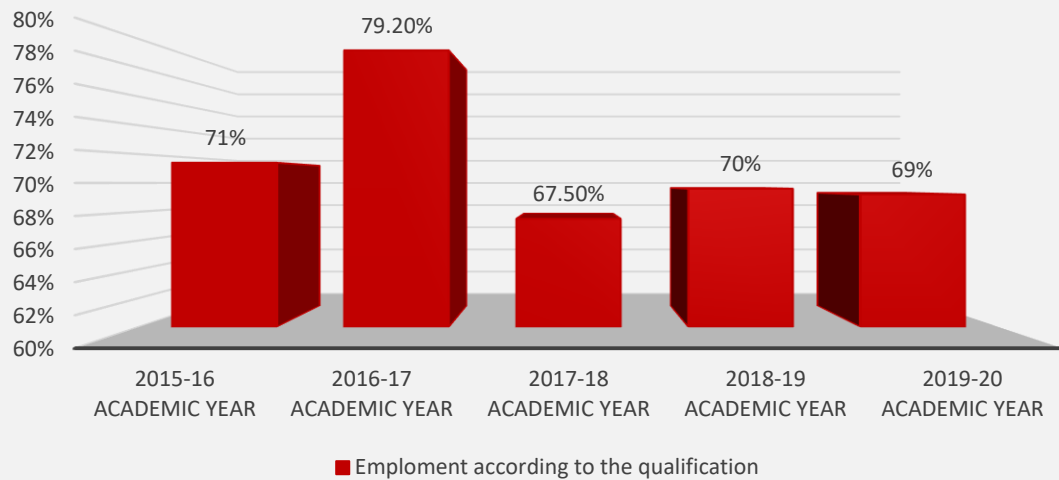
In addition, East European University constantly conducts research on EEU students and alumni career, personal and academic development (**see attached Annex 2.2.3. Survey results at the University - analysis and reports - relevant information).**

More specifically, EEU offers **employment, internship programmes** for students and graduates for **career development**:

▪ EEU is involved in the state programme of student internships and actively cooperates with the Civil Service Bureau, which annually provides internships for students and graduates with high academic achievement in the public service.

▪ EEU undergraduate and graduate students can take a certification course and do internship in the State Audit Office under the Public Sector Auditor Certification Program and Internship.

▪ Students can also do internships and / or be employed in partner organizations of the University (after completing internships in partner organizations, students are employed in the Supreme Court of Georgia, the Prosecutor's Office, the High School of Justice, Gino Paradise, nice room, etc. See link: https://bit.ly/2NM2btr).

▪ It should be noted that since 2015 the number of internships has also increased by **57%** and students have the opportunity to choose from options. The EEU Memoranda of Understanding also enable students to receive internships, provide employment information, but also to jointly conduct various types of educational activities;

▪ The university internship programme provides internships for students in faculties and administrative departments. Under this program, students undergo paid or unpaid internships at various EEU offices and, after completing their internships, frequently work in the same department according to their profile. (**For example, currently 14 of them are employed at the university)**

▪ Students can do an internship at EEU International Partner Universities. For example, under the SWISS UMEF Memorandum of Understanding between the University of Geneva and EEU, undergraduate, graduate and doctoral students can do internships, and research at SWISS UMEF University and its partner organizations (see International Partner Organizations and Universities at https: /bit.ly/3qHdiTd)

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- EEU is a member of the WES – WORLD EDUCATION SERVICES organization of the United States and provides access to mobility, evaluation/recommendation, recognition of educational qualifications at various US and Canadian institutions, and undergraduate or graduate programmes to obtain the right to employment, etc.
- Employment forums, thematic conferences are organized (for example, "Employment Agency HR" employment forum, online employment forum, international education exhibition, trainings on the arts of employment, etc.).

Non-formal education services.

In order to promote the **professional growth of students**, to develop and enhance **their practical skills,** EEU Lifelong Education Center is responsible for planning and implementing continuing education courses/trainings/programmes with the involvement of relevant structural units, informing relevant target groups, etc.

A number of training, Certificate / Preparatory Courses were organized and held (e.g Stress Management, 5 Steps to Employment, Time Management, Grant Application Writing, Russian Language Courses, Georgian as a Foreign Language, Academic Writing, Tax Law, Diplomatic Protocol and Etiquette, International Criminal Court and Georgia, General Master Exam Preparation Course, International Scientific Library Mechanisms for use, How to write and prepare an article for publication in the journals of SCOPUS and Thomson, practical research methods, etc.). After finishing most of these courses certificates were issued. It should be noted that the rate of student involvement/attendance in distance learning courses is higher compared to face-to-face teaching. There are also study visits (Ministry of Internal Affairs, National Center for Manuscripts, Museum, etc.), **mock trials (in the Court of Appeals**) conducted by university staff, as well as by invited Georgian and foreign trainers. Also, students benefit from funding by the partner organizations of the University by participation in the certification training courses planned by them (CEC, Innovative-Practical Education Center (IPEC), Civic Education Center, etc.);

EEU conducts local and international student scientific conferences. Students publish publications together with their academic supervisors, public lectures/seminars, as well as Round Tables by foreign and Georgian professors, are organized (see attached.5.2.1. Student Support Measures.) **68**% of the surveyed students state that they feel the support of professor and teachers.

To maximize the support of student initiatives, to create appropriate conditions and motivate EEU students or alumni to conduct scientific research and to use intellectual potential, EEU supports and funds student projects/initiatives. It should be **noted that 48 student projects/initiatives have been funded** since the authorization period. 62% of the surveyed students (68% in the case of foreign nationals) state that the university promotes student initiatives. Also, to strengthen support, a "Rule for Financing Student Projects" was introduced in 2019. Following this document, the rules and criteria for project evaluation were written more clearly, and the funding process became more transparent and public. A competition was announced to fund scientific-research and sports / cultural projects (see link: https://eeu.edu.ge/portfolio/stud-grant2020/). The amount requested from the fund should not exceed 5000 GEL in case of a scientific-research project, and 3000 GEL in case of a cultural / sports project; The competition for the 2020-21 academic year is ongoing and the participation rate of students and alumni in the already held consultation meetings is significantly high.

Also, one of the essential conditions for the academic staff of EEU to participate in the annual

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scientific grant competition is the involvement of at least 2 students of any level in the implementation of each project. For example, **10 students participated in the grant** competition announced in the 2020-2021 academic year.

Among the student activities/projects planned and implemented at East European University, the activities that are permanently carried out with the active involvement/organization of the student self-government are especially noteworthy, including:

- **Social / Charitable Projects** - East European University, staff and students are constantly assisting single, large and vulnerable families within the projects EEU LOYAL BOX. "EEU - Abitur" - free courses for preparation for the Unified National and Master's Examinations; The EEU Abitour Project became a finalist of the Corporate Responsibility (CSR) Award in 2020
- **Environmental activities** - "60 + EEU", "Clean your tourist area", "Friendship Alley in EEU" are environment protection activities, which are constantly held with the involvement of East European University students, staff, as well as that of partner NGOs (including CENN)
- **"International Days at the EEU"** involves getting acquainted with the culture and values of different countries;
- **Sports activities** - (Olympic lessons, tennis, table tennis, bowling, volleyball, futsal, football, chess, etc. tournaments)
- **Intellectual-cognitive activities** - (public lectures, the game "What? Where? When?", Meetings with celebrities, mock trials in schools, study visits - excursions, film screenings, etc.)
- **Numerous mock** trials have been planned and conducted by students within intra-university student projects, etc.

There are also clubs/associations promoting students' sports, cultural or cognitive activities in which students are actively involved, at the University: ASMA, EEU Activity Club, Dance Club, Futsal Club, EEU Alumni Club and others.

Student Psychological Support Service

EEU offers free psychological services/counselling to students. The service is designed for students who have anxiety, low mood, difficulty coping with various types of stress (for example, difficulties in social situations, interpersonal relationships), anxiety. The consultation includes both individual and group meetings, and students are assisted by specialists from the EEU Psychology and Neuroscience Research Center **"Laboratory Z".**

Internationalization Support Services

The International Relations Department offers internationalization support services to all levels of East European University students (as well as foreign students).
The International Relations Deparment regularly publishes information on exchange programmes and summer/winter schools offered by EEU International Partner Universities or organizations on the University website and EEU-EL information board (for example, the Joint International Forum for ELFA Member Universities and Freedom School Summer School in the Czech Republic; Scholarship Programmes of the Government of Slovakia, Bucharest, Hungary; Scholarships to study

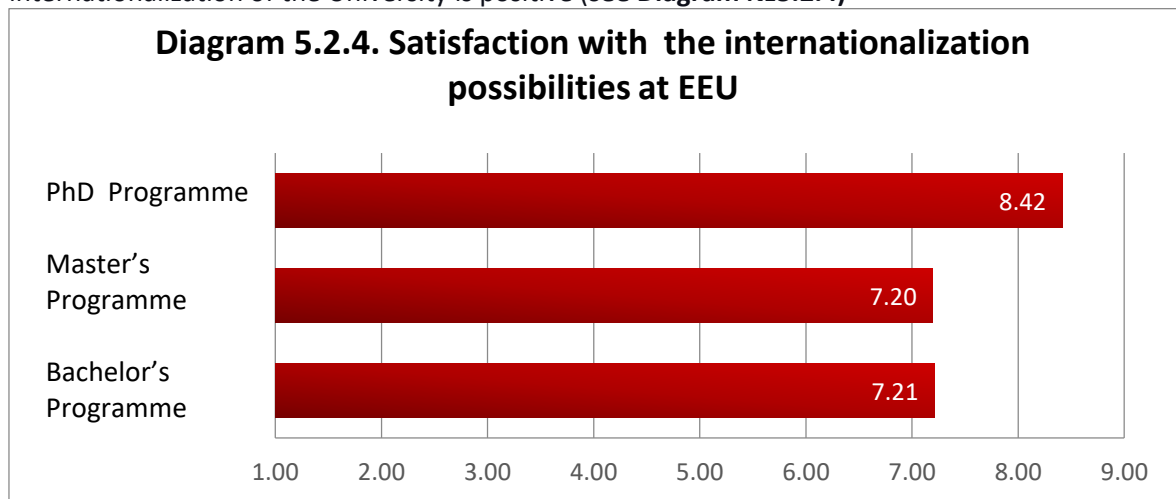EAST EUROPEAN UNIVERSIT RECTOR'S SIGNITURE: /Davit Cherkezishvili/

in Warsaw (Poland) and Bruges (Belgium); Eiffel Scholarships for postgraduate and doctoral students; Clinton Global Initiatives student program; University study in Turkey- Turkish Government Scholarship program, etc.) Also, the International Relations Department seeks for information on various exchange programmes and international activities and enables EEU students (e.g., DG Global Leader JFY (2021-2023) to study at a 2-year Master's and a 3-year doctoral program at Japanese universities. Visegrad International Foundation Scholarships, Hungar Scholarships, Berlin International Scholarship Programme (IES) - 1-semester study at the Free or Humboldt University of Berlin, UNU-WIDER scholarship, etc.). **73%** of the surveyed students confirm that they receive information about international activities.

Within the **exchange projects**, students can study at a partner university in different European countries, enrol in winter and summer schools through competition. The procedures required for the selection of students participating in the exchange programme (competition rules, assessment criteria, etc.) and the issues of recognition of the education received are regulated by Chapter 7 of the "Regulations regulating the educational process". It should be noted that the University has received **6 ERASMUS** + grants since 2015, which have benefited both students and staff.

The number of international partner universities and organizations has increased significantly since 2015. Since 2017, the University has become a member of the **European Public Law Organization (EPLO)**, which also includes partnerships with more than 70 European universities, such as: Université de Paris I - Panthéon-sorbonne (France), Universidad de Castilla-La Mancha (Spain), Queen's University of Belfast (United Kingdom), Erasmus University Rotterdam (The Netherlands), Technische Universität Dresden (Germany), Università di Roma "La Sapienza" (Italy) etc. Since 2021, East European University has been an individual member of **the European University Association (EUA)**, providing invaluable opportunities not only for academic staff but also for students. For partner universities and organizations see the link.

The results of the student survey show that students' satisfaction with the possibility of internationalization of the University is positive (**see Diagram №5.2.4)**

Diagram 5.2.4. Satisfaction with the internationalization possibilities at EEU

Programme	Score
PhD Programme	8.42
Master's Programme	7.20
Bachelor's Programme	7.21

Support services are provided for foreign citizens, both entrants and prospective students, such as:
- **Visa facilitation** (the service sends an invitation letter to the foreign student to obtain a visa. Visa is issued in accordance with the legislation of Georgia);

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- **Helping with housing** (information about accommodation and flats near the university is sent to the foreign student)
- **Transportation service** (transfer from the airport to the residence);
- **Orientation Days** (The purpose of the Orientation Days is to facilitate students in solving social and technical issues (opening a bank account and providing a corporate mobile phone number of the University; adaptation in the environments);
- **Help to obtain** a residence permit (preparation of documents required for a residence permit in the public register; legal services)
- **University insurance** in "Madison" clinics
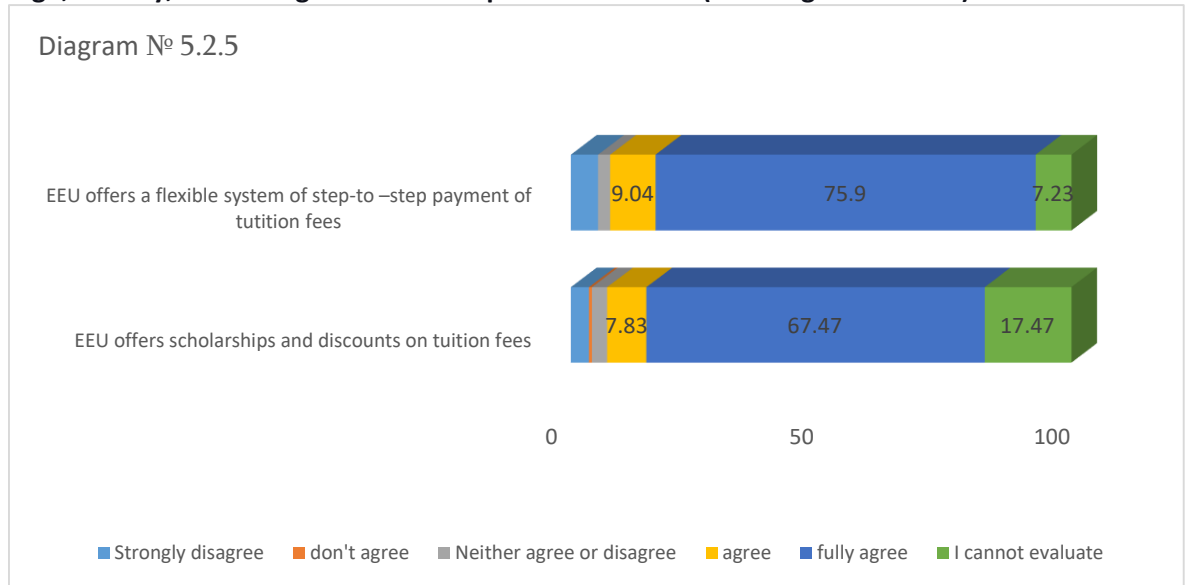- **Free Georgian** language certificate course

Support services (including financial support) for socially vulnerable students.

East European University has mechanisms to support socially vulnerable students, including financial support. The University has developed a "**Student Scholarship and Encouragement Regulations"** which is published on the University website and is available to all students. This rule regulates the **procedures and criteria for determining scholarships** and other incentives. This significantly contributes to the transparency and objectivity of the support. Given the situation of socio-economic and socially vulnerable students, EEU implements various support measures, namely:

- **A step-by-step system for paying tuition fees**, which is actively used by a large number of students -Information on the tuition payment scheme and mechanisms at the university is transparent and flexible, students/services are provided/consulted by a specially designated person, and through the EEU-EL database, students can remotely sign individual agreements, control their payments and payment schedule, etc.
- **Study voucher for misplaced students** -Each misplaced student in EEU will receive a 400 GEL study voucher. Also, excellent misplaced students are awarded a special scholarship and have the opportunity to participate in exchange programmes with university funding.
- **University funding for socially vulnerable students and students of Georgian ethnic** origin (Laz, deported Meskhetians, ethnic Georgians from Fereidan, etc.) Students who were affected by natural disasters are given a study voucher, the amount of which is determined on a case-by-case basis by the Rector.
- The Rector of the University, on his / her initiative or at the request of the Faculty, the Student Self-Government, carries out a variety of individual activities (for example, computers were awarded to socially vulnerable students with high academic achievement studying at the programme of architecture)
- **One-off Scholarship / Study Voucher / Award** - For outstanding special activities in university life or by order/decision of EEU Rector, students can win a one-off scholarship/study voucher/award (e.g., this scholarship was given to the student with the highest GPA, the EEU team of Master programme students were awarded training vouchers for winning the competition of the Simulated Trial Competition organized by the Institute of Criminal Law, for winning in the "Best Rapporteur" nomination in the simulated trial competition "Domestic Violence").

The university also offers other types of financial support and incentives: an EEU scholarship student (up to GEL 600), a scholarship for gold and silver medalists, an undergraduate scholarship for a master's degree, a 50% discount on the additional credits fee, etc.

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The results of the students' survey reveal that satisfaction with financial support services is very high; namely, the average score on a 5-point scale is 4.6. (See Diagram №5.2.5)

Diagram № 5.2.5

EEU offers a flexible system of step-to –step payment of tutition fees	9.04 / 75.9 / 7.23
EEU offers scholarships and discounts on tuition fees	7.83 / 67.47 / 17.47

■ Strongly disagree ■ don't agree ■ Neither agree or disagree ■ agree ■ fully agree ■ I cannot evaluate

Accessibility Services

For students with special educational needs, members of ethnic minorities, for students enrolled without passing the Unified National / Master's Degree exams or exchange programme students, students enrolled through mobility, students with academic disabilities or students with special academic achievement. The regulations are public and published on the university website: https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en

Distance Learning Services due to the Pandemic

Distance learning in EEU is carried out using the enhanced Microsoft Teams platform and the updated e-learning management platform (EEU-EL). The University is an official partner of Microsoft, holds Microsoft Global Training and Microsoft Gold Partner statuses, and implements the distance learning programme under Office 365 A1 licensing. EEU has set up an e-learning development and technical support team to provide distance learning, develop relevant instructions and guidelines (textbooks, video tutorials) for students and staff, provided training and consulting, support the introduction/development and improvement of e-learning resources. For example, in 2020, **17 manuals/video guides/instructions were prepared, short-term and long-term training cycles related to distance learning were organised which included not only issues related to the use of EEU distance learning platforms,** but also the conduct of remote examinations. Regular information meetings were held. It should be noted that due to the COVID-19 pandemic, the **number of individual consultations for the initial stage of transition to the distance learning format was quite high** and at the same time, individual students were interviewed to identify the means of access to distance learning resources. In particular, a small number of respondents (4%) were left without distance learning due to the lack of electronic resources or malfunctions, and according to the needs, **laptops were given to them for temporary use;** these students were provided with free internet. EEU developed an individual curriculum for such students. Also, the hotline was set up and students were informed about the possibility of

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referring to the specially allocated people if they experienced problems related to distance learning; The EEU-EL system was also employed for such cases.
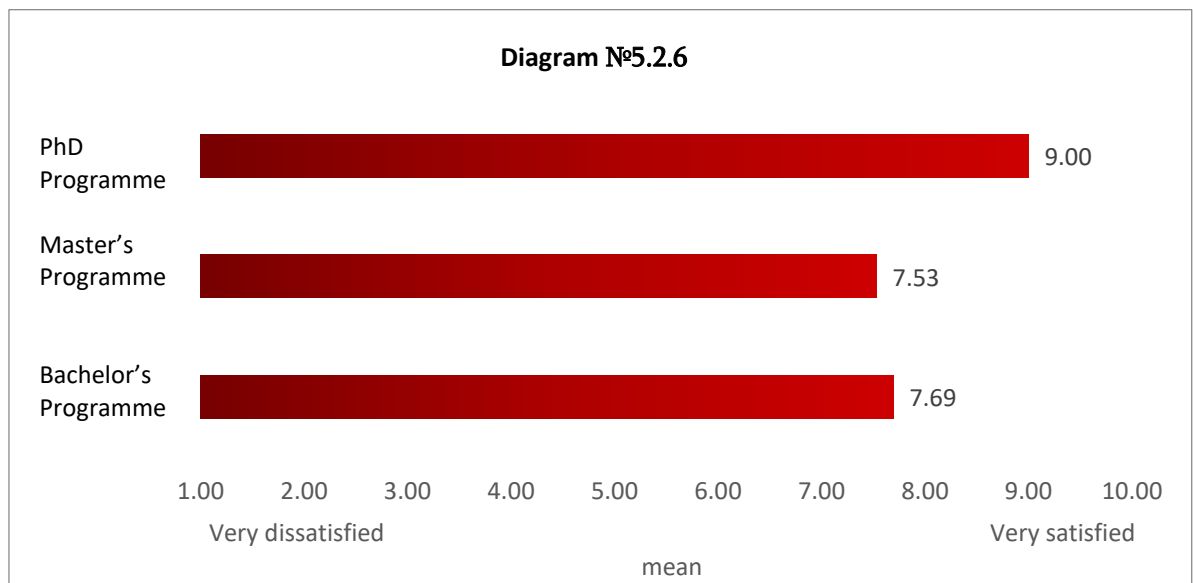
Besides, a number of events were organized by the university to facilitate the learning process for students of the one-step medical programme in the COVID-19 pandemic, in particular, a special charter flight was organized to bring students from abroad. EEU provides discount medical insurance on COVID-19 treatment (if needed); organises transfer from the airport. As well as this, quarantine facilities for students are organised where students are constantly communicated with the university to clarify and assist their needs (e.g. provide food, etc.). The university also provided PCR tests for some students.

Thus, students' satisfaction with administration-supported services when evaluating distance learning is significantly high (see Diagram 5.2.2.).

Medical Services
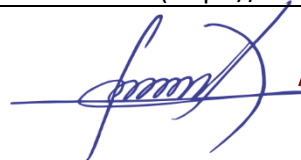
East European University students also benefit from free medical insurance at Madison Clinics (details are on the link), while foreign students benefit from Alpha special insurance, which includes treatment for COVID-19.

Student surveys confirm that student services at EEU are positively evaluated (**see Diagram №5.2.6**). However, it is also planned to offer more diverse activities to students and to encourage them to be more involved in EEU activities.

Diagram №5.2.6

Programme	mean
PhD Programme	9.00
Master's Programme	7.53
Bachelor's Programme	7.69

1.00 (Very dissatisfied) — 10.00 (Very satisfied)

Evidences/indicators

► Statute of the Department of Education [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]
► **Annex 5.2.2.** Scholarship award and incentive rule
► **University website: https://Eeu.edu.ge**
► **Student Guides https://eeu.edu.ge/e-learning/?lang=en**
► **Annex 2.3.3.** Agreement with the student
► **Annex 2.2.3.** Analysis and reports of students' and graduate survey results
► Electronic learning process management system: EEU-EL (https://admin.eeu-el.ge

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https://stud.eeu-el.ge/; https://edu.eeu-el.ge)
- ► **MS-TEAMS**
- ► **Annex 6.2.1.** Relevant information on research support funding mechanisms for student projects;
- ► Memoranda of International Cooperation
- ► **Annex 7.1.3**. Memoranda of Understanding with Partner Organizations
- ► **Annex 3.2.1.** Rules for developing an individual curriculum**.**
- ► **Annex 5.2.1** Student Support Measures - Relevant information on implemented student support activities**.**
- ► Rules for administering e-learning [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en]

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
▪ Compliance of the rules for obtaining, suspending, terminating the student's status, mobility, awarding a qualification, issuing an educational document, recognition of education received with the current legislation of Georgia; transparency and publicity;
▪ Well-organized learning process;
▪ Effective counselling and support services for students and graduates;
▪ Opportunity for students to choose from a variety of professional internships;
▪ Mechanisms of students funding and incentives based on the socio-economic status of students;
▪ Support for student projects and initiatives;
▪ Student services tailored to the needs of students;
▪ Electronic learning process management systems;
▪ Protection of the rights and legitimate interests of students;
▪ Involvement of employers in the creation and implementation of educational programmes;
Areas for improvement
▪ Increase in the number of activities required for student career development;
▪ Increase student participation in projects, events, conferences and research;

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6. Research, development and/or other creative work

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

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

Description and assessment

As already mentioned, East European University which is one of the younger institutions in the higher education space of Georgia, has been implementing doctoral programmes since 2015.

The priority of research activities is declared in the mission of the University, therefore developing scientific research is a priority task of East European University. It is noteworthy that the University analyzed conducted research activities in 2015-2020. This is presented in the form of the Report on Scientific Research Activities of East European University (2015-2020) (**see Annex 6.1.1.**)

It should be noted that EEU, following its mission concerning scientific research, aspires to be established as a research-oriented institution that conducts research in accordance with the scientific research priorities, cooperates with partner organizations and develops research potential through research support mechanisms. (**See Annex 6.1.2. Information on Cooperation with Economic Agents)**

Issues and tasks for the development of scientific-research activities. In addition to the mission, scientific-research activities are also presented in the strategic development plan of EEU for 2019-2025 and 2019-2025 regarding research activities. (**See Annex 1.2.1. And Annex 6.1.3.)**

In order to achieve the set goals, EEU implements the strategy of development of scientific-research activities for 2019-2025. EEU inspires to be recognized at the international level as an integrated and research-oriented institution in the European educational space. In order to achieve this status, EEU supports development of support mechanisms for research activities in cooperation with partner organisations. (**See the annex 6.1.2. Information about cooperation with economic agents)**
East European University:

- ► Encourages academic staff, including young researchers, to create new knowledge and high-quality scientific publications, and as supports the development of their research potential;
- ► Develops a culture of research ethics and promotes fundamental, applied and interdisciplinary research;
- ► Integrates research results in the educational process;
- ► Ensures the promotion of scientific research activities among students and their involvement;

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- ► Collaborates with international and local scientific research institutions and organizations to implement research projects;
- ► Ensures the use of the results of scientific research for the welfare of society;
- ► Optimally and effectively uses intellectual, financial and material resources to develop quality research

At East European University, fundamental and applied research is carried out at the faculties and scientific research centres, taking into account the specifics of the fields. The research is carried out in teams and individually by the academic and invited staff of the research centres and faculties, as well as by the students.

The University also supports joint research with interdisciplinary and various partner organizations.

Scientific research activities at the University are provided by three faculties and six scientific research centres / institutes:

Research activities at the faculty level:

EEU has three faculties:
- ► Faculty of Law and Social Sciences;
- ► Faculty of Business and Engineering;
- ► Faculty of Healthcare Sciences

There are two doctoral programmes in the faculties of Law and Social Sciences and Business and Engineering: 1 PhD in. Law; 2. PhD in Business Administration (Management); In the near future it is planned to introduce an English-language programme at the Faculty of Business and Engineering. The number of graduates of doctoral programmess for the current period is three.

According to the faculties, there are a total of 158 academic staff, of which 96 are affiliated

Diagram 6.1.1 Academic Staff

■ Faculty of Business and Engineering; ◪ Faculty of Law and Social Sciences;
■ Faculty of Healthcare Sciences

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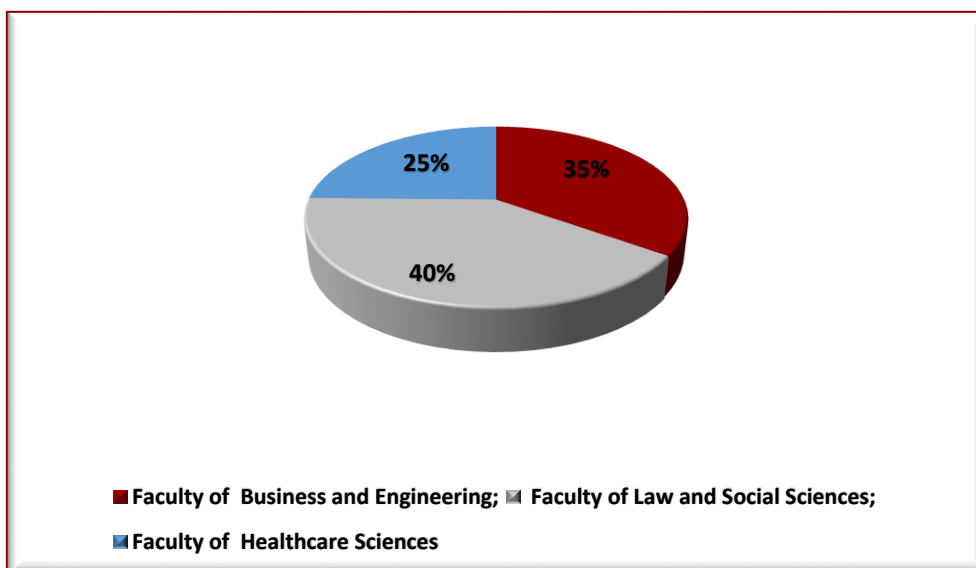
The research activities of the academic staff of EEU and their involvement in various scientific projects as well as their awareness of the mechanisms supporting the research activities at EEU Indicators for evaluating the research activities of the academic staff, published papers and scientific activities, citations index as well as measures taken to support the academic staff, information about scientific grant projects, etc.

The revealed results give a clear picture that the indicators of the academic activities of the academic staff are progressing dynamically. Compared to 2015, by 2020 the number of papers published in scientific journals has increased 4 times, the number of papers published in international and impact- factor journals has also increased 4 times; participation in local and international scientific grant projects has increased almost 3 times, while the total number of participants in scientific conferences has increased 8 times; participation in international conferences has increased almost 5 times, the rate of publication of monographs / textbooks has increased 8 times. It is noteworthy that the number of staff engaged in surveys has increased almost three times.

See Diagram 6.1.2. Number of scientific papers in 2015-2020

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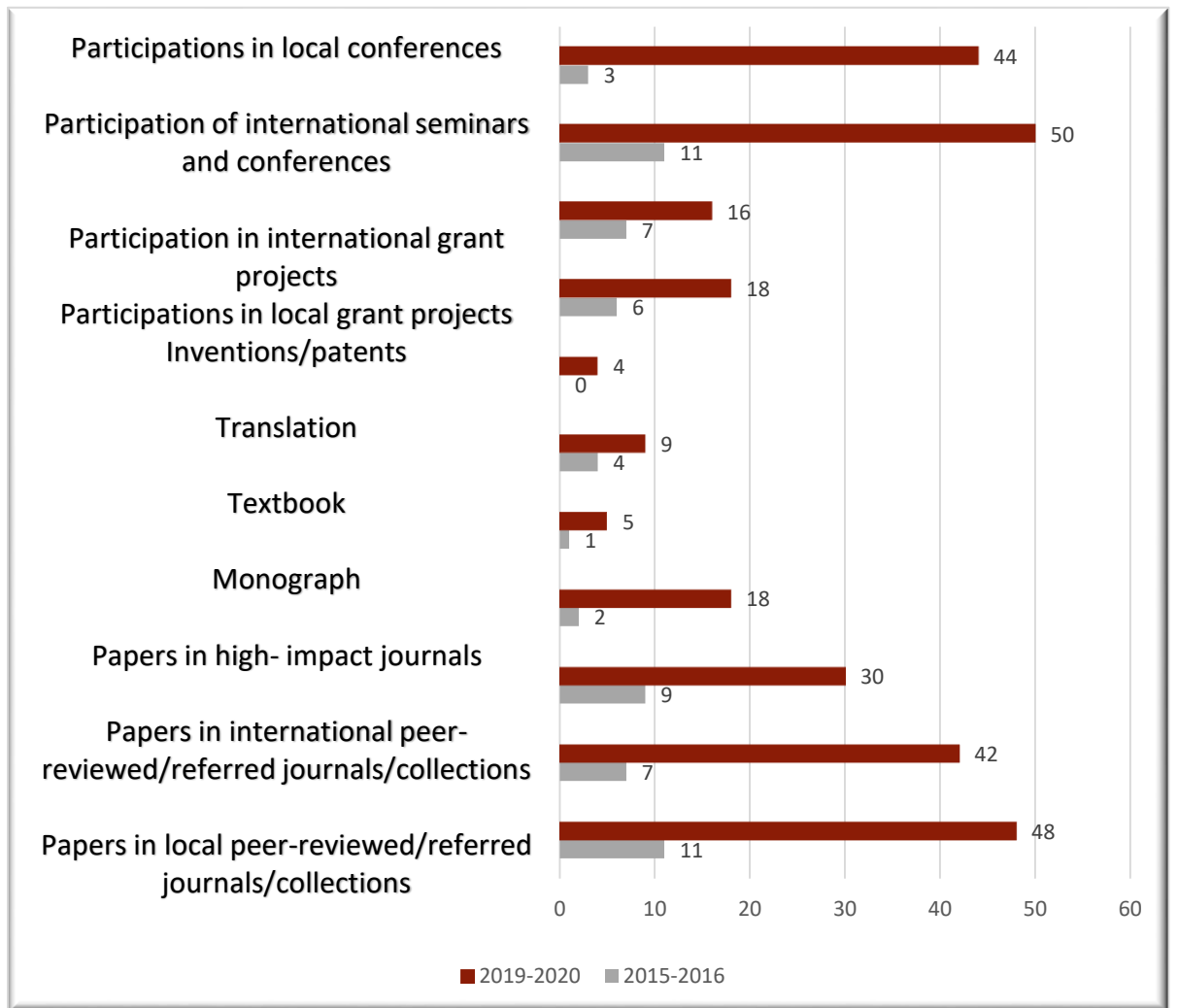
See Diagram 6.1.3. Number of staff conducting research in 2015-2020
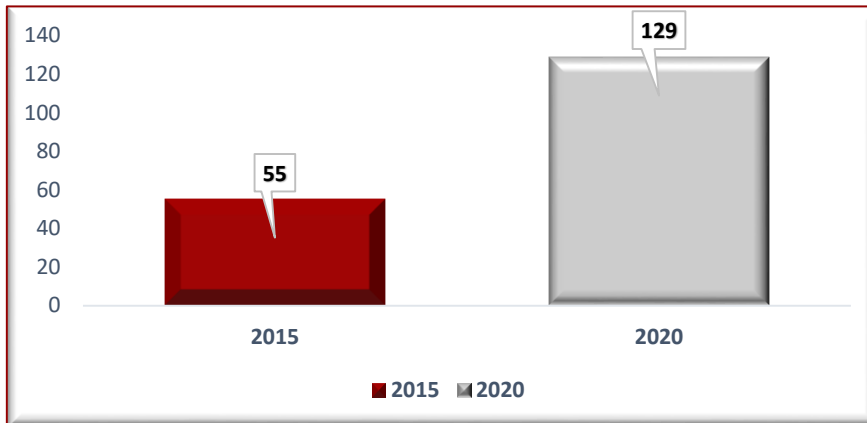
The following scientific research centare function at EEU today:
Scientific centers / institutes

It is noteworthy that in 2015, the university did not have any scientific research centres. However, by 2020, there are six scientific research centres functioning in EEU. The goals of the research centres are as follows:

► **Research Center for Psychology and Neuroscience**

The Research Cenre for Psychology and Neuroscience is a structural research unit of EEU which aims to carry out various types of analytical and scientific work using modern neuro-technological and biometric equipment and thus assists enhancement of psychology as a science in Georgia. As well as this, the centre conducts international and joint research and enhances the status of Georgia as a country of innovative research.

The Center was established in 2018 and was equipped with high-tech research equipment upon its establishment. At the first stage, the staff of the Center was trained by European experts to use the above-mentioned equipment and tools, and high-tech equipment was adapted to the activities of the Center. To date, the Center has implemented up to 10 research projects and is currently working on two research projects. An important factor in achieving the goals of the Center is the introduction of an educational programme in Psychology at the university to cooperate with the Center. Currently, the Bachelor programmes in Psychology at the Faculty of Law and Social Sciences is being implemented

► **Varlam Cherkezishvili Centre for Interdisciplinary Studies**

Varlam Cherkezishvili Centre for Interdisciplinary Studies is a research unit within the University, which aims to develop and implement interdisciplinary scientific research projects; to contribute to the internationalization of the scientific-research activities of the University; to support the involvement of academic staff and students in interdisciplinary research projects.

The Centre was established in 2020 and is currently carrying out four research activities.

► **The Institute of International Maritime Law and Policy**

The Institute of International Maritime Law and Policy is a research unit of the University, which

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aims to carry out scientific research and educational activities with the participation of local and foreign scientists and experts in the field; As well as this, the Institute is focused on in-depth research in the field of maritime law and policy, contributing to the progressive development of global and regional maritime law; training and professional development of researchers, students and public and private sector employees in the field of international maritime law; The Institute facilitates the process of proper fulfilment of Georgia's obligations to the world community and international organizations and harmonization of national legislation with international legal acts. The institute was established in 2020 and is currently working on a research project.

► ### Architecture Research-Design Bureau

The Research and Design Bureau is a research unit within the structure of the University. It aims to create a teaching-methodological, scientific and production basis in the university in the field of engineering and technology; it also aims at the training of scientific-research personnel in the field of architecture; promoting career development for the students of architecture and creating a highly competitive business structure at EEU The bureau was established in 2018. So far five research projects have been implemented and the bureau is currently working on one research project.

► ### Research Center for Migration and Diaspora

The Centre is a research unit within the University structure that aims to raise awareness of migration and diaspora issues at East European University for researchers, students, public servants, high school students, the media and NGOs; It aims to facilitate the involvement of students and academic staff in scientific and research activities on migration and diaspora issues; to promote the development of migration and diaspora policy in Georgia. The centre was established in 2020 and has already implemented two research projects and is actively pursuing research activities.

► ### Multifunctional Center for Applied Research

This Centre is a structural research unit of the University which aims to promote the development of small and medium-sized businesses, develop and realize the intellectual and research potential of EEU, focus on business issues and make efforts to solve them in a timely manner - through business, scientific and international institutions. The Center was established in 2019 and has implemented three research projects.

It should be noted that the development strategy of the University for 2019-2025 is focused on four strategic priorities:

► Research should be based on the scientific priorities of the University; it is focused on the fundamental and applied research in the context of both individual and disciplinary and interdisciplinary research.
► Attract, retain and integrate qualified scientific staff in the scientific community to develop and introduce a research culture which expands our research capabilities and the quality of our research, both locally and internationally.

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►   Develop an effective research management system focused on the introduction of open and transparent mechanisms of accountability, control, support.

►   Develop research infrastructure which includes equipping scientific research centres/laboratories, development of library resources and international scientific electronic databases, provision of modern technologies, etc. All of this is in line with our aspiration to create the best environment for researchers.

Below are research priorities by faculties and research centres and information on ongoing and planned research.

Faculty of Law and Social Sciences

1. **Priority research directions.**

Research activities in the field of law are conducted at the Faculty in the field of private, public, criminal law and international law. Studies are conducted in the field of history of Georgian law, civil procedural law, corporate, family-inheritance, banking, finance, contract, tax law; in the field of labour rights protection, protection of property rights. Papers in criminal law have been prepared and published in the format of articles and textbooks. In addition, research is conducted at the Faculty in the field of international relations, in terms of the study of regional and international conflicts.

2. **Current and planned research projects**

►   Civil Procedure Law"
►   Legislative bases for the suspension of the power of an official.
►   "New regulation on jurisdiction, recognition and enforcement in matrimonial matters and in matters of parental responsibility "
►   Cooperation between central authorities and judges;
►   "The Impact of Temporary International Tribunals Established by the United Nations on the Example of Genocide in International Criminal Law"
►   "The Crime of Genocide in the Georgian Legal Space" and "Genocide or Ethnic Cleansing: The Example of Georgia".
►   Topical issues of application of a measure of restraint against a minor.
►   Problems of punishing suicide assistance in the practice of the German Federal Constitutional Court
►   Comments on selected articles of civil procedural law;
►   Handbook in Health Law
►   On certain issues related to the right to life
►   Regarding certain problems of the legislation on Georgian citizenship
►   Suspension of the authority of a public servant and its legislative regulation.
►   Modern criminal policy in Georgia;
►   Georgian-German Scientific Conference on Criminal Law
►   Handbook for Civil Procedure Law Tests;
►   Guide in criminology;
►   Construction of the Georgian national narrative on the way of the country's Euro-Atlantic integration.

Faculty of Business and Engineering

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1. **Priority research directions**

Research activities at the Faculty are carried out in the following directions: the nature of business innovations and their impact on Georgian firms; trends in business practice changes and identification of new approaches and technologies; processes and outcomes of business-related services, methods and governance, and ways to improve them; the functioning of markets and the influence of market economy principles on the formation of society. The functioning of the financial, labor and commodity markets, and their interrelationships in national and international contexts.

At this faculty, research is also conducted in the field of education, namely teaching methods, education and gender, teaching motivation, involvement and resilience; formal, non-formal and education at workplace.

2. Ongoing and planned research projects

- ▶ Supporting the higher education system of Georgia in the direction of teaching-learning development
- ▶ Research on cooperation between educational institutions and employers in Georgia;
- ▶ Segmentation of wine tourists;
- ▶ Higher Education Development Trends and Existing Challenges;
- ▶ The main factors contributing to the increase of the country's innovation potential;
- ▶ Activities of Georgian government structures and issues of their improvement;
- ▶ "The main conditions for raising innovative potential
- ▶ Relationship between M2 money supply growth and macroeconomic parameters
- ▶ Influence of cultural distance on the process of internationalization of Georgian companies;
- ▶ "Impact of higher education on the competitiveness of the economy".
- ▶ Influence of top management characteristics on the process of internationalization of Georgian firms
- ▶ Opportunities for Green Economy Development in the Mountainous Regions of Georgia
- ▶ Multifunctional Laboratory - platform and network for business innovation solutions
- ▶ Challenges of Regional Trade in South Caucasus to meet WTO Arrangements

Faculty of Healthcare Sciences

1. **Priority research directions**

Research at this Faculty focuses on issues such as neurodegenerative diseases, testing of new biocompatible and biodegradable biopolymers as potential supports; common breast and neck cancers, oncogenetic issues; the role of lipid metabolism in the development of cardiovascular diseases.

The research team is also interested in the role of the immune system in health, as well as the

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immune system during inflammation, microbial (especially fungal) infections and diseases. The faculty is concentrated on exploring disease genetics and biochemistry to identify key molecules involved in the inflammatory signalling process in chronic and acute conditions, antibiotic-resistant pathogens, phage pharmacokinetics and pharmacodynamics, and new phages.

Using mathematical and biological modelling, genome computational analysis, and state-of-the-art laboratory approaches.

Researchers from the Faculty perform a 3D structure of r-gene localization, dynamic modelling and transcription, and rRNA processing and pre-ribosomal assembly sites.

The issues related to mental health, anxiety, depressive disorders and cognitive neuroscience are also a priority for a group of researchers in the Faculty of Healthcare Sciences.

2. **Current scientific-research projects**

► Assessing the risks of population intoxication and oncological diseases related to ecosystem pollution with heavy metals
► Sexual health education in Georgian universities;
► Neurodegenerative diseases (Alzheimer's disease, Parkinson's disease, autism);
► Testing of new biocompatible and biodegradable biopolymers (synthesized by Prof. Katsarava);
► Development of an antihistamine vaccine based on the human chorionic gonadotropin β subunit;
► Correlation of radiological and clinical signs and disease stages in Covid patients;
► Environmental pollution with heavy metals and its monitoring;
► Mental health, anxiety and depressive disorders, eating disorders in young people;
► Genetic architecture of Parkinson's disease;
► Primary immunodeficiency in children;
► Opportunities for children with Down Syndrome to adapt to society;
► Medicine, its administration and its impact on the human body, society in general; Medicine and public health;
► Sexual health education, exploring the potential of healthy universities;
► The Klinefelter syndrome, treatment standards in men with hypogonadism

3. **Planned scientific research projects**

► 3D structure of r-gene localization, dynamic modelling and transcription;
► rRNA processing and pre-ribosomal assembly sites (nuclei) in response to antitumor drugs;
► Training based on professional competencies at the undergraduate and postgraduate levels;
► Thermodynamics of blood properties, calorimeter control by the computer;
► Pathologies of the biliary tract, jaundice;
► Cognitive neurosciences;
► Molecular markers of hepatocellular carcinoma of the liver circulating in the blood;
► The role of lipid metabolism in the development of cardiovascular diseases;
► Common breast and neck cancers; Family history and risks of tumours, oncogenetics.

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Research Center for Psychology and Neuroscience

1. **Priority research directions**

This center is focused on the customer response to neuromarketing behaviour and marketing incentives; expansion of the scientific field using the world-leading neurotechnological equipment, studying the behavioural characteristics of individuals and groups based on existing pathogens, work on scientific collaboration and joint grant projects with international research institutes.

2. **Current and planned research projects**

   ► Training Industry Survey - The Trainers Association and Laboratory Z conducts an online survey to identify training industry challenges and new trends in coronavirus. The research will help the public better assess existing realities and plan for the future development;
   ► COVID 19 anxiety disorder, its psychosomatic structure and change - The aim of the study: to verify the introspective data of a person by measuring an objective, I e psychosomatic reaction. The study is conducted using a polygraph apparatus.
   ► VR teaching technologies - a research project has been developed based on which a VR training programme is being developed, the effectiveness of which will be proven by the neurotechnological equipment of the laboratory.
   ► Identification of training industry challenges and new trends concerning the coronavirus.
   ► COVID 19 anxiety disorder, its psychosomatic structure and change
   ► Collaboration with multidisciplinary teams on innovative projects (development of artificial intelligence and its application in science), organization of large-scale behavioural experiments and presentation of their results at international scientific conferences.

Varlam Cherkezishvili Centre for Interdisciplinary Studies

1. **Priority research directions**

Georgia is a post-colonial country. The 117-year rule of the Russian Empire was quickly replaced by a totalitarian Soviet regime that lasted seventy years. After the collapse of the Soviet Union, independent Georgia entered a world full of global, new and challenging environment. This process of development is inevitably accompanied by the reinterpretation of old - colonial and Soviet - ideas and discourses into the new, post-Soviet / post-totalitarian society. At the same time, many power discourses that still exist in a modified form and contribute to the strengthening of asymmetric power relations (both internationally and interculturally).

2. **Current and planned research projects**

   ► Georgia at the Crossroads of Europe and Asia: Imaginary Geographies and Intercultural Dialogues;
   ► Seat Politics in Soviet / Socialist and Post-Soviet / Post-Socialist Societies: Georgia and Poland
   ► Merab Mamardashvili's intellectual heritage in the post-Soviet context
   ► Nationalism or patriotism? The Adventures of Nationalism in Georgia

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►   Global Capitalism and Georgia: Challenges and Prospects
►   Philosophy of Politics and Law: Bilateral Dialogue

Institute of International Maritime Law and Policy

1. Priority research directions

Historically, Georgia has been a maritime state due to its geographical features, location and role in global and international relations. Georgia has earned this status in terms of its geographical location on the Black Sea and the extent of its maritime borders, as well as the prospect of exploring the Black Sea, the development of maritime transport navigation, and the natural corridor between Europe and Asia. Therefore, it is important to study the norms and principles of international maritime law that govern the relations between states in the study and application of the world's oceans. International Maritime Law, as a field of international law, is based on its general provisions but has its specific principles. It is from this specificity that the Institute will be engaged in the study of such matters as the equal right of States to the use of the world's oceans, the special jurisdiction of the State over ships flying its flag, and so on.

2. Current and planned research projects

►   Directions in International Maritime Law
►   Analytical study of the current events in the Black Sea basin, taking into account the growing interest of Western organizations, and development of their visions and analytical conclusions on this topic.
►   International, regional and local scientific conferences,
►   Workshops and Round Tables;

Architecture Research and Design Bureau

1. Priority research directions

The Mtkvari is an important urban development factor that has an impact on the restoration and development of Tbilisi. The historic districts of the city are the strongest area of visitor attraction and the exploration of the potential of the tourist infrastructure spaces. The need for professional scientific-research work is on the agenda. Therefore, summarizing the results of this study will provide the basis for creating a holistic model with a specific urban concept, project proposals and appropriate investment planning. It is planned to present a holistic model for the urban and architectural services to the Tbilisi Municipality structures.

2. Current and planned research projects
►   Effective architectural design and urban planning in the conditions of new economic realities;
►   Prospects for the development of tourist infrastructure in terms of historic development.
►   The river in the historic city as a determinant of tourist infrastructure. New Realities

Research Center for Migration and Diaspora

1. Priority research directions

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Migration has increased significantly around the world in recent times. Over the years, borders between countries have become more and more invisible. People are given the opportunity to study and work in different countries of the world. The employment market, like the education market, has become global and people no longer have to make choices based solely on the conditions of the labour or education market in their homeland. The home education system and employers even have to compete with the rest of the world to get the best staff and reach a higher level of productivity. However, one issue is the benefits for employers and employees and the other is how beneficial migration is for the development of the country. Thus, realising the importance of migration to the development of the country's economy, the Center is engaged in the study of migration issues such as the impact of migration on the country's economy; Covid-19 and labour migration; the impact of migration on demographic processes; migration processes and family ties; research on the intellectual and economic potential of the Georgian Diaspora**.

2. **Current and planned research projects**

- ► Impact of migration on the country's economy;
- ► Covid-19 impact on labour migration;
- ► Migration and trafficking;
- ► Visa liberalization and migration management;
- ► The relationship between migration and development;
- ► Influence of psychological factors caused by migration on the society;
- ► Migrant integration and reintegration processes in Georgia;
- ► Potential for circular migration and its development opportunities;
- ► Impact of migration on demographic processes;
- ► Migration processes and family ties;
- ► Impact of migration on the development of children and adolescents left without parental supervision;
- ► Labor migration and the rights of labour migrants;
- ► Educational migration processes and opportunities for reintegration;
- ► Impacts of migration on certain age groups and their rights;
- ► Professional development factors in diaspora groups;
- ► The potential of diasporas in terms of economic development of different countries;
- ► Research on the intellectual and economic potential of the Georgian Diaspora;
- ► The importance of diaspora involvement in the country's economy.

Scientific-research for Multifunctional research

1. **Priority research directions**

This unit is interested in the ways to identify and solve Small and Medium Business problems. In particular, the Center includes a business accelerator, a business problems platform and an integrated communication and information network. After registering a business (mostly small and medium) on the Business Problems Platform, an application to solve the problem they are facing is placed on the platform. Groups of experts registered on the platform post their proposals on the platform to solve business problems. Businesses are given the opportunity to select the most acceptable proposal for them and sign a contract with experts. Upon receipt of an offer from the East European University by the business, the university experts (with the participation of doctoral and postgraduate students) will have access to the accelerator and the multifunctional equipment

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necessary to address the issue while working out the problem. The presented system is innovative and creates great opportunities for a comprehensive discussion regarding the problem and obtaining an effective result.

2. **Ongoing and planned research projects**

► "Innovative system of irrigation water supply to the mountainous villages of Georgia,"
► "Opportunities for Green Economy Development in the Mountainous Regions of Georgia".
► Multifunctional Laboratory - Platform and Network for Business Innovation Solutions

During the reporting period, EEU organized and / or held 50 scientific conferences, workshops and seminars, including 12 international scientific conferences, published conference proceedings and released a number of university publications, funded local and international staff research activities, and attracted funds from international foundations. As well as this, EEU implemented a number of scientific projects, funded internal university science grant competitions, conducted the first large-scale labour market research in Georgia in relation to educational programmes, carried out in cooperation with three HEIs, increased the number of library scientific research facilities; EEU initiated local and international scientific projects; a number of trainings were conducted to improve scientific research skills and updated modern international scientific electronic databases. In order to achieve all these, EEU hired qualified and experienced scientific staff, including foreign staff, and a network of partners for scientific research activities has been set up and expanded . (**See Annex 6.1.1**)

The progress of EEU during the reporting period and the high number of scientific research activities carried out at the University in 2015-2020 should be mentioned. Particularly noteworthy is the abundance of scientific activities, as well as the increase in the number of international projects and international staff involvement, and the development of **research infrastructure**. This indicates the University's efforts to develop both research potential and quality in research activities, including the following:

The number of scientific conferences held from 2015 to 2020 has increased 8 times, the number of grant projects has increased 6 times, the number of accessible international library scientific databases has increased 4 times, the **number of publications by the university has increased 4 times. The bilingual scientific journal "Collection of Scientific Papers" (ISSN 2667-9019)** is published. The editorial board of this journal consists of a team of Georgian and international scientists and international reviewers are also invited. **The scientific journal is published in print and at the same time, its e-version is uploaded   on the University website** https://journals.eeu.edu.ge/index.php/collection-of-scientific-papers/index; here   full Information about the journal is posted; it is possible to submit papers from the website.

It is noteworthy that with the support of the administration, personal profiles of the academic staff were created on international scientific portals - "**Google Scholar"** and "**Orcid**" where their scientific papers were uploaded and information related to research activities was posted in English.

Large-scale and significant work carried out at the University to develop research infrastructure is noteworthy. In particular, a separate building (994 sq.m.) was built on the new campus for research centres and laboratories. Innovations in the teaching-learning process are especially important. In

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this regard, the **Clinical and Practical Skills Development Center** established at the Faculty of Healthcare Sciences stands out. This centre, together with various laboratories, includes a room of anatomy, which houses a multifunctional interactive anatomical table, which allows studying 11 systems of the body in **3D format** (anatomical, histological, pathological, radiological, traumatological, endoscopic and In other directions).

By means of this innovative device, training is conducted in the 3D format on the big screen and at the same time, an internal continuous internet connection is made to the touch (**smart) boards** in other rooms, which makes it possible to conduct teaching in all directions at the same time. Also, the table can create not only static but also moving images, for example, it is equipped with an animated model of the heart which simulates the natural heartbeat and allows the "throbbing" heart to rotate from different sides and be seen in different angles.

The radiological mode of the table allows the generation of **computed tomography (CT) and magnetic resonance imaging (MRI) image**s of different segments of the body while the endoscopic training mode allows students and teachers to view the cavity of organs, such as the esophagus and stomach through a simulation camera.

Also, the table can simulate the **carving of corpses which** allows students to study various aspects of systemic, **topographic and regional anatomy.** The powerful anatomical table programme is also equipped with traumatological and orthopedic imaging training applications, which provide the digital simulation of previous surgical planning of bone and damaged areas reconstruction or prosthetics in case of fractures and injuries.

Through the anatomical table, in addition to visually demonstrating tissues, organs and their systems in different modes, it is possible to make sensory text-markings and captions on the table surface in parallel with the image on the screen.

The multifunctional interactive table also allows students to test the knowledge gained through various types of questions, tests and quizzes loaded into the programme. It is also possible to constantly replenish and update the existing stock of questions.

This device starts functioning in the spring semester and significantly develops the educational process.

It can be claimed that the University's efforts to provide a comfortable and high-quality environment for research activities can be clearly seen.

As has already been mentioned, during the period from 2015 to 2020, significant progress has been made in the direction of research activities. To illustrate below, we present diagrams showing the growth dynamics of scientific conferences, workshops, grants, and university publications.

Diagram 6.1.4. Conferences and Workshops

EAST EUROPEAN UNIVERSIT RECTOR'S SIGNITURE: /Davit Cherkezishvili/
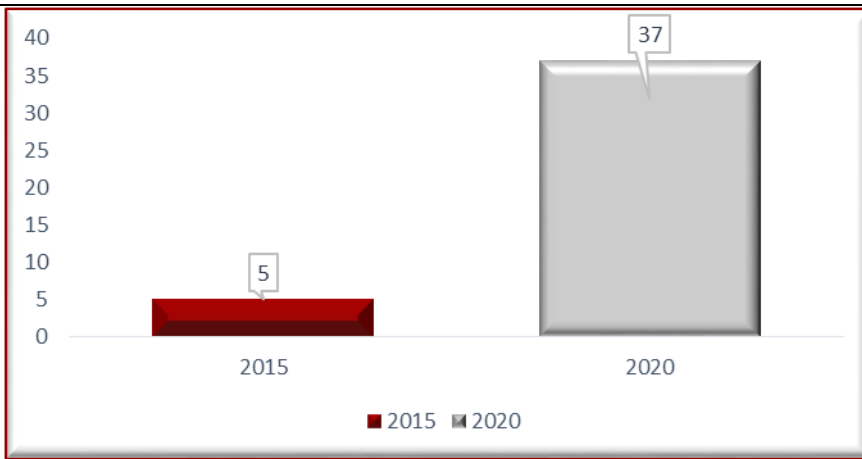
Diagram 6.1.5 Grants.   **Diagram 6.1.6 University Publications**
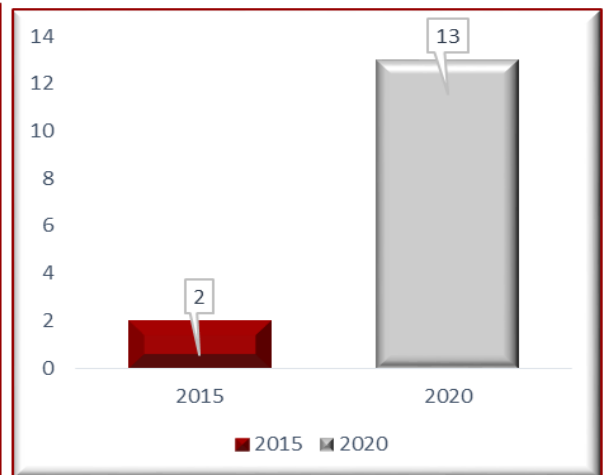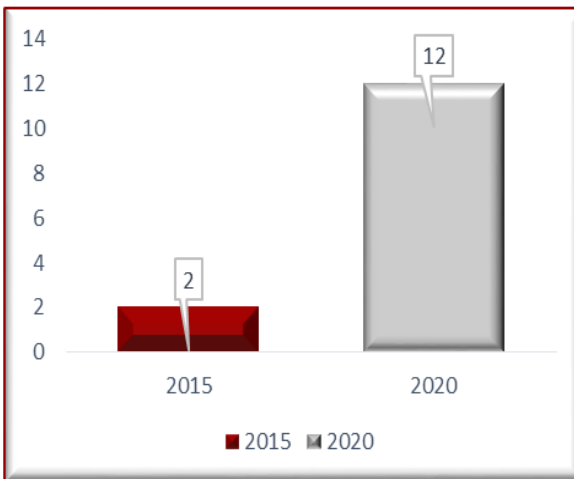
Institutional research activities are significant. However, from the current projects, we will single out only a few:

Ongoing research funded by the British Council on **"Racism and Ethnicity in Wider Europe and its Impact on the British Council"**. The project aims to investigate issues related to racism in 15 countries of the Wider Europe region (Bosnia and Herzegovina, Montenegro, Georgia, Northern Macedonia, Israel, Turkey, Ukraine, Albania, Armenia, Azerbaijan, Kazakhstan, Kosovo, Russia, Serbia, and Uzbekistan). As well as this, this project promotes the research and analysis of existing concepts of ethnicity, facilitating the work of staff working on ongoing processes of the British Council across Europe.

Another project is the ongoing joint research –**Research on the Practice of Teaching and Learning in Georgia-**conducted by East European University (EEU), Ivane Javakhishvili Tbilisi State University (TSU) and International Institute for Education Policy, Planning and Management (EPPM) "

An innovative scientific project for agricultural development - **Innovative system of irrigation water supply to the mountainous villages of Georgia-** designed for villages and areas without running water and irrigation system and provides water from rivers without electricity, as well as introduces

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network planning and regulated water supply.

For more information regarding the planned and ongoing research projects, see Annex 6.1.1.

PhD Studies

It is noteworthy that significant changes have been made in EEU to develop and support the educational process at the doctoral level. In order to support research and doctoral students, a special structural unit **Doctoral Research and Development Center** was established **(see Annex 2.1.1. University structure and Annex 1.1.1. University Statute),** which aims to develop the teaching-learning-research process at the university and to ensure compliance with the international ethics standards of doctoral research.

Also, the regulations of the Doctoral Studies and PhD Dissertation Council have been updated and the minimum standard for doctoral studies has been created (see Annex 3.3.3.) The "Guide for PhD Students" [https://eeu.edu.ge/sample-page-2/legal-guideline/?lang=en/] has been refined and updated. The functions and responsibilities of the doctoral student's supervisor were described. **(See relevant information in Annex 3.3.3)**

In 4.2 of this self-evaluation report it has been described that the workload of the academic staff provides effective and quality management of doctoral dissertation projects.
The doctoral programmes of the university have been operating since 2016 and up to date, 3 doctoral theses have been defended **(See Appendix 6.1.4. Synopses of doctoral dissertations defended during the last 2 years)**

It is important that the Center for Doctoral Research Development is actively involved in the process and has conducted several webinars; leads two research projects, has made significant contributions to the process of updating doctoral regulations, and has worked with the Quality Assurance Service in the format of a group working on **teaching and learning strategies.** eeu.edu.ge/eeu/juriduli-nnobari/] Also, with the support of the Center, a paper of a PhD student from the programme of Business Administration was published in the **International Atlas of the University of Minnesota (USA)** (http://atlas-tjes.org/index.php/tjes)

It should be noted that EEU has a high standard of evaluation and defense of the dissertation through open, transparent and fair procedures and the involvement of highly qualified academic and scientific staff in these processes (**see Annex 3.3.3).**

Evidences/indicators
- ► **Annex 6.1.1**. Report on the research activities of EEU in 2015-2020;
- ► **Annex 6.1.2.** Information on cooperation with economic agents
- ► **Annex 6.1.3**. Research Activity Strategy of 2019-2025;
- ► **Annex 3.3.3.** Rules for evaluating planning of the scientific-research component of the doctoral program
- ► **Annex 6.1.4**. Synopses of doctoral theses defended at the University for the last 2 years
- ► **Annex 1.2.1**. University Strategic Development Plan (2019-2025).
- ► **Annex 1.2.2**. University Action Plan (2019-2021)
- ► **Annex 2.1.1**. University structure

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► **Annex 1.1.1**.University Statute
6.2.**Research support and internationalization**
➢ HEI has an effective system in place for supporting research, development and creative activities.   ➢ Attracting new staff and their involvement in research/arts-creative activities.   ➢ University works on internationalization of research, development and creative activities.

Description and assessment

As has already been mentioned, one of the main priorities of the University is to support scientific research activities. In order to increase the scientific-research productivity in the university on a regular and permanent basis, support mechanisms have been introduced to support the research activities. The purpose of these activities is to support and encourage the following:

- ► **Stimulating and encouraging the scientific activities of young researchers and academic staff;**
- ► **Supporting the participation of students and academic staff in international and local research activities;**
- ► **Facilitate the publication of research results in academic journals and / or international publications for academic staff and young scientists;**
- ► **Improving research skills for the implementation of research projects;**
- ► **Support for applied research, doctoral and master's degree projects submitted to national and international scientific foundations;**

The University consistently and systematically supports the development of staff research activities. For this, various relevant mechanisms have been developed and successfully implemented (**see Annex 6.2.1. Research Support Mechanisms** Research Funding Rule; The rules for financing student activities)

It should be noted that a special bonus system for financial support of scientific research activities was introduced at EEU in 2019 and the system has already been used by **78 academic staff**, and more **than 25 academic** staff benefited from the research activities, more than 45 student projects were funded. According to internal research conducted at the university, one of the challenges was the **low degree of awareness** of staff about the support mechanisms, as a result of which the university carried out several activities regarding the dissemination of the mechanisms. This continues in the current period as well.

Funding for research activities is diversified. The research is funded by various sources. Namely, by
- ► **University Scientific Research Budget;**
- ► **Funds raised from various scientific foundations for grant projects;**
- ► **Foundations of non-governmental organizations and international organizations;**
- ► **Revenues from the commercialization of surveys.**

The amount of the university budget for 2015-2020 concerning the scientific research is increasing from year to year. Accordingly, the funded projects and activities are also increasing.

The difference regarding the research activities between the figures describing 2015 and 2020 in terms of the budget should be pointed out. iFor instance, **336,000** GEL was allocated from the budget to support research activities in the 2020 academic year, and only 30,000 GEL in 2015. The research budget also includes funding for internal grant projects - **130,000** GEL; There is a separate

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budget for equipping laboratories - **190,000** GEL, for digital equipment 290,000 GEL; By 2020, the staff under the bonus system funding received GEL 108,300, whereas this funding model did not exist in 2015, and in 2015, support for research activities amounted to GEL 4980; The number of grant projects funded by the University has increased almost 10 times, the income from scientific grants has increased almost 3 times. Under the 2020 figures, university and academic staff publications were funded with GEL 29,540. Local, international and student scientific conferences were funded by 79854 GEL. The financial indicators in 2020 are different from the funding indicators allocated for scientific research in 2015. Particularly noteworthy is the funding rate for the development of research infrastructure, which is more than 400 000 GEL.

To illustrate the significant progress made during the reporting period, we present the following diagrams: Staff Support-Financing, Bonus System, Revenue from Scientific Grants, Cash Funding for Grant Projects and Publications, Internal Grant Projects, and Information on Grant Projects.

Diagram 6.2.1. Support for staff research activities — including the bonus system

Year	Amount
2020	138,170.00
2015	4,980.00
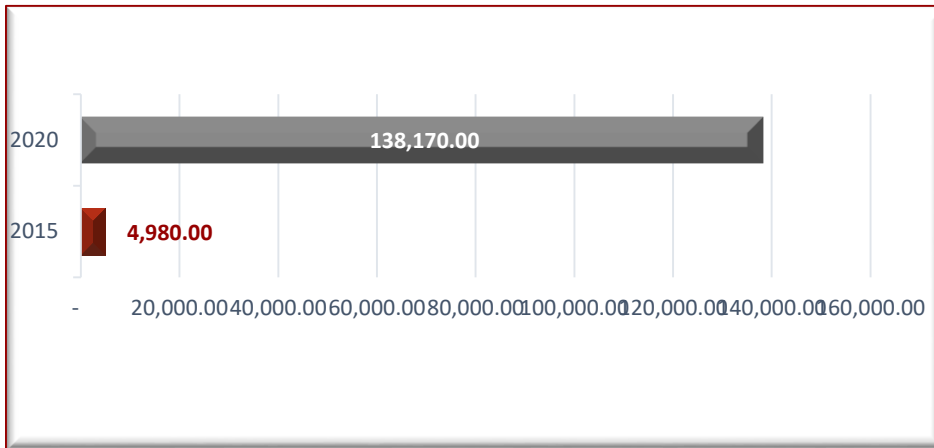
Diagram 6.2.2. Amount of funding for grant projects by EEU

Year	Amount
2020	45,624.00
2015	3,900.00

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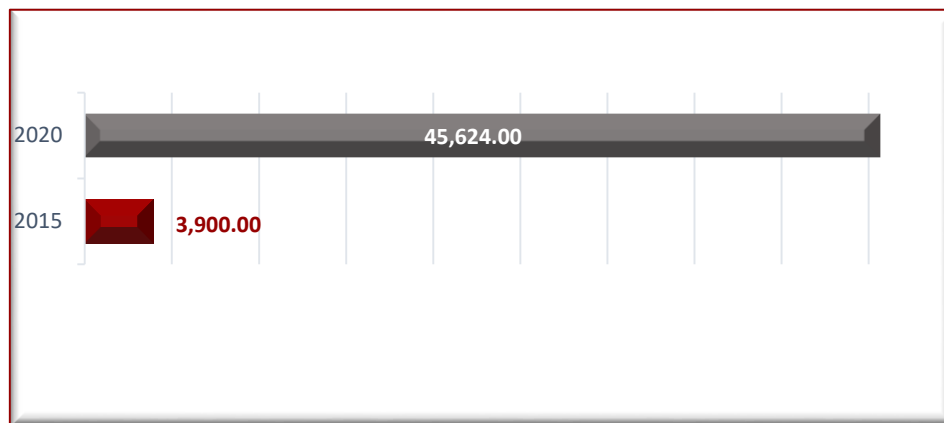
Diagram 6.2.3. Income received from grant projects by EEU

Year	Value
2020	156,066.00
2015	48,730.00
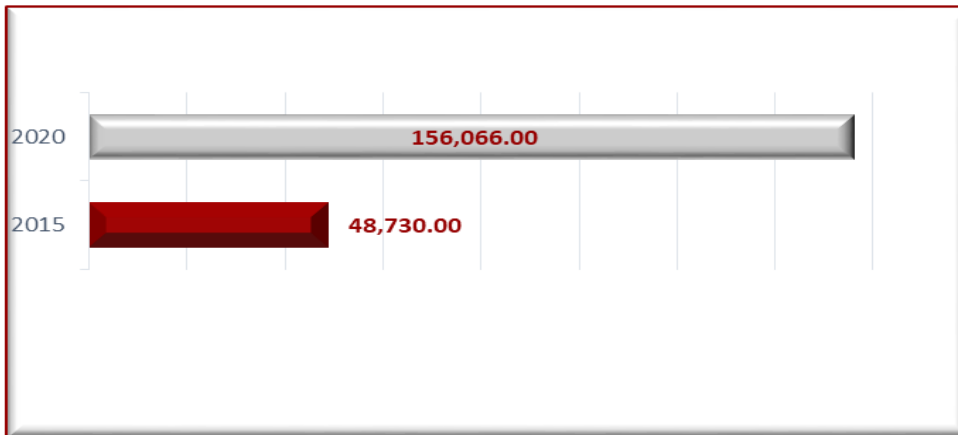
Diagram 6.2.4. The amount of money spent on publications

Year	Value
2020	29,540.00
2015	6,900.00
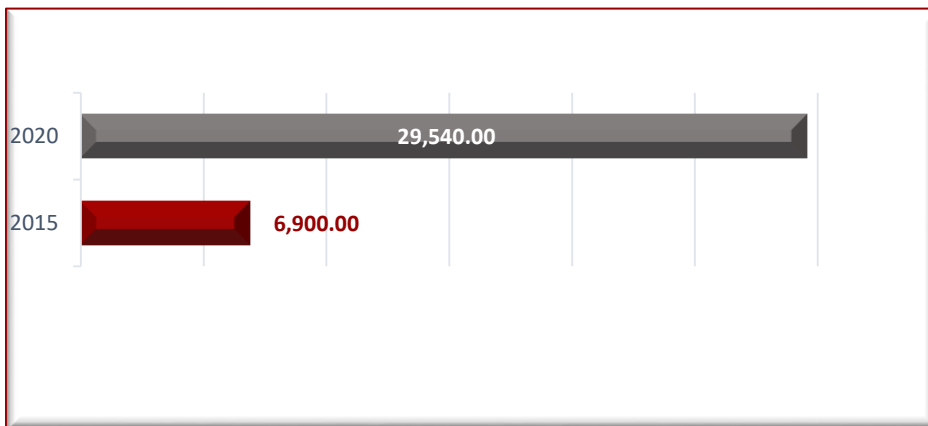
Diagram 6.2.5. Funding for internal grant projects

Year	Value
2020	108,500.00
2015	5,460.00

EAST EUROPEAN UNIVERSIT RECTOR'S SIGNITURE: /Davit Cherkezishvili/
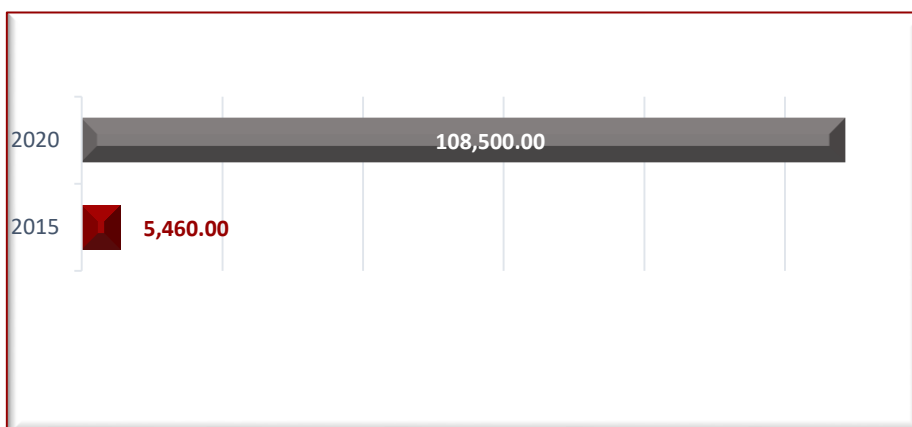
Diagram 6.2.6. Scientific conferences, workshops, seminars

2020	138,954.00
2015	8,200.00
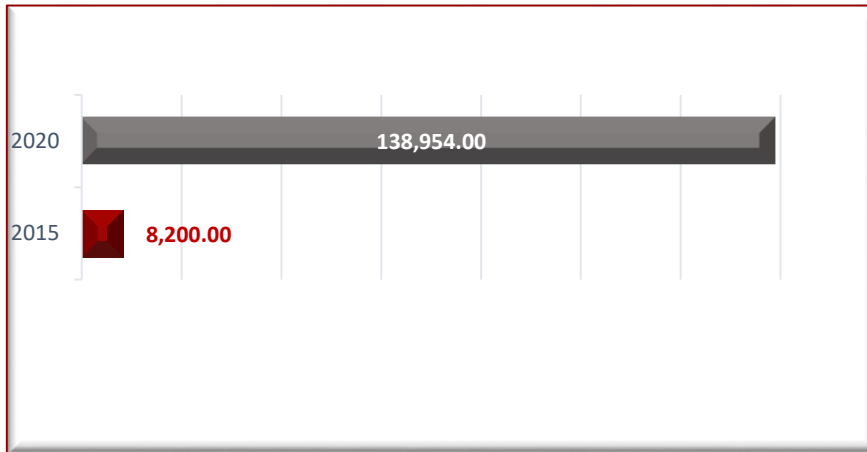
The data reveal that the University is actively using various models of financial support depending on the specifics of the research activities.

In addition to supporting other areas, the University promotes staff development both at the **individual and at the Department levels** and through development training: research-related legal issues, funding sources, grant application preparation, evaluation and submission, and publication in international databases. At the same time, **the University promotes effective administration of grants and is always ready to assist researchers.**

It should be noted that the strategy for the development of scientific-research activities of the University for 2019-2025 envisages enhancing the quality of scientific research, integration of scientific research in the teaching process; enhancing the students' scientific potential and promoting interdisciplinary research. Relevant activities are determined for the implementation of these strategic tasks, indicators and targets are set.

Internationalization of research

The University has carried out significant work regarding the internationalization of research in 2015-2020. During this period it has partnered with more than 30 international universities, held more than 15 international conferences and workshops, joined more than 10 international organizations, including the European Universities Association **(EUA),** obtained ERASMUS + 6 grants, four grants from **the US Embassy in Georgia** and one from **the British Council**. EEU actively collaborates with international foundations, including the Ebert Foundation, the European Law Organization **(EPLO**), the European Law Association (**ELFA**), and the World Education Services Organization (**WES, USA**); the UK Researchers Potential Implementation Program (**Vitae**), the International Association for Medical Education (AMEE), the World Health Organization (**WHO)**, the United Nations Global Contact Network (UN Global Contact); Association of Medical Schools in Europe (**AMSE**), Member of the Medical Council of India (MSI), International Network of Black Sea Universities (**Univer-Sea**).

The implemented projects were also implemented with foreign researchers from the universities of Grenoble, Alicante, Naples, Middlesex who were invited to the University Doctoral Research Center.

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The University has implemented up to 10 international research projects, including projects funded by science grants from the British Council, the US Embassy, and the Friedrich Ebert Foundation. The latest American textbooks have been published in Georgian (Pearson Education, Inc.): "**Entrepreneurship for a Successful Start-up**"; "**Operations Management, Processes and Supply Chain**"

The University continues to work actively in the direction of internationalization. Among them is the ongoing joint project "**Multifunctional Laboratory - Platform and Network for Business Innovation Solutions**" - East European University, Prague University of Finance and Administration (Budapest Entrepreneurship Agency (Enterprise Agency), Lodz University (University of Lodz) and the University of Žilina, Slovakia - The application is submitted to the grant competition of the Visegrad Countries Science Foundation, where the project passed the first stage successfully.

Also, at the Embassy of Austria, the project "Opportunities for Green Economic Development in the Mountainous Regions of Georgia" was submitted to the competition announced by the programme GRETA. The programme is funded by the Austrian Development Agency (ADA) and the Swedish International Development Agency (SIDA).

A number of university researchers are actively conducting scientific research with the support of national and international scientific foundations, and for some, it is a priority in the current plans.

Since 2015, the number of international papers authored by the University academic staff has increased 3 times, the number of foreign staff involved in the University's educational programmes has increased 7 times, the number of partner international universities has increased 9 times, the number of partner international organizations has increased 10 times: the number of ERASMUS + grant projects increased 6- First, the number of international research projects has increased 11 times.

See. The diagrams below:

Diagram 6.2.7. International partners / organizations

EAST EUROPEAN UNIVERSIT RECTOR'S SIGNITURE: /Davit Cherkezishvili/
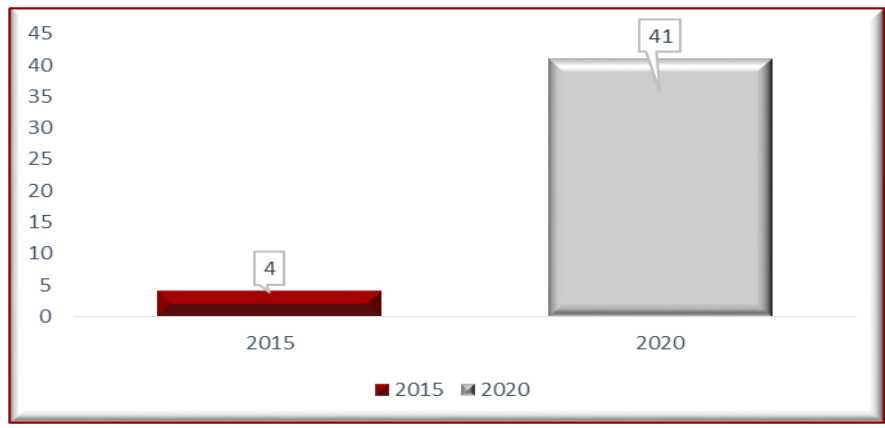
Diagram 6.2.8. Number of international staff
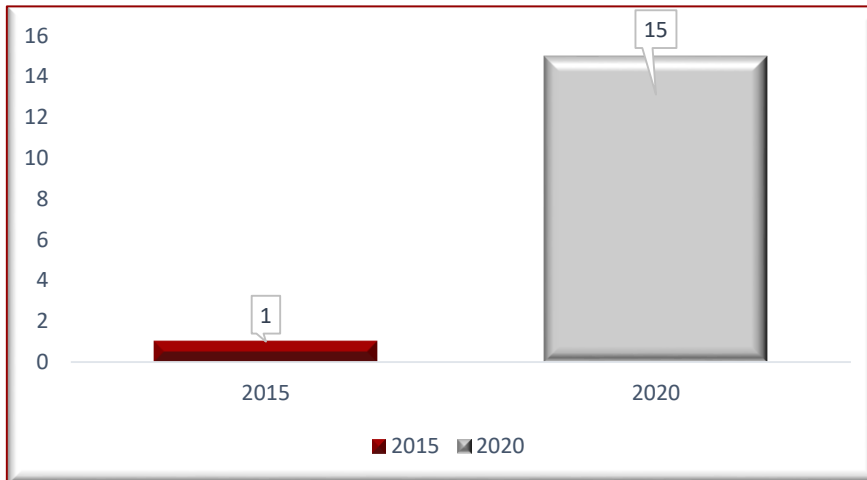
Diagram 6.2.9. International Scientific Conferences and Workshops
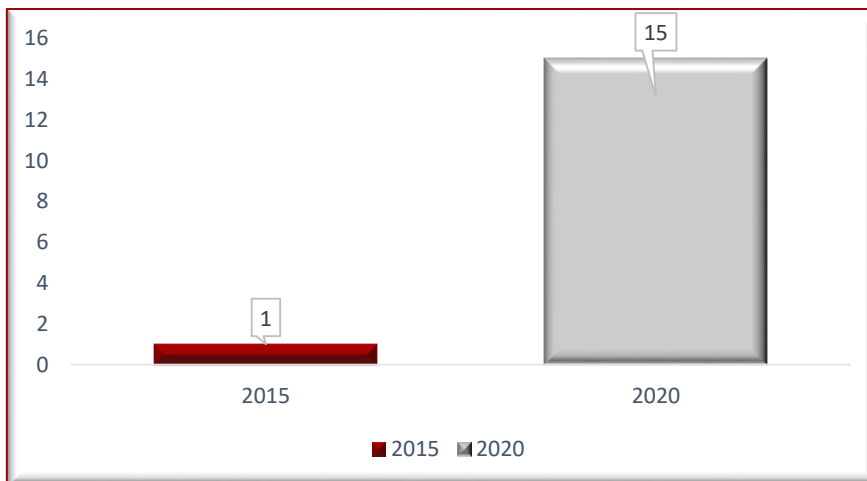
It should be noted that the strategy for the development of the University's scientific research activities for 2019-2025 envisages raising the awareness of the University in local and international scientific circles and internationalization of research.

As already mentioned, the evaluation of research activities is one of the internal quality assurance mechanisms for the implementation of which internal research is conducted.

See Diagram 6.2.10. Evaluation of research activities by the programme implementing staff

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Bar chart with categories:

Category	Partly agree	Fully agree	I don't know/I cannot evaluate
University encourages joint international research	5.5%	71.2%	23.3%
University encourages the internationalization of research	9.5%	75.7%	14.9%
University research and development mechanisms	12.2%	71.6%	16.2%
University encourages research activities	12.2%	71.6%	16.2%

Legend: • I don't agree • Partly agree • Fully agree • I don't know/I cannot evaluate

See Diagram 6.2.11. Evaluation of students' participation and access to research projects and activities

Category	agree	Fully agree	I don't know/I cannot evaluate
University encourages students' inclusion in research projects	16.46%	45.73%	24.39%
University encourages students intiatives	11.59%	50.00%	21.34%
Students have support of professors (group and ind. consultations)	15.85%	52.44%	13.41%
University holds conferences	17.68%	45.73%	17.68%

Legend: • I don't agree • agree • Fully agree • I don't know/I cannot evaluate

The above discussion revealed that a support system for research activities, including the internationalization of research, has been successfully implemented at East European University.
In addition, it is important to note that important projects implemented during the reporting period to support the recruitment of new staff in research activities are supported by relevant activities in the University's 2019-2025 research development strategy.

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Evidences/indicators

- ► **Annex 6.2.1.** Research support mechanisms
- ► **Special bonus system for financial support of scientific-research activities;**
- ► **Rules for financing student activities;**
- ► **Rules for financing research activities**
- ► **Annex 6.1.3.** Strategy for the development of scientific-research activities of the University for 2019-2025
- ► **Annex 1.2.1.** University Strategic Development Plan 2019-2025.
- ► **Annex1.2.2.** University Action Plan 2019-2021
- ► **Annex 2.1.1.** University structure
- ► **Annex 1.1.1.** University Statute

6.3. Evaluation of Research Activities

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

Description and assessment

As already mentioned, the University has updated the Regulations for Assessing Research Activities and Academic Staff Productivity (see Annex 2.2.1. Quality Assurance System Annex **4.1.6 Rules for Assessing the Scientific and Academic Performance of Academic and Invited Staff; Annex 2.2.2 2019-2020 Report Results of the use of quality assurance mechanisms - relevant information).**

Evaluation of the quality of research at East European University is carried out at the level of the academic staff on the one hand and faculty and university on the other. The mechanisms for evaluating the scientific research activities introduced at the University include analyzing and evaluating the results and making decisions based on them for further improvement.

The research activity evaluation system assesses both the scientific productivity of the staff and the quality of the activity. Assessment is performed at the end of each academic year and is based on quantitative and qualitative indicators.

At **the individual level**, the evaluation of the quality of the research of the academic staff is carried out in accordance with the rules of evaluation of the scientific-research and academic activities of the EEU staff. Using the annual self-assessment report of the academic staff scientific-research activities. **(See Annex 4.1.6.)**

The following indicators are used to evaluate the scientific-research activities of the staff:
A) number of scientific-research activities;
B) Productivity of scientific-research works.

The number of published works and includes the following activities:

- ► Preparation of a monograph;
- ► Preparation / participation in a collective monograph;
- ► Preparation of the textbook;
- ► Preparation / participation in the collection of scientific works;
- ► Scientific articles published in a peer-reviewed journal;
- ► Scientific articles published in Impact Factor Journal:

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- ► Scientific articles published in foreign journals;
- ► Scientific articles published in the collection of scientific works;
- ► Preparation of scientific-popular papers;
- ► Articles or abstracts in the collection of materials of scientific conferences, symposia, seminars;
- ► Preparation of educational-methodological papers;
- ► Removal at scientific conferences and other scientific events;
- ► Participation in national or international scientific conferences (symposium, seminar);
- ► Organization of scientific events (scientific seminar, round table, scientific-methodical seminar, public lecture, workshop, exhibition, etc.);
- ► Organization of students' scientific activities (conference, project);
- ► Editorial activities (monograph, textbook, collection of scientific papers, editing of scientific journals, membership of the editorial board, membership of the editorial board), etc .;
- ► Review activities (review of articles, monographs, textbooks, collections of scientific papers, scientific journals, doctoral / master's thesis;
- ► Supervision of master's thesis;
- ► Supervision of doctoral dissertation (in case of invitation to another HEI or joint doctoral dissertation);
- ► Membership in the scientific community;
- ► Participation in a funded scientific project / projects;
- ► International scientific cooperation;

Productivity of scientific-research works - refers to citation and Hirsch (h) indices, about which the university receives information from the library consortium, on the request of the university. This includes the following indicators:
- ► Number of citations;
- ► Citation (google scholar) (g);
- ► Citation (web of science) (g);
- ► Citation (Scopus) (g);
- ► Citation (google scholar) (h);
- ► Web citation (web of science) (h);
- ► Citation (Scopus) (h);

The annual evaluation of the scientific-research activities of the academic staff is provided by the use of the annual report of the scientific-research activity of the academic staff.

The self-assessment report of the scientific-research activities is submitted by the academic staff at the end of the academic year to the Scientific-Research Development Department. Confirmation of the activities indicated in the self-evaluation report by the academic staff is mandatory.

The academic staff is obliged to carry out the scientific activities defined in the annual report of the research activity and to accumulate the minimum number of points determined every year.

The self-assessment report submitted by the academic staff at the end of the year is reviewed by the Scientific Research Development Department and submitted to the Quality Assurance Service for use as a result of validated results in the annual evaluation process and for final review results.

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The scientific potential of the academic / scientific staff is determined by a special formula, the scientific productivity of the academic staff is assessed by a 5-point assessment system, and the assessment range for the final purposes is presented as follows.

Low	High	Highest
0-2	2.01-4	4.01-5

The Quality Assurance Service cooperates with the Scientific Research Development Department in the process of planning and implementing the steps to address the causes of the present outcomes and the steps required to correct them.

To monitor and evaluate this issue, the Dean of the Faculty is responsible for preparing a report regarding the results of the research, which should record the activities already carried out to respond to the identified results, as well as a future activities in this respect.

The quality assurance service monitors the implementation of the planned activities for a response, while the scientific research activities are monitored by the Scientific Research Development Department.

Based on the ranking of the results of the annual evaluation of the scientific research and academic performance of the academic staff, the University encourages the staff with the best results using different mechanisms.

The **Faculty's** annual report is used to evaluate the faculty research activities, which includes information about the research conducted at the faculty as well as the planned projects. The Faculty report is initially reviewed by the Faculty Council and, by the decision of the Faculty Council, is submitted to the Research and Development Department. After processing and analysis, the Department sends it to the Quality Assurance Service as an annual research performance evaluation report. The report of 2019-2020 years regarding the results of the use of quality assurance mechanisms (**see Annex 2.2.2.**) summarizes the evaluation of the research conducted on behalf of the University, as well as the implementation of research activities described (if any) in the strategic and action plan. The Monitoring Group for the Implementation of strategic and action plans provides information to the Quality Assurance Service on the scientific activities carried out during the year. The Department of Financial and Material Resources Management provides information to the Quality Assurance Service on the funds allocated and utilized for research activities during the year.

The mechanisms and procedures for evaluating the research activities described above have been successfully implemented by 2020 at the University**. (See relevant information in Annex 2.2.2)** EEU is currently actively working to move the evaluation system to a fully electronic portal and to refine the mechanisms for responding to evaluation results.

The results of the evaluation confirmed that EEU has made significant progress at both the individual and institutional levels. It is clear from past practice that the higher the level of support and development, the higher is the research productivity of the university staff. Evaluation of staff research and academic performance also revealed that the combination of mechanisms plays an

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important role in the development of research potential. It should also be noted that the improvement of the research potential/productivity assessment mechanisms of the academic staff is one of the tasks of the University's research strategy in 2019-2025, for the implementation of which the relevant activities are determined and performance indicators and targets are set.

Evidences/indicators
- ► **Annex 2.1.1**. The organizational structure of the university;
- ► **Annex 2.2.1**.University Quality Assurance System of the University
- ► **Annex 1.1.1**. University Statute;
- ► **Annex 1.2.1**. University Strategic Development Plan of seven years_;
- ► **Annex 1.2.2**. University action plan of 3 years
- ► **Annex 4.1.6**. Rules for evaluation of staff scientific-research and academic activities;
- ► **Annex 6.1.3**. Strategy for the development of scientific-research activities of the University for 2019-2025

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

Strengths
▪ Experience in organizing international conferences;
▪ Growing number of international partners;
▪ Qualified academic/scientific staff;
▪ Optimal ratio of affiliated and academic staff to students;
▪ University Scientific Journal
▪ The support mechanisms for scientific-research activities
▪ Access to international scientific library databases
▪ Experienced administrative staff
▪ Support for research activities
Areas for improvement
▪ Number of students involved in research projects
▪ Index of internationalization of studies
▪ Commercialization of research
▪ Number of publications in journals with high impact factor

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7. Material, information and financial resources

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

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

Description and assessment

As already mentioned in the present self-evaluation, the East European University has made significant progress during the reporting period, including the results achieved in the field of infrastructure development. In particular, as of 2020, 2 (two) buildings are legally owned by EEU. 1 (one) building is located at the address N4 Shatili st, Tbilisi, Georgia. This building is temporarily owned by the University based on a lease agreement (cadastral code: 01.12.03.005.008), and 1 (one) new campus, consisting of 1 (one) main building and three ancillary buildings located at N6, Irine Enukidze street, Tbilisi, Davit Agmashenebeli Alley, 12th km. (Cadastral code: 01.72.14.013.102. (See Annex. **7.1.1. Certificate from the Public Register)**

The University started functioning and is still actively using the building on 4, Shatili St with a total area of 4632 sq.m., including the study area of 2664 sq.m., which houses auditoriums, administrative rooms, computer classrooms, small and large conference and rooms, Cafeteria, gym, archive, laboratories and other ancillary areas. According to the measurement plan of the building, the study and auxiliary space are separated. The building has safety norms and is adapted for people with disabilities. This building has already been evaluated in compliance with the authorization standards during the external evaluation in 2019, at the same time the University has taken into account the recommendations in the external evaluation report, as well as the results of internal studies and, based on them, implemented several measures to improve infrastructure, training and work environment.

The University Campus at **the second address is a new campus** built during the reporting period that is owned by EEU. In particular, in 2018, the University, based on an announced tender, purchased real estate from the National Agency for State Property Management for the new campus, after which it made large-scale investments with its funds and with the support of the founding partners. The new campus includes the following buildings: 1. Educational-administrative building, 2. Building for research centres/laboratories, 3. Cafeteria, 4. Sports field; Also, spaces for public events and recreational areas.

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Building a new university campus and providing a modern university environment in it serves the strategic goals of the university, achieves and promotes the achieved results, strives for the best quality realization of the principle and meets the expectations of stakeholders- students and staff - in a demanding and competitive environment.

The new campus[12] of the university has a foyer, recreational spaces, study auditoriums, toilets, library, research laboratories, conference halls, computer classrooms, professors and group workspaces; small and large conference spaces, auditoriums and workrooms, the building also has appropriate space for archives, and ancillary spaces for storage. The new campus building is located in a quiet and cosy place. The yard is planted with natural cover, perennial trees and ornamental plants, which provides a quiet and healthy learning and working environment for students and staff. It is fully equipped with security, a central heating-cooling system, constant cold and hot water, ventilation ducts and fire safety systems. All floors have sanitary facilities, which are supplied with hot and cold water, have ventilation and are provided with lighting, adapted for people with disabilities (sanitary facilities, elevator, etc.). Hygienic-sanitary norms are observed.

The total area of the new campus buildings is 4749.3 square meters. There is a training area of 2165.9 sq.m., a non-training area of 2583.4 sq.m. including the stadium. And the total yard area is 8287 sq. M.In total, the total useful area of the university at both locations is 9381 sq.m., including the study area of 4830 sq.m.

As already mentioned, the university has achieved infrastructural development at a fast pace. To illustrate the above, we present the dynamics of the growth of the institution space in the reporting period of 2015-2020.

See the Diagram №7.1.1. The dynamics of EEU space in 2015-2020

Diagram N 7.1.1. **The dynamics of EEU space in 2015-2020**
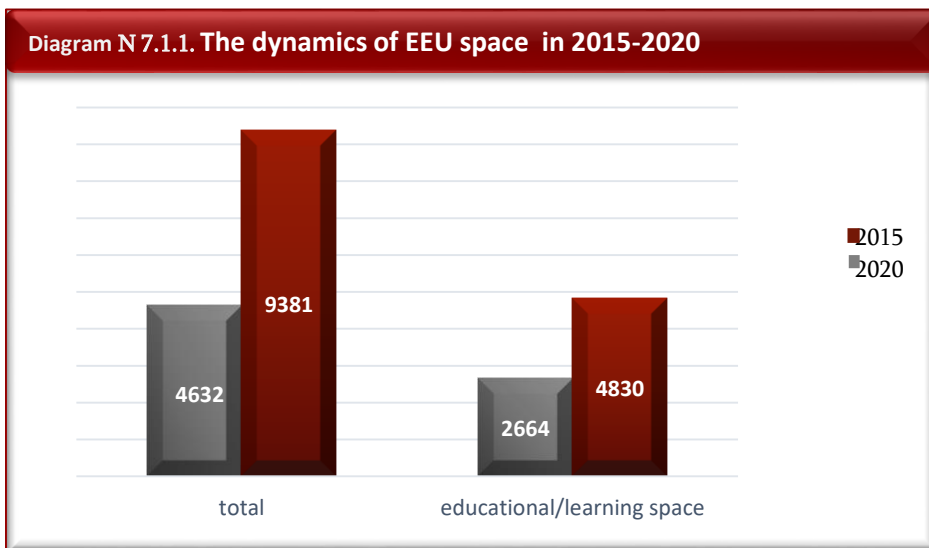
It should be noted that the new campus is a combination of buildings and recreational areas created using the modern architecture, equipped with modern infrastructure and the latest technologies,

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[12] New campus will be open in May, 2021

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which ensures the smooth and high-level implementation of educational programmes and research activities. An ancillary building (Building # 2) is used by the research centres and laboratories, equipped with biometric apparatus and computer equipment, the examination centre and OSCE stations for examinations of the certified medical programme, as well as a separate building are open for students. As well as this, there is a sports/entertainment space which will be used for educational purposes if necessary. In the courtyard, arranged according to modern requirements, students be able to use high-speed wireless internet.

In the building, on 160 square meters, there is a glass orthodontic library (with anteroom) equipped with modern inventory and technologies, which includes a bookcase, a reading hall, a working space for the staff working in the library, and spaces for computer and group work. On the same floor, there are 2 (two) computer classrooms (for 50 students) equipped with the new Lenovo personal computers. High-speed internet is available in the whole area of the building without any restrictions. The auditoriums are equipped with touch digital boards (monitors), as well as so-called smart monitors and projectors. The administrative rooms and the library are equipped with printers, copiers and other equipment. The Document Processing Department is equipped with electric pens, which ensures the simplified use of the electronic case management module (document circulation). The University is constantly providing equipment upgrades and on-demand additions (**see Annex 7.1.2. Movable Property Inventory Materials).**

Significant growth in the number of computer equipment has been observed since 2015. The dynamics of which is shown in diagram №7.1.2

Diagrama N 7.1.2 Computers

■ 2020	178
◪ 2015	71
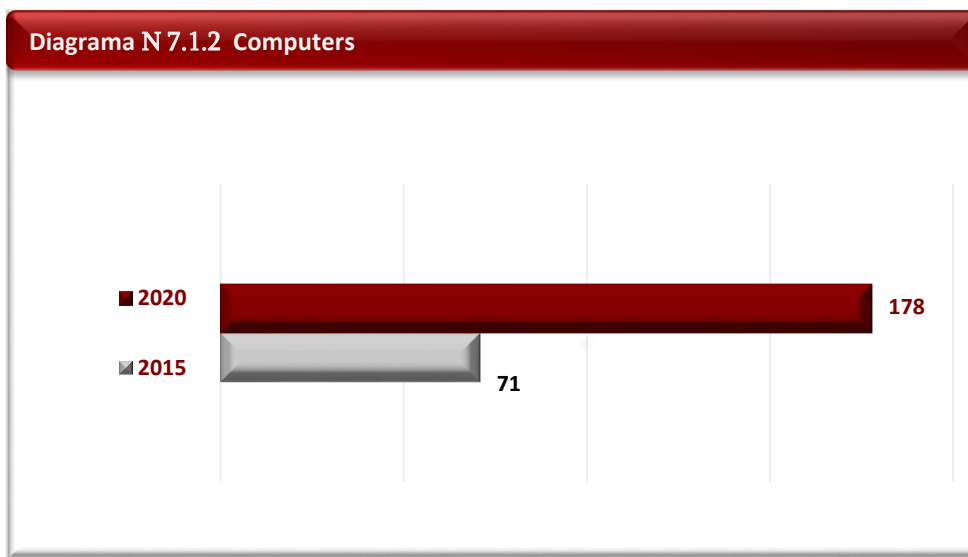
There is also a growing number of other learning equipment (laptops, printers, projectors, smart monitors, etc.) the dynamics of which are also presented in **the Diagram №7.1.3**

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Diagrama N 7.1.3 Other learning equipment
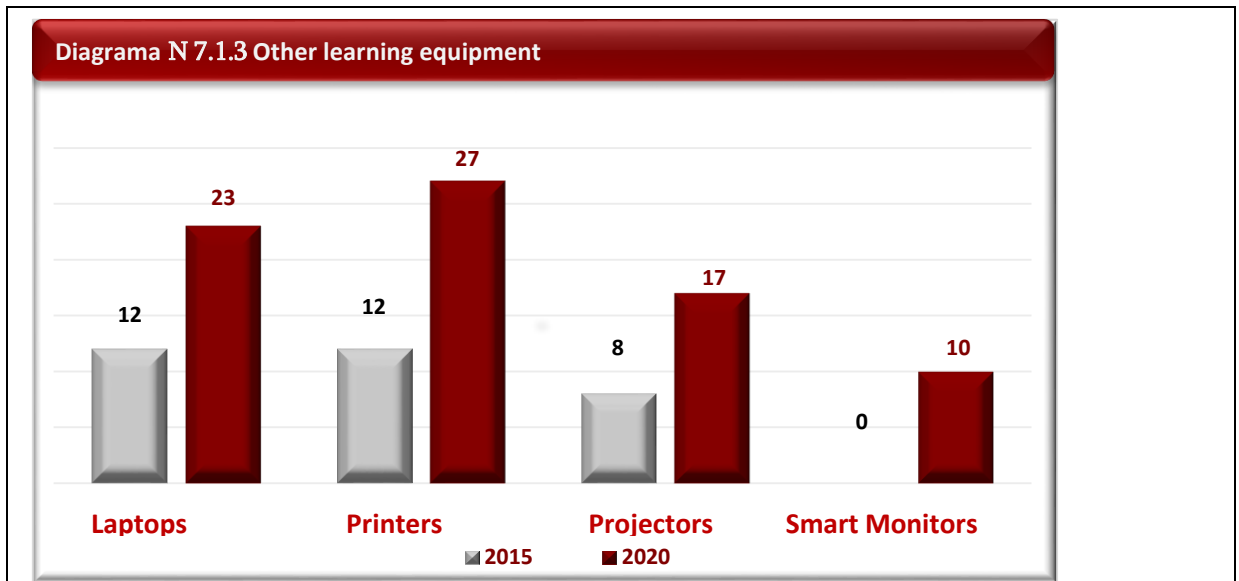
The interior spaces of both buildings used by the University ensure the effective management of the educational and administrative processes. Both buildings have both natural and artificial lighting which ensures the effective conduct of the learning process.

The existing number of rooms at this stage is sufficient to serve the planned contigent of students.

The building has 2 (two) small and large conference halls equipped with central audio systems, monitors and microphones. The large conference room is designed for 100 people and has a room for simultaneous translation.

There are 2 computer classes (4 in total) in each building of the University. Here personal computers are connected to a server through the Internet and are provided with permanent Internet.

The University has laboratories necessary for the effective functioning of the current educational programmes. These include microbiology, biochemistry, histology and cell biology, simulation and anatomy laboratories. It should be noted that Biochemistry, Micro-Biology Laboratories and Clinical Skills Center have been operating in the existing building since 2018 and they are constantly updated, while the Histology and Cell Biology Laboratory will open in May 2021. The University also has an Architecture Research and Design Bureau, a Research Center for Psychology and Neuroscience "Laboratory Z", a simulated courtroom, etc. A building (990 sq.m.) was built on the new campus for research centres and laboratories, equipped with modern and high-tech infrastructure. The University also uses the clinical laboratory bases of partner organizations, with which relevant agreements have been signed for.

the Clinical and Practical Skills Development Center established at the Faculty of Healthcare Sciences stands out. This centre, together with various laboratories, includes a room of anatomy, which houses a multifunctional interactive anatomical table, which allows studying 11 systems of the body in 3D format (anatomical, histological, pathological, radiological, traumatological, endoscopic and In other directions). By means of this innovative device, training is conducted in the 3D format on the big screen and at the same time, an internal continuous internet connection is made to the touch (smart) boards in other rooms, which makes it possible to conduct teaching in all

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directions at the same time. Also, the table can create not only static but also moving images, for example, it is equipped with an animated model of the heart which simulates the natural heartbeat and allows the "throbbing" heart to rotate from different sides and be seen in different angles. The radiological mode of the table allows the generation of computed tomography (CT) and magnetic resonance imaging (MRI) images of different segments of the body while the endoscopic training mode allows students and teachers to view the cavity of organs, such as the esophagus and stomach through a simulation camera.

Also, the table can simulate the carving of corpses which allows students to study various aspects of systemic, topographic and regional anatomy. The powerful anatomical table programme is also equipped with traumatological and orthopedic imaging training applications, which provide the digital simulation of previous surgical planning of bone and damaged areas reconstruction or prosthetics in case of fractures and injuries.

Through the anatomical table, in addition to visually demonstrating tissues, organs and their systems in different modes, it is possible to make sensory text-markings and captions on the table surface in parallel with the image on the screen.

The multifunctional interactive table also allows students to test the knowledge gained through various types of questions, tests and quizzes loaded into the programme. It is also possible to constantly replenish and update the existing stock of test questions.
This device starts functioning in the spring semester and significantly develops the educational process during the pandemic.

The mock courtroom is reserved for students of **the Faculty of Law and Social Sciences. The mock trial courtroom** is equipped similar to the hall of the City Court of Georgia.

In 2019, the Laboratory of the **Design and Research Bureau of Architecture** was set up in East European University building, where computers and notebooks equipped with appropriate software (architectural programmes), a large screen used for presentations and other similar needs, and relevant furniture and inventory are housed. The laboratory continues to operate in the new building and acts as a training-methodological and enterprise base, as well as a space for the scientific-research.

In 2018, the East European University building also housed **Psychology and Neuroscience Research Center, Laboratory Z,** and equipped them with high-tech behaviour and neuro-marketing research equipment. In particular, the laboratory has an eye motion detector, eye movement detector glasses and a polygraph. The laboratory continues to operate in the new building and aims to conduct various types of analytical and scientific work using psychological and biometric tools. EEU employs research to study psychological, cultural, behavioural, political and educational processes, uses scientific practice in education and brings up a new generation of scientists.

In 2019, **The Scientific-research Centre for Multifunctional Research** was established. The need for this centre was due to the need for cooperation between real business, educational institutions, scientific institutes and synchronization of joint research. In particular, the Centre works on the integration of the practical application-oriented applied sciences for the simultaneous collaboration of the client, the performer and other possible users. The Centre has a business accelerator, a business problems platform and an integrated communication and information network. The Centre

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will continue to function in the new training building.

All the buildings of EEU are fully equipped with central heating-cooling systems, constant hot and cold water, ventilation channels, sanitary facilities are located on all floors.

In particular, **the sanitary facilities in the educational building located at both addresses of the University observe the sanitary-hygienic norms, which are controlled by the relevant service in accordance with the rules of the University**. Hygienic-sanitary norms are observed constantly, using appropriate hygienic means. In addition, the toilets are constantly supplied with hot and cold water, have ventilation and are provided with lighting. The sanitary facilities are adapted for people with special educational needs. Considering the capacity, it is important to constantly update the sanitary facilities. For this, appropriate measures are constantly taken.

Both academic and ancillary buildings of the University have a central heating system and are provided with a continuous and alternative source of electricity supply.

Thus, the activities and actions taken in the field of infrastructure development at EEU during the last six years are in line with the University's mission, teaching and research goals and the planned number of students. At the same time, infrastructure development is a top priority of EEU's strategic plan, and with constant investment in infrastructure, the University develops a learning, research, work and recreation environment that promotes the development of the university community and the effective functioning of the organization.

The University has concluded memoranda with internship **providers (see Annex 7.1.3 - Memoranda with internship providers**). However, as mentioned above, the necessary space for practical training, which provides the development of practical skills within the university space, is owned by the University.

The University is constantly monitoring the safety and health of students and staff for which safety and first aid procedures have been developed **(see Annex 7.1.4. Fire safety, medical assistance and law enforcement mechanisms.)** EEU organizes safe evacuation of persons in the building, helps students/staff with special abilities to move around the university building (if necessary); EEU also takes care of the electricity supply and administers medical aid.

The building has fire safety systems. Around the perimeter, in a visible place there are placed fire-fighting equipment and detailed instructions for their use, evacuation plans and indicators, smoke exhaust system and detectors, alarms and fire sprinkler, which, in case of fire, will automatically disperse water to the appropriate location. A slit is placed on the roof the opening of which, in case of strong smoke, ensures the rapid dispersion of smoke from the building. Fire hydrants are installed on all floors of the building, in compliance with the relevant standards and are provided for a fire truck before the building access road. There is also an evacuation exit staircase with a glass door and an independent exit from all floors,. The entire perimeter of the building and the yard are equipped with surveillance cameras with recording storage function. Also, the contracted security guards hired by the University and subordinate to the Department of Security maintain order. All buildings of the University and the surrounding area are guarded 24 hours a day. Security and protection of material values are also provided by the "Living Force" The University cooperates with a company that ensures labour safety. The company has trained all staff in the university administration and provided relevant training to develop skills that will reduce risks in the workplace

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and ensure a high level of occupational safety, as well as respond in an organized manner to avoid possible detrimental consequences. It should also be noted that the relevant staff of the Labour Inspection Service periodically conducts staff training in accordance with current news.

The University has qualified **medical staff** with whom it has concluded employment contracts. There is a medical office at both addresses of the university, equipped with all the necessary equipment for first aid. Also, medical rooms are provided with natural and artificial lighting, supplied with cold and hot water. The first aid is provided by the doctor, and if necessary, an ambulance is called. The University's annual budget covers the cost of purchasing medical equipment.

In the context of student and staff health care, it is important to note that measures taken to prevent COVID-19 infection, in particular, infection control and prevention under the University Service Agreement, are provided by the Association of Nurses, which monitors:
- ► staff training;
- ► observation of current regulations and sanitary norms at the University;
- ► infection control consultant services;

The University provides an adapted environment for students with special educational needs to enable them to receive a full education on an equal footing with other students.

To create an adapted environment for the teaching of students with special educational needs, the University is provided with the following infrastructure arrangement and support:
- ► The university campus is equipped with a special stairway (ramp) for people with disabilities;
- ► The entrance doors to the university auditoriums and toilets are arranged so that people with disabilities can move around without assistance;
- ► The university campus is provided with adapted toilets for people with special educational needs;
- ► There is an elevator on the university campus, which allows people with disabilities to move between floors, and it is possible to move on the floors of an existing building with special ramps arranged in stairwells.
- ► The University Security Department is obliged to provide all kinds of assistance to students with disabilities, which is necessary for its smooth and comfortable movement in the University building.
- ► The University has developed a rule for compiling an individual curriculum for persons with disabilities, according to which an individual curriculum is developed, where different requirements for the implementation of the educational process are provided. Access to material resources is provided for persons with disabilities.

In describing the quality assurance mechanisms, it was noted that EEU regularly conducts student staff satisfaction surveys, including assessing their satisfaction with the University infrastructure and equipment. The level of satisfaction of the surveyed students and staff with the university infrastructure is high, and in their own opinions, they state that they are aware of the possibilities of the new campus and have expectations that the university environment will be presented in the new campus to meet their wishes and expectations. Below are the results of their survey regarding the university infrastructure and equipment.

See**. Diagram: 7.1.4. Students in 2020. Survey Results - Satisfaction with Infrastructure and**

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Equipment (by Level of Training)

Level	Mean
Doctoral programmes	8.92
Masters' programmes	7.61
Bachelor's programmes	7.21

Scale: 1.00 (Very dissatisfied) — 10.00 (Very satisfied), mean
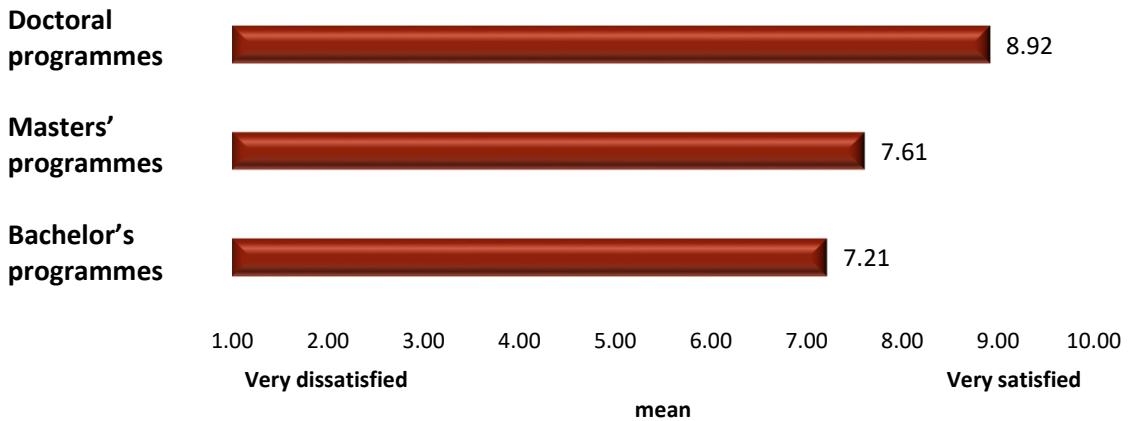
According to the surveys of the staff implementing the program in 2020, the staff's assessment of the university environment and related equipment on a 10-point scale is 8.77, which is as high as the students' responses.

The material and technical resources of the University were assessed by the administrative staff. The results of the 2020 survey are as follows:

See Diagram 7.1.5.

Statement	I don't Agree	Partly Agree	Fully Agree	I can't avaluate
University takes into account staff's demands concerning upgrading the resources	0.00%		100.00%	0.00%
I am equipped with appropriate equipment	0.00% / 2.04%		97.96%	0.00%
Univerity has security staff to observe order				
EEU building is equipped with anti-incendiary equipment	2.00%		97.96%	0.00%
First aid is administered with appropriate equipment	2.00%		95.92%	2.04%
Toilets are satisfactory	2.04% / 6.12%		83.67%	8.16%
I am satisfied with the University food area (prices, menu, service)	0.00%	38.78%	61.22%	0.00%
	34.69%	40.82%	16.33%	8.16%

Legend: • I don't Agree • Partly Agree • Fully Agree • I can't avaluate

First of all, it should be noted that the survey results are provided by the University for further improvement. For example, based on the results of the 2019 survey, the University provided additional consultation/meeting spaces, improved the infrastructure of the cafeteria, library, and

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sanitary facilities at the first campus address, as evidenced by the diagrams above and the growth rate of satisfaction compared to the previous year.

The analysis of the diagrams presented above reveals that students and staff value the existing infrastructure and equipment positively. Respondents are given the opportunity to express their opinions/remarks in addition to answering structured questions. Analysis of the survey results revealed that no identified problems were identified in terms of material and technical resources, however, the staff's high expectations for the new campus indicate their willingness to study and work in an improved university environment, which is also a constant concern of East European University.

Evidences/indicators

- ► **Annex 7.1.**1. Real estate ownership documents, from the public register;
- ► **Annex 7.1.2**. Movable property inventory materials;
- ► **Annex 7.1.3**. Agreement concluded with practice / research-scientific objects;
- ► **Annex** 2.2.3. the results of the survey;
- ► **Annex 1.2.1**. Strategic Development Plan (2019-2025);
- ► **Annex** 1.2.2. Action Plan (2019-2021)
- ► **Annex** 7.1.4. Mechanisms for fire safety, medical assistance detection and law enforcement

7.2. Library resources

➢ Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Description and assessment

The total area of East European University Library (EEU-LIB) - 260 sq.m. The University Library includes a book fund, reading rooms, workspaces for library staff, meeting and group work areas, and IT facilities; In particular, the University Library has two reading rooms with **100 seats:**
- ▪ Reading Hall (30 seats) - Building 1, Shatili st. №4
- ▪ Reading Hall (70 seats, opening scheduled for May 2021) - Building 2, Davit Agmashenebeli Alley, 12th km, Enukidze st. 6

Reading halls are equipped with a proper inventory. In particular, the reader is provided with 2 copiers and a scanner, 18 computers connected to the Internet and wireless internet is provided in the library. Also, the library is equipped with special equipment (alarm), fire-fighting system.

In addition to significant investments in improving and upgrading the University Library (EEU-LIB) infrastructure, the book fund (digital and print) and international electronic library databases, which have grown significantly in recent years, are also important areas for the development of library resources. Accordingly, compared to 2015, the number of international scientific library databases has increased almost 5 times, and the book fund - 3 times (see **Diagrams №7.2.1 and №7.2.2)**

Diagrama №7.2.1 Book Fund

Diagrama №7.2.2 International electronic bases
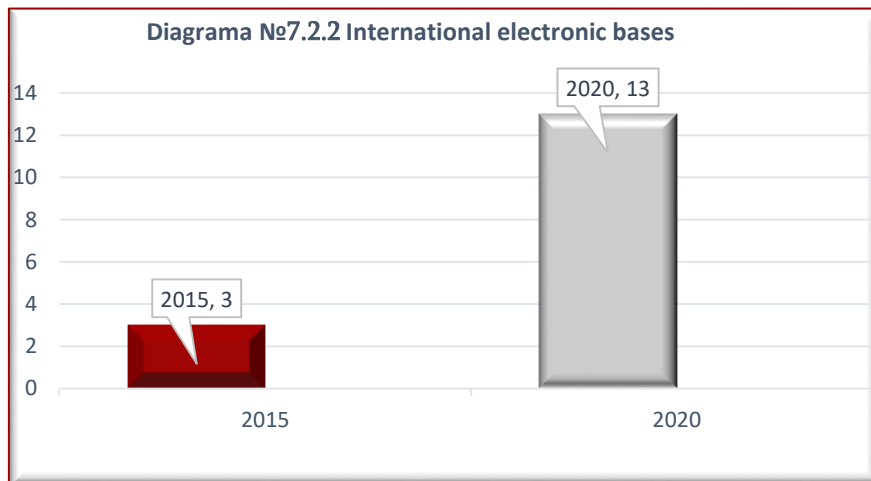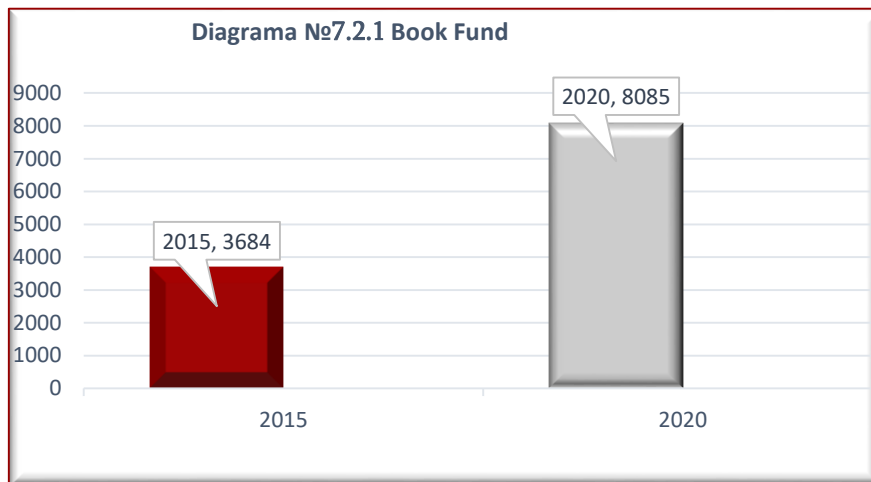
The University Library is available to users **6 days a week, from Monday through Saturday, including 61 hours.** The working hours were increased as a result of the 2018 students survey.

Students, university staff, academic staff, persons invited by the University can use the library resources of the University. In order to make full use of the resources of the University Library, users are registered in the electronic system, which allows the reader to book, submit a document as well as manage the statistics of the requested documents. **The library Instruction manual** defines the rights and responsibilities of readers and the library, the rules for using the season ticket and the reading room, etc. In addition, special instructions and video tutorials were developed to facilitate switching to remote services due to the COVID-19 pandemic. It should be noted that the main menu on the official website of the University includes a library website, which also contains the necessary information for readers [see. Link: https://bit.ly/3qHdzph]

The University has an electronic library catalog program **- OpenBiblio** [https://eeu.edu.ge/lib/opac/], which is an integrated library system (ILS-Integrated Library System) and includes the following main functionalities:
- Resource Cataloging / Inventory

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- Web Catalog (OPAC- Online Public Access Catalog)
- Circulation
- Reporting (Library Statistics)
- Synchronization with other analogues.

Through this electronic system, library processes are automated: bibliographic processing of any kind of literature (books, periodicals, etc.), registration of readers and issuance of literature on them, booking, calculation of statistical data such as reports of the most popular / demanded books, report of published books etc.

The electronic library of the University Library allows users to search for interesting literature remotely. Besides, MS Teams has opened a virtual library room, through which the librarian remotely provides full assistance / advice to students regarding finding and delivering study materials. Student study material is also available in MS TEAMS and EEU-EL systems.

It should be noted that to develop the library system, in 2020, the University acquired KOHA, which is a much more powerful diverse service programme than Openbiblio, capable of processing more than 5 million bibliographic records; The **KOHA** system is currently being introduced [https://library.eeu.edu.ge/].

The Library's book fund currently **comprises 8,103** books and is being updated on a permanent basis, following in the footsteps of current developments in the field, as evidenced by the dynamics of the growth of the book fund as well as international e-databases and funding for the development of library resources. The book fund consists of printed and electronic literature in both Georgian and foreign languages.

In addition, the existing literature is being processed in accordance with the library rules. This includes inventory and re-inventory of the library fund, identification of library documents to be transferred from the fund, their registration and write-off. **The library has access to all the obligatory/basic literature provided by the syllabi of educational programmes which is confirmed by the opinions of e**xperts concerning the accredited programmes of the University. Also, in addition to the required literature, the library also has a fairly large portion of the additional literature defined by the syllabus. It is noteworthy that under a special support agreement between **East European University and Middlesex University (UK), full access to Middlesex University research and teaching materials is allowed for university** PhD students and staff for the Doctoral Programme in Education. Also, noteworthy is the Master of Digital Management programme, which is based on the **Hochschule Fresenius** programme and allows students and staff to access the curriculum. It should be noted that EEU is a member of the UK **Vitae** programme which provides full access to Vitae online resources (textbooks, training materials, research projects, reports, etc.). In addition, the University actively cooperates with **the Ilia Chavchavadze National Library of the Parliament** of Georgia and the memorandum signed with it envisages sharing the book fund of the Public Library and borrowing books.

The book fund is updated annually (or as needed) and the purchase is initiated in accordance with the rules set out in the **Library Regulations**. In addition, the need to support the teaching and research process and to update library resources relevant to modern requirements for readers is defined by a variety of mechanisms. In particular, studies on the satisfaction of library resources and services are conducted, the most requested / popular literature is registered in the electronic system. It is also noteworthy that the library staff periodically studies, analyzes and evaluates the EEU library funds according to the field/areas of the existing programmes at the University. In

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particular, the number of book funds (digital and printed) according to the fields is identified and compared to the quantitative indicators of students according to the programmes in order to determine a reasonable number of printed books / to determine the target marks.

The University has access to many **international electronic library databases** in various fields (see the link at http://eeu.edu.ge/library/international-scientific/) and is constantly updating and diversifying it (see Diagram №7.2.2). It should be noted that from 2018-2019, the East European University Library has joined the "Georgian Library Integrated Information Network Consortium 2017" (EIFL), which gives university students and staff access to the following international electronic databases:

- **Cambridge University Press Journals**
- **The New England Journal of Medicine (NEJM)**
- **Edward Elgar Publishing's journals and development studies eBooks**
- **Sage Journals**
- **IMechE Journals e-Duke Journals Scholarly Collection**
- **Openedition Journals**
- **Royal Society Journals Collection**

The EEU Library is included in the consortium of Shota Rustaveli National Science Foundation of Georgia - Project "Elsevier" - Databases in Higher Education and Scientific Research Centers ", which provides access to international electronic databases:

- **Scopus**
- **Science Direct**
- **Scival Funding (Institutional Funding)**

Also important is the **LexisNexis Academic Science Database**, which combines law literature, full texts of court decisions, and for EEU students, staff can access the database from outside the university.

The University Library staff will provide appropriate advice to staff and students on the use of international electronic library databases, as evidenced by the survey results (see **Diagram №7.2.3**). In addition to the use of international e-databases, the library staff actively conducts information meetings and consultations on the use of library resources, as well as conducts training sessions on the use of library databases, which are organized by the Lifelong Education Center. Information about the training sessions and other activities (meetings, events are held to enhance the cultural-cognitive level) is published on the university website, and below is an illustration of some of the **trainings conducted in 2020**, which were attended by a total of **216 students:**

- Online training: "On EIFL International Electronic Library Databases" (Consortium of Georgian Libraries Integrated Information Network 2020)
- Webinar: "On the Use of **Elsevier** International Scientific Databases" (The Shota Rustaveli Georgian National Science Foundation, 2020)
- Training: "Principles of using the international electronic library database Lexis-Nexis" (Marat Almaganbetov)
- Training cycle: "Principles of working with electronic scientific databases" (Giorgi Tavadze, Center for Interdisciplinary Studies; November 5, 6, 12, 19, 2020)

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- Training: "**Mechanisms for Searching International Electronic Databases**" (for Students of Education Research and Administration, 2020)

The survey investigating the staff's satisfaction with the library resources is conducted at EEU in the framework of the programme staff satisfaction and student satisfaction survey. The results are analyzed according to the programmes. It should be noted that in the 2018-2019 academic year, the Satisfaction Survey found that both students and staff positively assessed the availability of syllabus-defined literature and international electronic databases in the library, and the average Student Library Satisfaction Index was 3.8 on a 5-point scale, although compared to all the other components, it was clear that there was a need to further increase the working hours of the library, as well as to conduct more training on the use of international library databases and to increase staff awareness of updated library resources. These issues were considered in the subsequent reporting period and appropriate responses were made. Considering the needs of staff and students, **EEU constantly monitors the updating and improvement of resources and services,** as evidenced by the Satisfaction Survey conducted in 2019-2020, which showed that compared to the previous year, satisfaction with all criteria is significantly higher and more positive (in the case of the staff survey, all the criteria were assessed to be higher than 2, 6 and in the case of the students' survey higher than 3.99 on a 5-point scale, **see Diagram №7.2.3; Diagram № 7.2.4)**

Diagram 7.2.3. Evaluation of the Library Resources by Students

Criterion	Mean
The library staff helps the students to use the resources	4.39
The literature indicated in the syllabi is available in the Library (printed and electronic)	4.36
If demanded, EEU upgrades the Library resources	4.3
The Library working hours are convenient	4.21
Library has a convenient search system	4.19
The Library Ambience meets my expectations	4.17
library space is comfortable	4.15
International bases are available	4.1
Informational -consultation meetings are held about the use of the library resources	3.99

1 don't agree   2   3   4   5 fully agree
(mean)

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Diagrama 7.2.4. Evaluation of the Library Resources by staff

Category	Mean
EEU upgrades the resources if demanded	2.97
The library personnel assists the staff	2.97
The literature indicated in the syllabus is available in the Library	2.95
The schedule is convenient	2.94
International bases are available	2.94
Informational -consultation meetings are held	2.89
Library staff informs the staff about the new resources	2.87
Library has a convenient search system	2.83
Library is equipped with good-quality internet	2.81
environment of the Library meets my expectations	2.7
library space is comfortable	2.67
The Library is equipped with enough	2.66

1 — I don't Agree   3 — fully Agree   mean

Evidences/indicators

► Electronic catalogue of the library (see http://eeu.edu.ge/lib/opac/);
► **Annex 7.2.2**. Regulations of the University Library
► How to use the University Library and Reading Room https://bit.ly/3qHdzph
► Electronic training base (see https://stud.eeu-el.ge; https://edu.eeu-el.ge);
► MS TEAMS
► **Annex 7.2.1**. Documents proving book fund ownership or inventory materials
► **Annex 2.2.3.** Analysis-reports of student and staff survey results
► Implemented training and activities
► University website: https://eeu.edu.ge

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7.3. Information Resources
- HEI has created infrastructure for information technologies and its administration and accessibility are ensured.   - Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place.   - HEI has a functional web-page in Georgian and English languages.

Description and assessment

T**he management system of the Information-communication infrastructure**

East European University makes extensive use of information and communication technologies and software platforms/systems in the educational and governance processes, which ensure efficient and secure operation using the modern and high-tech infrastructure. This system

- provides permanent and secure access for students and staff to the Internet and university internal resources (software platforms and systems, corporate mail) using both wired and wireless technologies;
- uses data protection and application servers for data protection and effective management located in a specially arranged space on the University premises, as well as under a contract with a contractor company, using cloud technologies;
- Development of the software platforms and systems is a priority of the University, they are used to the maximum in the educational and governance processes of the University, which require flexible data management, security and restriction of access to personal information. The use of software platforms and systems is mandatory in the management of training processes, personnel and finances;
- Particular attention is paid to the access to any software or hardware resources in the information and communication system, which is ensured by the use of reliable identification system, standards, methods and protocols in the field of personal identification and information security.

The University is equipped with information and communication technologies and its proper functioning is ensured by the University Information Technology Management Department (**see Annex 1.1.1. University Statute)** which consists of policies and procedures in the field of information technology and software platforms and systems management.

EEU provides unimpeded access and security of communication networks, electronic services and electronic management resources. All procedures are described in the Information Technology and Software Platforms and Systems Management Policy Document (**Annex 7.3.1**. Information Technology Management and Development Policy)

The policy defines the general approaches and rules for the use of computer and information resources in the governance, educational and research processes of the University, based on which the procedures of information technology management should be formed.

It aims to promote the protection of key features of information (confidentiality, accessibility, integrity) at the University which also ensures the effectiveness of information risk management and business continuity. As a result, the following should be ensured: physical level and information security; incident management; control over malicious software codes; systems, applications and

data backup; computer network management; planning-development of a new system.

The policy is based on the current legislation of Georgia, standards in the field of information and communication technologies, relevant legislation in the field of intellectual property and personal data protection, and the internal regulations of the University.

Information and communication technology management procedures define the technical and security issues of managing networks and software platforms, including user accounts and university computer network management.

General description of the information and communication systems of EEU

The rooms on both campuses of the university are technically equipped with computers connected to the network and presentation equipment (laptops, projectors). The administrative staff is provided with personal computers connected to the Internet, have free access to printers and other technical devices. All computers are connected to servers and the information and communication infrastructure of the university is equipped with modern systems, the security of which is provided by specialized network devices and antivirus software elements.

The University constantly monitors the development of the technical characteristics and number of computers; for example, 99 personal computers are currently available to students (**see Annex 7.1.2. Movable Property Inventory Materials**), purchased through the methodology of determining the amount of student contingent
(**See Annex 2.2.4. Methodology for Determining the Amount of Student Contingent and Personnel Implementation Plan for the Educational Programme - Relevant Information**) ensures the students' access to information and communication technologies and Library Resources: one Computer and/or library workplace for 20 Students. This ratio is 716/99, which was much lower than the target number.

An additional 79 computers were purchased for the new campus for training, research and administration (**Annex 7.1.2. Movable Property Inventory Materials**) and in case of an increase in the contingent to 2100 students, the ratio will be 2100/178, which still is less than the target mark 1/20. It should also be noted that the increase in the student contingent will not happen immediately and the university will purchase additional computers following the increase in the contingent which is accordingly reflected in the forecast budget.

EEU has also purchased 10 smart monitors (whiteboards), which are fourth-generation equipment.

Wireless Internet (WiFi) is available throughout the campus, as well as in the study rooms, laboratories and libraries, enabling students and staff to enjoy uninterrupted Internet access, with secure access to remote information and unbroken access to information including the e-learning process management system, e-learning system and corporate e-mail system.

Students and staff can access the information and communication system 24 hours a day and for the protection of the system and the user, the system allows using only secure network passwords.

The servers for information and communication resource management are located in the protected area of the new campus which is accessible only to the staff of the Information Technology

Management Department. Information and data stored on servers are periodically backed up through the Back-Up System.

All information resources of the university use an SSL security certificate, which protects the personal data of authorized users in the system. This includes a person's email, password, contact details, etc.

In addition to a number of e-services and e-management resources, contracts are placed on the resources of other companies responsible for information security and personal information security, while the University Information Technology Management Department provides monitoring and privacy of the system. Backup of information and data on servers (Back-Up System) is performed periodically by both the contractor company and the Information Technology Management Department.

Computer Network Association "Grena" provides Internet connection and secure VPS hosting (the university website eeu.edu.ge and e-mail info@eeu.edu.ge is managed here) on the basis of an agreement with East European University.

Since the spring of 2020, to overcome the challenges of the COVID 19 World Pandemic and the constraints imposed by the Government of Georgia, the University Network has been configured to provide students, academic and administrative staff with free and secure access to the University e-learning services in order to ensure smooth communication between students and staff and the implementation of effective distance learning. This approach yielded the best results which were reflected in the student and staff satisfaction surveys.

An electronic telephone system has been set up at the university to facilitate staff communication, and to create security records.
Security norms are observed in the University building, a library, computer classes and security are provided by the State Security Police through special equipment (alarm system). There is also an internal security service, the building is equipped with surveillance cameras.

University e-Services and e-Management Resources

In order to promote the university activities and increase the quality, the following electronic services and electronic management systems have been introduced in the University:

1. Electronic learning process management system - EEU-EL [https://admin.eeu-el.ge. https://stud.eeu-el.ge, https://edu.eeu-el.ge]
2. Electronic document management system - ELMA
3. Human resource management system (hereinafter - HR platform)
4. E-learning system MS Teams (MS Office 365 platform)
5. Corporate Email System (on MS Office 365 platform)
6. University website www.eeu.edu.ge.
7. Electronic Library Catalogue (OPAC)
8. SMS system MSG PANEL (http://sms3.msg.ge/)
9. Online Survey Platform – Survey Monkey

Electronic learning process management system - EEU-EL

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An electronic learning management system (hereinafter - EEU-EL) is designed to facilitate the effective planning of the learning process and providing students with information. The database enables effective implementation, provision of information or creation of information about a student, removal of various reports (student status, financial status, academic achievement, etc.), communication, etc. The system is designed according to the working procedures of the university.

The main users of EEU-EL are University Administrator, Lecturer / Teacher, Student and the system consists of several modules including:

1. Student and Academic Staff Learning Process Management Module, which includes academic registration (courses), assessments, spreadsheets and calendars, syllabi, curricula, semester reports (credits completed, semester GPA, student statuses, teacher semesters, academic load), Attendance, etc.).
2. The system also includes personal files of staff and students, information board (guides, news, announcements, trainings/conferences)
3. Financial service - remote tuition of individual tuition fees, grants, transactions, invoice printing, etc.
4. Surveys - electronic filling and management of survey questionnaires, processing of results;
5. Exam service - examination centre, information on the examination schedule, examination format;
6. Library service - uploading e-learning materials to the database and subscribing to books;
7. Electronic communication service (receiving and sending various types of personal messages, documents from all three profiles and corresponding);
8. Personnel Register (Teacher, Administration)

In the EEU-EL, access to relevant information is provided through a role-based access system, based on job descriptions and duties, to prevent confidential information from being accessed and altered by unauthorized persons.

EEU-EL is a software product created by the University, hosted on the University Server, and its software development and technical administration are provided by the Information Technology Management Department. In the process of adding new features and modules, the code is written to a specially allocated local server, where a new module added to the system is tested and then the verified code is uploaded to the main server. GRENA is responsible for the network security of the learning process management system at EEU.

Electronic document management system - ELMA

Electronic Document Management System - ELMA provides and monitors circulation, accounting and management of university documents; automation of the full cycle of working with internal and external documents of the company; compliance with university procedures. This system also provides automation of the full cycle of working with incoming, outgoing and internal documents as well as the Rector's orders. In particular, incoming and outgoing correspondence can be recorded in the programme, the registration number can be assigned to it, further circulation of the documents and response can be done in accordance with EEU rules of procedure.

The staff can use ELMA, both at the university and from any location; thus the system guarantees the continuity of proceedings. ELMA has both an administrator and individual user management system. The system is built on a modular principle and access to relevant information is done through a system of role assumptions, job descriptions and duties to prevent confidential information from being accessed and altered by unauthorized persons.

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ELMA is a software product commissioned by EEU, is hosted by the University's server; Both, the software development and technical administration of the system are provided by the Information Technology Management Department. In the process of adding new features and modules, the code is written to a specially allocated local server, whereas a new module added to the system is tested and then the verified code is uploaded to the main server.

GRENA is also responsible for the network security of the electronic document management system.

Human resource management system

The Human Resource Management (hereinafter referred to as the HR platform) system is used for accounting and management of human resources at the University. It fully complies with the requirements of the Labour Code of Georgia and the Law of Georgia on the Protection of Personal Information;

The HR platform has both an administrator and an individual user management system, is built on a modular principle and includes modules for human resource administration and salary/payroll and financial transfer management systems.

Access to relevant information within the HR platform is done through a system of role assumptions, based on job descriptions and duties. This is to prevent confidential information from being accessed and altered by unauthorized persons.

The following information is stored and managed through the Human Resources Management System:

- System for recording and managing the descriptions of structural units and their positions;
- System for recording and managing the CVs of university employees;
- A system for recording and managing the personal files of both current and dismissed employees.
- Accounting and management system for HR procedures and orders.
- Accounting and management of the Payroll/Salary system.
- Contract accounting and management system.
- Insurance accounting and management system of the employees of EEU

Through the user's personal account, each employee, using his / her personal password and user name, can access and manage all the information about him/her posted on the HR platform. In addition, documents such as contracts, orders, applications are also available through the system, etc. It is possible to get acquainted with the structure and staff data of the structural unit, request a service certificate, vacation, business trip, etc.

The software development of the HR platform is provided by the company "Best Business Solution", the platform is located on the server of the university and its technical administration is provided by the Information Technology Management Department. GRENA is responsible for the network security of the system

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E-learning system MS Teams (MS Office 365 platform)

 East European University conducted distance learning under the licensing of Microsoft Office 365 A1. Microsoft Teams e-learning programme integrates correspondence, meeting, file-sharing services; In addition, Class Notebook is integrated into the system and each user has their own space for uploading files (OneDrive).

For the effective implementation and technical support of the distance learning process, a standing group with 6 members and responsible for the development and technical support of e-learning has been established. This group consists of representatives of the Department of Education, IT Service of the faculties and the partner company UGT.

The Microsoft Teams programme is integrated with the University Learning Process Management Electronic Platform (EEU-EL).

In addition, during the implementation of TEAMS, the need to add/introduce various functionalities for the platform (modification of the calendar, activation of the functionality of video recordings etc.) was identified and successfully implemented in cooperation with Microsoft and UGT.

Corporate Email (MS Office 365 platform)

EEU university staff and students have a corporate email address through which they communicate and access various services of the University. All emails were allocated 50 GB of space as well as unlimited, personal cloud virtual space for uploading files.

Corporate Email is hosted on the MS Office 365 platform and is supported by UGT in partnership with Microsoft; GRENA is responsible for the network security of the system.

University website www.eeu.edu.ge.

The EEU website performs communication and information functions. It is connected to the EEU e-service, which is designed for academic staff and students. All important university information is available to the customer. The University website contains various information in Georgian and English including information about EEU, educational programmes and procedures, regulations and regulatory documents, academic calendar, continuing education, library, research, international partners, international students, exchange programmes, student life. A mobile version of the site has also been created for the convenience of users.

In addition, the site allows the user to extract detailed information from google analytics. It should be noted that the new site has a chat function "Chat with us", which allows receiving information online or transmitting messages to the operator. The EEU website is constantly updated.

The University website is hosted on EEU servers, monitored and managed by the Department of Marketing and Public Relations, and directly managed by MOSES LLC under a service contract, which also outsources social media to the Department. (Annex 1.1.1. - University Statute). Technical support is provided by the Information Technology Management Department, while GRENA is responsible for the network security of the system.

The EEU Electronic Catalogue (OPAC)

The University Library Online Public Access Catalogue (OPAC) allows users to search for interesting

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literature remotely. Based on the search results, the reader can record the "barcode" of the required document and request it in the library. The database has two interfaces: student and administrator interfaces. From the administrator profile, it is possible to register books electronically, book/order a book, obtain information about library members, and other statistics, etc.

The electronic catalogue of the EEU library is available on the University website at https://eeu.edu.ge/lib/opac/

The University Library Electronic Catalogue (OPAC) is Open-Source Software Projects, contractually supported by the Georgian Library Association, technical support is provided by the Information Technology Management Department, and GRENA is responsible for the network security of the system.

SMS PANEL

In order to communicate with the staff and students, EEU uses the SMS PANEL through which SMS links are sent via the link http://sms3.msg.ge/ (the system creates group mailing through templates and the phone directory etc.). This system allows users to schedule messages and is able to view and export the current archive.

The short text messaging system SMS PANEL software and technical support is provided by MS - Group on a contract basis

Online Survey Platform - SurveyMonkey

From online survey tools, EEU uses SurveyMonkey, which has flexible design capabilities, various sharing options (web insertion, URL posting, etc.), templates, queries and powerful integrated data analysis tools.

Diagrama №7.3.1. Degree of satisfaction with the electronic platforms
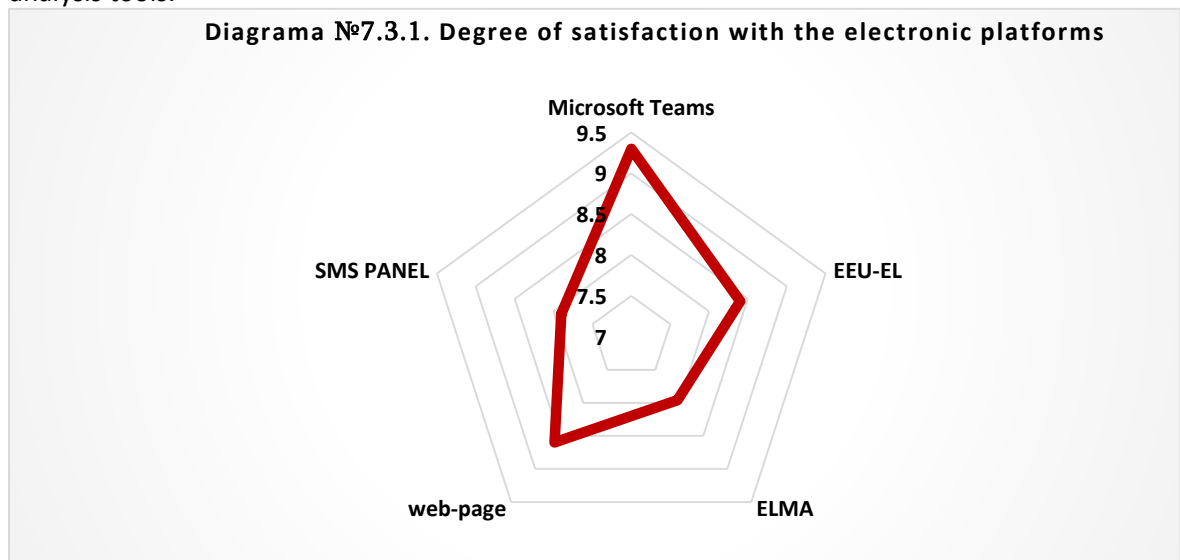
Development of University Information Services

he University plans to introduce and update various electronic services to promote the sustainable development of information resources. This includes the following: digitization of the University

Book Fund and placement in the Electronic Library Catalogue (OPAC); e-learning system MS Teams further development, HR platform for human resource management, e-learning process management system - EEU-EL, electronic document management system - adding new software elements and features to ELMA and developing existing ones, University website interface and Development of software elements.

As mentioned **in 2.1. of this document, EEU** has developed and implemented business process continuity mechanisms (Annex 7.3.2. Business Continuity Policy and Management Mechanisms). The main goal of these mechanisms to minimize the risks and dangers that may affect the main activities of the University as well as effectively and quickly eliminate / correct each issue.

As is known, the business continuity policy is an important component of university management. It ensures the process of taking the necessary risk control measures which affect the achievement of the goals and objectives of the University.

The following tasks are provided by the business continuity mechanisms at the University:

- ► Establishment of a sustainable risk management system in the process of teaching, science activities and university management, which allows activities to be conducted in a controlled environment;
- ► Protection of human health and maintaining safe areas;
- ► Facilitation of the efficient management and use of property and resources;
- ► Strengthening of the reputation of the university;
- ► Development and strengthening of human resources, assets and institutional knowledge base;
- ► Optimization of financial operations, etc

A business process continuity plan has been developed to provide continuous services to students, staff and guests at the University at all times, including significant or minor delays in the process.
The purpose of the Business Continuity Plan is to ensure the full functioning of the University in case of various risks, such as activities aimed at the continuous operation of all structural units in order to minimize losses in the case of an established risk, quickly restore business processes and enable the University to continue operating normally.

The Business Continuity Plan describes the risk prevention activities, as well as the activities aimed at restoring the business process and the responsible structural units/officials in the case of an established risk.

All structural units are involved in the development of the University Business Continuity Plan to identify new risks that are not addressed in it. All structural units are obliged to identify the risk by observing their business processes and/or based on possible or unforeseen circumstances.

The document is available to all university-affiliated individuals to enable them to express their views on the risks and mechanisms and to use the instruction in a critical situation.

Detailed information on specific risk assessment and response methods and procedures can be found in the Business Process Continuity Plan (**see Annex 7.3.2)**

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Evidences/indicators
► **Annex 2.1.1.** Structure of the University;
► **Annex 1.1.1.** University Statute;
► **Annex 7.3.1**. Information Technology Management and Development Policy.
► **Annex 7.3.2.** Business Continuity Policy and Management Mechanisms

7.4. Financial resources

➢ Allocation of financial resources described in the budget of HEI is economically achievable.

➢ Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans.

➢ HEI financial resources are focused on effective implementation of core activities of the institution.

➢ HEI budget provides funding for scientific research and library functioning and development.

➢ HEI has an effective system of accountability, financial management and control.

Description and assessment

East European University is a legal entity engaged in economic activity, created for a specific purpose and operates in full compliance with the legislation of Georgia. One of the main and important tools of the university is to achieve the goal - **financial resources and its sustainability.**

The sustainability and economic viability of financial resources are driven by the university's revenues. In order for the University to be prepared to deal with unforeseen risks and to fully respond to market demands and challenges, as well as the fact that the University is entirely focused on high quality higher education, its revenue portfolio is diversified accordingly.

The main sources of funding of the university are:
► Income received from the implementation of educational programmes;
► Revenue from local and international grants;
► Preparatory training courses / programmes;
► Financing and monetary funds allocated by financial institutions;
► Contributions made by the resident and non-resident founders;
► Other income permitted by the company statute, university regulations and legislation
► From the above-classified income, the main income of the University is the income from its operating activities, which includes income from educational and research activities carried out at all three levels of teaching at EEU, as well as other types of income.

It should be noted that university revenues have been increasing dynamically since 2015, due to the fact that the university is growing rapidly, which has reflected on university revenues. At the same time, it should be noted that one of the guarantees of financial support for the University is the founding partners, who periodically increase the capital of the University through financial contributions. The increasing support from partners and, consequently, capital growth has intensified since 2018, driven primarily by the university's acquisition of real estate for the new campus. The diagram below clearly shows the revenue dynamics by years 2015-2020 (**see Diagram 7.4.1)**

Diagram N 7.4.1. Income
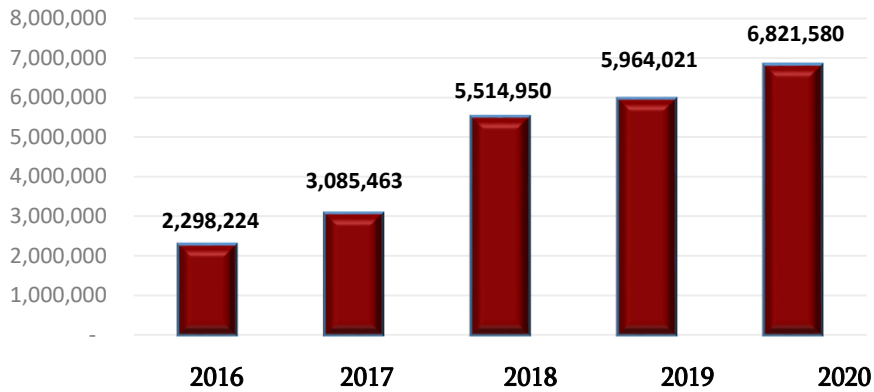
By 2020, an analysis of financial statements and financial results have been used to calculate financial parameters that provide information regarding EEU profitability, liquidity, and financial stability. Several key financial ratios of the results are presented below:

Profitability ration	
1. Profit ration	23%
2. Net profit ratio	16%
3. Return on invested capital	22%
Liquidity and working capital ratios	
4. Liquidity ratio	1.86
5. Short-term liquidity	8.39
Stability and investment ratios	
6. Interest rate ratio	5.98
7. Leverage	1.01
8. Ratio of liability to equity	1.16

The ratios calculated as a result of the analysis of the presented financial statements and financial results provide information about the company's profitability, liquidity and financial stability. They show that the annual activity of the University as of 2020 is financially stable and its financial sustainability is fully ensured.

It should be noted that the financial resources of EEU are adequate and sufficient to effectively fulfil the goals and objectives set out in the Strategic Development and Action Plans, as evidenced by the University budget.

Thus, while planning the budget of the University the achievement of the implementation of the activities envisaged by the Strategic and Action Plans was taken into account, according to which all the necessary items are defined, both in terms of revenue and expenditure. Among them, the budget includes such important items as supporting research activities, promoting internationalization, marketing and advertising costs to increase attractiveness, student services,

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infrastructure development, etc.

Budgeting methodology and expenditure

The draft budget of the University is developed by the Department of Financial and Material Resources Management and the process is supervised by the Vice-Rector for Information Technology and Finance. Prior to the formation of a centralized forecast budget, faculty budgets are formed based on consultation with faculty, their reports, and planned activities, and faculty budgets are approved by faculty councils. Before the centralized budget is made up, after the completion of the faculties' budgets, information is processed in consultation with the administrative and research units, taking into account their reports and planned activities, as well as the experience of the past period. Having passed all these stages and after the consolidation of the received information, the final centralized budget of the University is prepared and presented by the Vice-Rector for Information Technology and Finance, together with the Head of the Financial and Material Resources Management Department. A budget review is done at least once a year. In addition, it may be revised according to needs.

The document presented in the **Annex (7.4.1.)** reveals the dynamics of the University's budget planning for 2019, 2020 and 2021. Besides, it reveals the growth of the University as an economic entity. With the increase in revenues in the university budget, of course, the expenditure part of the budget also increases.

Compared to 2015, the salary budget of the administrative staff has increased 3 times, the salary of the academic and invited staff has increased by almost the same amount. It is noteworthy that the number of staff has doubled, although the staff salary fund has increased almost 3.5 times by 2020, indicating that the average staff salary has **increased by more than 50%. (See Diagram 7.4.2.)**

Diagram N 7.4.2. Staff Payroll budget
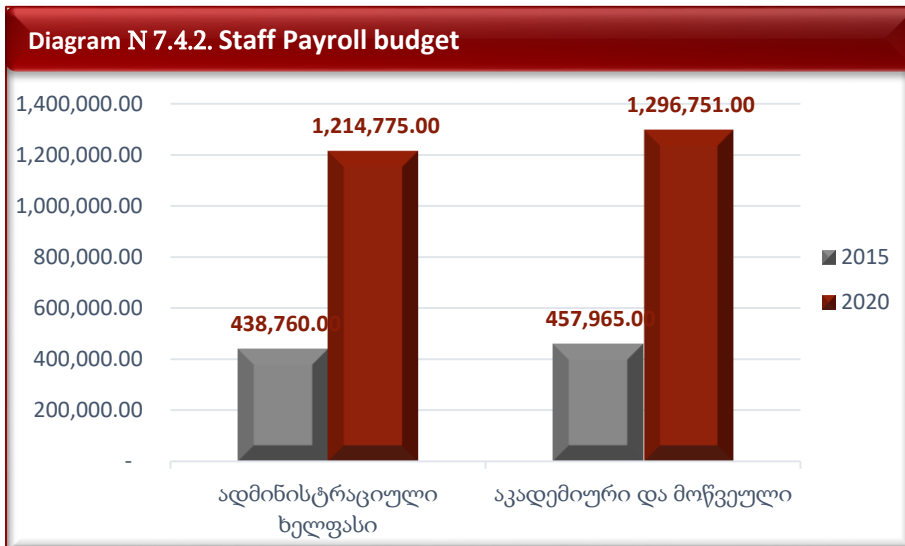
According to the Strategic Development Plan, the University has three main priorities: **increasing attractiveness, internationalization and research development**. For this, it is important to develop appropriate infrastructure and strong management. Issues describing marketing expenditures, infrastructure projects, research and internationalization are important in the budget.

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In order to increase attractiveness and publicity, quite a large amount of money is allocated from the budget for advertising and marketing expenses. This enables the implementation of various types of effectively planned PR campaigns, as well as the opportunity to provide information regarding EEU achievements to relevant target groups.

The comparison of the 2015 and 2020 budgets in advertising and marketing activities shows that the difference between the quantitative indicators defined and the budgets has increased almost 12 times. **(See Diagram 7.4.3.)**

Diagram N 7.4.3. Advertisement and Marketing costs

2020	236,403.00
2015	18,678.00
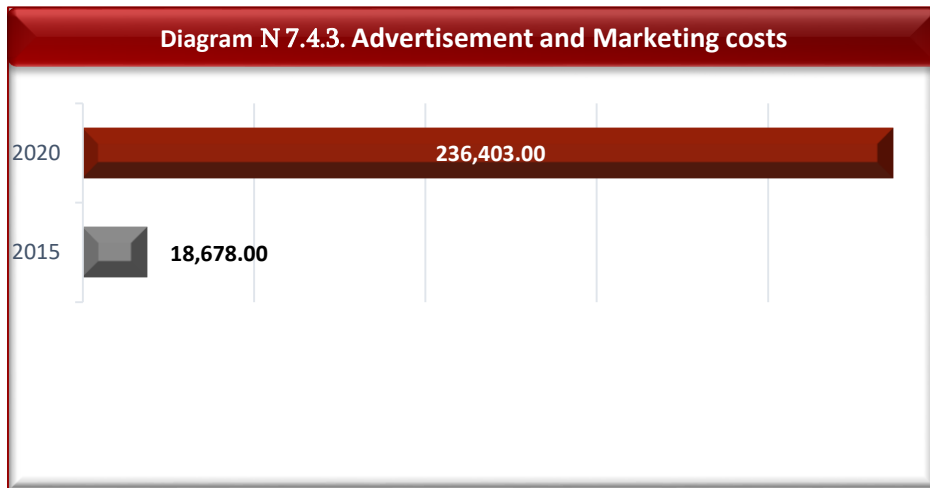
The number of activities organised at EEU regarding internationalization, including the organization of various projects and membership in various international organizations, has increased significantly compared to 2015, therefore, the quantitative indicators in the budget have also changed. By 2015, EEU was a member of several international organizations that did not require a membership fee. By 2020, the number of organizations where it is necessary to pay membership fees has also increased. Accordingly, the amount paid for annual memberships in international organizations by 2020 amounted to GEL 44,043.

The number of international and local events and consequently, their funding rates at EEU is growing every year. Therefore, it is not surprising that the costs are also increasing. Expenses related to business trips, participation in international exhibitions and forums, various events have increased 8 times.

Diagram N 7.4.4. Staff business trips and representation costs and other events

2020	155,497
2015	19,014

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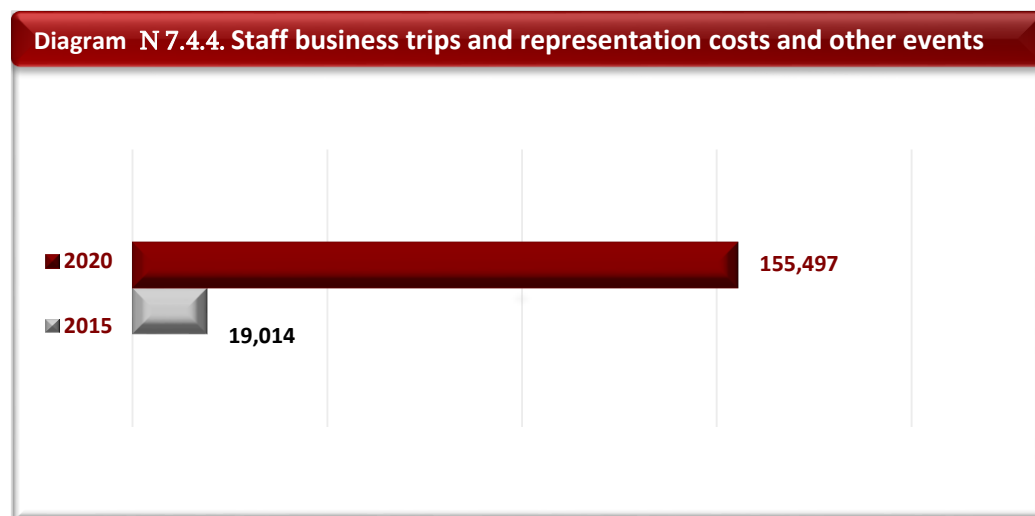
As has already been mentioned, the strategic priority of the University is the development of scientific research. In order to increase the scientific productivity of EEU, various support mechanisms for research activities have been created and implemented. The University consistently and systematically supports the development of staff research activities, based on various regulations, such as:

- ✓ "Rules for financing research activities"
- ✓ Special "Bonus System" for financial support of scientific-research activities
- ✓ "Student Project Financing Rule"

It should be noted that the existing funding model was introduced in 2018 and since then, the system has been used by a number of academic staff.

Funding for research activities is diversified. Specifically, research is funded from a variety of sources:
- ► University research budget;
- ► Funds raised from various scientific foundations for grant projects;
- ► Foundations of non-governmental organizations and international organizations;
- ► Revenues from the commercialization of the research

There is a large difference between the number of scientific conferences, workshops and seminars held between 2015 and 2020, as well as the number of grant projects obtained by the University and funding from various foundations. Accordingly, funding for research activities has been increased almost 10 times; Revenues from scientific grants and foundations have increased 4 times. At the same time, compared to 2015, the amount of funds allocated and spent for funding domestic scientific grant projects has increased dramatically; the rates of EEU co-financing in grant projects obtained by the University have been increased 10 times. Also, the funding rates for university publications have increased 4 times. (**See Diagram 7.4.5./6**.) It **should be noted that in 2018 when the bonus system was introduced, the staff under the bonus system received about 10500 GEL, and by the end of 2020 a total of 108,300.00 GEL. The issue of informing the staff about the support mechanisms is still relevant and the dissemination process is still ongoing.**

Diagram 7.4.5. Supported scientific activities 2015-2020

Activity	Value 1	Value 2
Scientific conferences and workshops, seminars	29540	6900
Internal grants	45624	3900
EEU co-financing in projects and grants	108500	5460
Publications supported by EEU	78954	8200
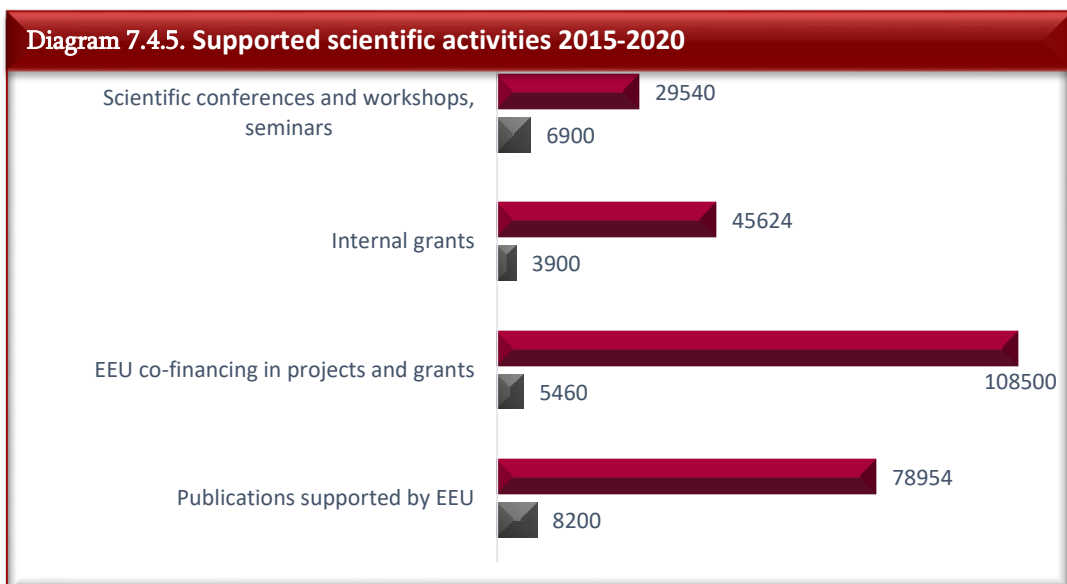
Diagram N 7.4.6. Income/revenues, scientific foundations and grants

2020	165,064
2015	40,045
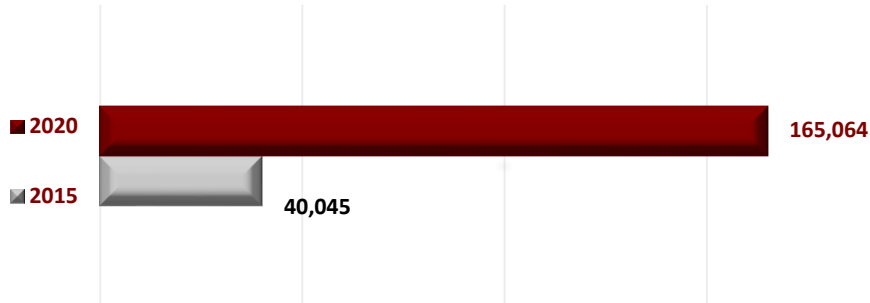
Modern electronic platforms have been introduced in order to improve the governance processes and continuity of document processing at the university. At this stage, there are 8 licensed platforms (with the right of ownership or use) ensuring the effective administration of educational and structural units **(EEU-EL; ELMA; Microsoft Teams; OPENBIBLIO; EEU-HR, FMG SOFT, SURVEY MONKE**Y). University expenses in this direction have increased 11 times compared to 2015; **(See Diagram 7.4.7.)**

Diagram N 7.4.7. Purchases, licensed platforms

2020	92,830
2015	8,275

Taken separately, the difference between the financial figures allocated to support research activities in the 2015 and 2020 budgets is very high, in particular, it has increased almost 10 times**; (See Diagram 7.4.8.)** On the other hand, the budget of 2020, allocates separate funding for laboratory infrastructure.

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Diagram N 7.4.8 Scientific activities considered in the budget

■ 2020 — 336,000

■ 2015 — 30,000
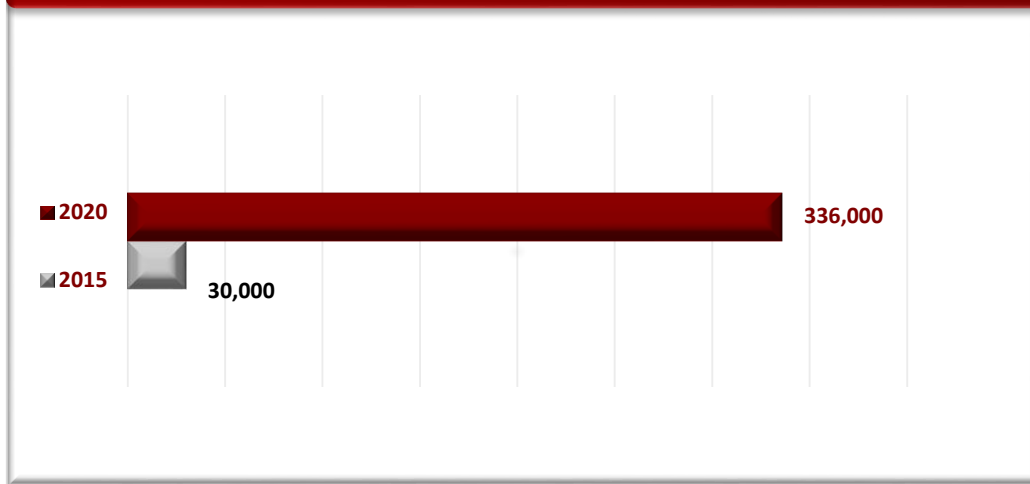
In 2018-2020, funding for real estate acquisition, **new campus construction** and upgraded infrastructure from 2018 amounted to **GEL 6.641765.00.** The campus completion is scheduled for May 2021.

Financial control and management mechanisms

The financial management and control system developed and implemented at EEU is based on the following methodology(see Annex 7.4.3 Financial Management and Control System Implementation Policy):

► The preparation of the University budget is based on the goals and objectives of the subdivision developed by the structural units. The Department of Financial and Material Resources manages the consolidated draft budget provided by the structural units in accordance with the strategic goals and objectives of the University and submits them to the Vice-Rector in charge of the direction. The Representative Council, upon the recommendation of the Vice-Rector, reviews and submits for approval the draft budget prepared by the Rector;

► The EEU budget is managed by the Rector, the Representative Council, the Vice-Rector for Finance and Information Technology Management with the assistance of the Department of Financial and Material Resources Management

► Within the scope of its competence, the Department of Financial and Material Resources Management and the Heads of structural units are responsible for controlling the efficiency of the University activities and budget indicators.

► In the case of budget indicators and possible non-fulfilment of the strategic goals of the university, the reasons are immediately identified and analyzed.

The university budget is the unit of income and expenditure of the institution which ensures the achievement of the university's activities and is a tool for the implementation of the activities envisaged in the strategic plan (the budget is a list of tuition fees and payments to fulfil functions and responsibilities).

In order for the University to carry out its activities smoothly, the budget envisages all the activities

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and needs that may be faced by various structural units. As mentioned above, all structural units are actively involved in the budget formation process. The draft budget is known to all of them. After the analysis of the draft, the central budget is finalised

The EEU has a system of accountability, financial management and control, which allows the above processes to run smoothly, be transparent and involve the relevant structural units.

The financial control system implemented in EEU is part of the internal control system. Its implementation is the responsibility of the Rector and is directly carried out by the Department of Financial and Material Resource Management under the Vice-Rector for finance and IT Management, thus ensuring the lawful, transparent, economical, efficient and productive use of resources to achieve the goals set by the institution.

The following financial control mechanisms can be indicated:

► Authorized access and two-step authorization system for protected servers and remote banking products.
► Control of debtors and creditors includes ongoing monitoring to avoid financial liabilities and receivables to avoid financial loss.
► Identification of materially responsible persons; EEU identifies materially responsible persons who are liable for the property owned by the University in the event of loss, damage or misuse.
► Reporting system - financial statements are prepared annually. This gives us the information to analyze the results of the previous year and take them into account when forming the budget for the next year.
► Monitoring of budget results - once every 6 months, budget results are monitored and deviations are analyzed. Based on this, the budget is adjusted if necessary.
► External audit - conducted at the university once every 3 years by an invited auditing company.
The University prepares annual financial reports (see Annex 7.4.2. Pre-Accounting Financial Statements) subject to internal audit and external independent audit. Based on these, the reviews and relevant financial reports are considered by the Representative Council.

The facts, quantitative indicators and circumstances described above prove that the financial resources allocated to the University budget are economically achievable. In addition, the University financial indicators fully cover the implementation of activities outlined in the Strategic Development and Action Plans. The use of financial resources at EEU is efficient and focuses on the effective implementation of the core activities of the University. The university budget provides relevant funding for scientific research and the operation and development of the library. Thus, the university has an effective system of accountability, financial management and control.

Evidences/indicators
► **Annex 7.4.1**. University budget;
► **Annex 7.4.2**. Financial statements for the pre-reporting period;
► **Annex 7.4.3.** Policy of the inancial management and control system implementation

☐ **Strengths and Areas for Improvement**
Please, present the strengths and areas for improvement of the HEI considering the requirements of each component of this standard

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Strengths

Strengths (material resources):
- ► Campus equipped with appropriate equipment and the latest technologies, taking into account the specifics of educational programmes;
- ► Safe environment and order;
- ► Adapted environment for people with disabilities;
- ► Modern infrastructure;
- ► Ecologically clean environment, recreational spaces
- ► Stained glass library equipped with modern technologies,
- ► Research and training laboratories;

Strengths (financial resources):
- ► Diversified sources of funding
- ► Budget resources are economically achievable;
- ► Funding of research, educational and library infrastructure;
- ► Budget funds are adequate for student support and activities
- ► Mechanisms to support research activities and adequate funding allocated to the budget
- ► Financial resources are adequate to effectively implement the activities outlined in the Strategic and Action Plans

Strengths (Information Technology):
- ► Modern information technology infrastructure;
- ► A variety of electronic services and electronic management systems

Strengths (Information Library Resources):
- ► Access to international scientific library databases and training on their use
- ► Library usage instructions and reader advice/services
- ► Access to all mandatory literature listed in the syllabus
- ► Modern library infrastructure
- ► Favorable schedule of library work
- ► Constant development and upgrading of library resources

Areas for improvement

Areas for improvement (material resources):
- ► Inventory software;
- ► Warehouse automation;
- ► Control of the rotation of material values;

Areas for improvement (financial resources):
- ► Attraction of more grant projects;
- ► Facilitation of the sale of books, scientific journals and other publications translated and published by the HEI;
- ► Improvement of software modules;
- ► Creating an electronic archive of documents;
- ► Integration of warehousing and financial bases;

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Part III: Annexes

The information, that should be included in self-evaluation report in form of text, graphical visualization and attached document[13];

Mission and strategic development of HEI

☒ Mission of HEI

☒ The strategic development plan (7 years) and action plan (3 years);

☒ The methodology of strategic planning;

☐　　The implemented and planned activities for contribution in development of society;

☒ The monitoring mechanisms of strategic development and action plan implementation;

☒ Annual reports of HEI (considering the action plan)

Organizational structure and management of HEI

☐ The structure of HEI;

☒ Functions of structural unit of the HEI;

☒ Procedures for election/appointment of staff at management bodies of HEI;

☐　　Procedures of correspondence of HEI;

☒ Business continuity plan.

☒ Evaluation and monitoring mechanism for efficiency of management;

☒ Internalization policy;

☐ The international cooperation and internationalization mechanisms and evaluation of their efficiency;

☐　　Mechanisms for attracting international students and staff (if applicable).

☐　　The survey results of staff and students regarding international cooperation and internationalization;

☒ Description of quality assurance mechanisms and assessment of their efficiency;

☒ The analysis of survey results (e.g. student, staff surveys, etc.) and relevant reports;

☒ Procedure for using the results of quality assurance and relevant reports;

☒ The mechanism, methodology and benchmarks for planning student body;

☐　　Rules of ethics and conduct and procedures of responding on their violations;

☐　　Mechanisms for detection and prevention of plagiarism and procedures of responding on plagiarism cases.

☐　　Internal regulations of the HEI

Educational Programmes

☒ Methodology of planning, developing and improving educational programmes;

☒ Educational programmes and syllabi[14];

☐　　The demand of labor market and employers;

☐　　Analysis of the survey results of students, alumni, employers in order to develop educational programmes and report on using the results;

☐　　Alumni tracer study regarding their career (including employment rate by their qualification) and academic development.

☐　　The monitoring results of students' academic performance;

☐　　Procedures approval, amendment and cancellation of programmes;

☐　　Mechanisms of ensuring provision of education for students' in case of amending/canceling the

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[13] **Note:** Along with the self-assessment report it is compulsory to present the documents selected with sign - ☒ in English;

[14] It is compulsory to present only brief description of educational programmes, structure, aims, study results and study plan in English;

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educational programme;

☒ Rules of planning, implementing and evaluating scientific-research component;

☐   Academic calendar;

☐   Mechanisms to inform stakeholders regarding educational programmes;

☐   Methodology of elaborating individual curriculum;

Staff of the HEI

☒ The staff management policy, relevant regulations (including mechanisms for attracting, selecting, recruiting and professional development of staff) and result of their implementation;

☒ Private files of staff[15];

☐   Distribution of academic and scientific staff by age and sex;

☐   Competition documentation of academic staff (competition announcement, selection and/or hiring statement);

☒ The results of evaluation staff performance and their satisfaction survey and its use for staff management and development;

☐   Job descriptions and staff qualification requirements;

☐   Samples of contracts signed with staff;

☒ Workload of academic/scientific/invited staff and individual workload rate of academic staff (considering the workload of staff in other HEI)

☒ Affiliation rules and terms of academic staff;

☐   Methodology for defining the number of academic, scientific and invited staff by programmes.

Students and their support services

☒ The samples of contracts signed between HEI and student;

☐   Mechanism to protect student rights and legislative interests;

☐   Student's career support services

☒ Alumni tracer studies regarding their career (including employment with received qualification) and academic development;

☐   Implemented and planned student initiatives/projects;

☐   Supporting instruments for vulnerable students and its results;

Research, development and/or other creative work

☒ The scientific/creative/performing activities of academic and scientific staff of HEI;

☐   Memorandums of cooperation with economic agents and planned, ongoing and implemented research projects;

☒ In case of university, the strategy for developing the fundamental and/or applied research/performative activities;

☐   Brief descriptions of ongoing and planned scientific-research/creative projects;

☐   The students survey results regarding efficiency of supervising doctoral research and report on using the results;

☐   List of abstracts of Doctoral thesis's during last 5 years and Master thesis's during last 2 years presented by faculties;

☒ In case of university the list of abstracts of doctoral dissertations defended during last 2 years and in case of teaching university the list of defended Master thesis's abstracts during last 2 years;

☒ Regulations for assessing and defensing the doctoral thesis;

☐   Public, transparent and fair procedures of funding research activities;

☐   Support mechanisms for research and creative activities;

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[15] Updated CV of staff and document confirming their qualification should be presented, and it is compulsory to present only **CV** of staff in English

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☐   Strategy of attraction and inclusion of young new employees in scientific/creative activities of HEI;

☐   The students' survey results regarding their participation in scientific/creative activities and relevant supporting initiatives;

☐   Joint research/creative activities and cooperation with international partners;

☒ Quality assurance mechanism for research/creative activities and evaluation results;

☒ System of evaluation of scientific productivity of staff;

☒ Reports on implemented research activities by faculties/departments (taking into consideration the affiliation of academic staff);

Material, information and financial resources

☐   Documentation confirming possession of real estate, extraction from public registry;

☐   Documents certifying possession of current assets/ inventory records; Contract signed with practical/scientific-research institution;

☒ The survey results of staff and students regarding material resources;

☐   Document certifying orderly operation of heating and ventilation systems, and timeframe for their validity;

☐   Document certifying compliance with sanitary norms.

☐   Fire prevention and safety, first aid, and order mechanisms;

☐   Reports on on building and fire safety

☐   Adapted environment and/or further development plan;

☐   Documentation certifying possession of books/inventory records;

☐   Documents certifying involvement in international electronic scientific library databases;Statistics for use of electronic library databases;

☒ Mechanisms of developing library resources and services and their renewal.

☐   Rules and instructions of using library, organized meetings, consultations and other events;

☒ The students survey results regarding existing library resources, environment and service;

☒ IT management policy and procedures, IT infrastructure

☐   Contract with an internet provider.

☐   Information regarding electronic management system;

☐   Mechanism of development electronic management system

☐   Certifying document regarding possessing domain and hosting;

☐   Sources of funding;

☒ HEI budget,

☒ Dynamics of funding during last 5 years, financial reports for current/previous reporting periods;

☐   Regulation for the distribution of responsibilities, delegation, and accountability;

☐   Document on implementation of financial management and control system.

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Annex 1. The list of higher education programmes by faculties/departments/schools should be presented in the following table

#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision [16]	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
Faculty of Law and Social Sciences										
1	Law	Georgian	Bachelor of Law 0421	240 (4 years)	Accredited	11.12.2012; N767	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	32%	29%	62%
2	International Relations	Georgian	Bachelor of International Relations 0312	240 (4 years)	Authorised	03.06.2015; N13	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	34.2%	6%	43%
3	Public Administration	Georgian	Master of Public Administration 0413	120 (2 years)	Accredited	25.08.2016; N112	4. Shatili Street, Tbilisi , 0178, Georgia	68%	55%	82%
4	Law	Georgian	Master of Law 0421	120 (2 years)	Accredited	11.06.2019; N124	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	62.1%	61%	80%
	Law	Georgian	Doctor of Law 0421	60 (learning comp	Accredited	16.08.2016; N100	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze	97%	100%	100%

[16] In case the accreditation is given by other institution than National Center for Educational Quality Enhancement, please, indicate the name of the institution;

*Note: HEI may present employment rate instead of programmes by field. In this case it relevant note should be made.

**Note: To present data by faculties/departments/schools create copies of the tables;

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			onent) (3 years)			Street, Tbilisi 0159, Georgia				
	Psychology	Georgian	Bachelor of Psychology 0313	240 (4 years)	NA (New)	NA (New)	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia			
Faculty of Business and Engineering										
1	Business Administration	Georgian	Bachelor of Business Administration (BBA) 0413	240 (4 years)	Accredited	17.08.2020; N698240	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	52.3%	42%	65%
2	Architecture	Georgian	Bachelor of Architecture 0731	240 (4 years)	Accredited	3.07.2017; N36	4. Shatili Street, Tbilisi , 0178, Georgia	23.2%		
3	Business Administration (English)	English	Bachelor of Business Administration (BBA) 0413	240 (4 years)	Authorised	03.06.2015; N13	4. Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	33%	-	-
4	Business Administration in Finances	Georgia	Master of Business Administration in Finance 0413	120 (2 years)	Accredited	28.11.2019; N221	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	78%	81%	92%

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5	Human Resources Management	Georgian	Master of Human Resources Management 0413	120 (2 years)	Accredited	26.03.2020; N56	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	68%	50%	75%
6	Agrobusiness management	Georgian	Master of AgroBusiness Management 0811	120 (2 years	Accredited	29.07.2016; N79	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	62%		
7	Education research and Administration	Georgian	Master of Education Science 0111	120 (2 years)	Accredited	26.03.2020; N55	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	75%	69%	86%
8	Urban Planning	Georgian	Master of Architecture 0731	120 (2 years)	Accredited	3.07.2017; N35	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia	62%	-	-
9	Digital Management	English	Master of Management 0413	120 (2 years)	Accredited	13.10.2020; N985747	4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia			

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| 10 | Teacher training educational programme | Georgian | secondary school teacher in Georgian language and literature; Secondary school teacher in English 0114 | 60 (1 year) | accredited | 17.03.2016; N10 | 4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia | 64.2% | 86% | 93% |
| 11 | Business Administration (Management) | Georgian | Doctor of Business Adminustration 0413 | 60 learning component 3 years | accredited | 29.07.2016; N80 | 4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia | 92% | – | – |

Faculty of Healthcare Sciences

| Medical Doctor (MD) (one-cycle) | English | Medical Doctor 0912 | 360 (6 years) | accredited | 3.07.2017; N37 | 4 Shatili Street, Tbilisi , 0178, Georgia 6, Irina Enukidze Street, Tbilisi 0159, Georgia | 6.2% | 66% | 66% |

List of Joint Programmes

#	Programme	Teaching language	Qualification (qualification code)	ECTS	Programme status (authorized/accredited)	The date and number of relevant decision	The location of programme implementation	*Students' employment rate	*Alumni employment rate by their qualification	*Alumni employment
1										
2										

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Annex 2. The data regarding students by faculties/departments/schools and programmes should be presented in the following timetable

Faculty Law and Social Sciences

	Programme	Cycle	Number of students		Number of international students	Programme graduation rate
			Active	suspended		
1	Law	Bachelor's programme	107	125	0	168
2	International relations	Bachelor programme	28	27	1	19
3	Law	Master's programme	159	90	0	169
4	Public Administration	Master's programme	41	34	0	22
5	Law	PhD programme	29	53	0	2
Faculty Business and Engineering						
1	English Philology	Bachelor's programme	7	19	0	23
2	Business Administration	Bachelor programme	59	76	0	112
3	Business Administration (English language)	Bachelor's programme	4	12	16	0
4	Architecture	Bachelor's programme	66	11	0	0
5	Human Resources Management	Master's programme	48	26	0	16
6	Agrobusiness Management	Master's programme	13	6	0	0
7	Education research and Administration	Master's programme	109	44	0	41
8	Business Administration in Finance	Master's programme	41	32	0	26
9	Urban Planning	Master's programme	0	0	0	0
10	Digital management	Master's programme	2	0	2	0
11	Business Administration (Management)	PhD programme	9	12	0	0
1	Teacher's preparation Programme (60 credits)		20	3	0	14
	Faculty: Healthcare Sciences					
	Doctor or Medicine	One-cycle	275	56	331	3

Annex 3. Please present the data on academic, scientific and invited staff by faculties/departments/schools as indiciated in the table below:

Faculty of Business and engineering	
Number of staff (academic, scientific, invited)	111
Total number of academic staff	55
- Professor	12
- associate professor	32

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- assistant professor	9
- assistant	2
Scientific staff	-
- Scientist	-
- Post-doctoral staff	-
Total number of affiliated academic staff	36
- affiliated professor	8
- affiliated associate professor	20
- affiliated assistant professor	6
- affiliated assistant	2
Foreign academic/invited staff involved in teaching process	10
Foreign academic/invited staff involved in research process	10
Invited staff involved in teaching process	56
Faculty: Law and Social Sciences	
Number of staff (academic, scientific, invited)	125
Total number of academic staff	64
- professor	13
- associate professor	26
- assistant professor	19
- assistant	6
Scientific staff	
- Scientist	
- Post-doctoral staff	
Total number of affiliated academic staff	38
- affiliated professor	6
- affiliated associate professor	10
- affiliated assistant professor	16
- affiliated assistant	6
Foreign academic/invited staff involved in teaching process	2

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Foreign academic/invited staff involved in research process	2
Invited staff involved in teaching process	61
Faculty: Healthcare Sciences	
Number of staff (academic, scientific, invited)	73
Total number of academic staff	39
- professor	6
- associate professor	21
- assistant professor	11
- assistant	1
Scientific staff	
- Scientist	
- Post-doctoral staff	
Total number of affiliated academic staff	22
- affiliated professor	3
- affiliated associate professor	10
- affiliated assistant professor	9
- affiliated assistant	0
Foreign academic/invited staff involved in teaching process	3
Foreign academic/invited staff involved in research process	3
Invited staff involved in teaching process	34

Annex 4. Benchmarks by faculties/departments/schools

Faculty: Business and Engineering	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target

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			benchmark
Ratio of the academic and scientific staff number to the number of invited staff	55/5	65/55	2025
Ratio of the academic, scientific, invited staff number to the number of students	110/378	122/750	2025
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	110/11	122/14	2025
Ratio of the affiliated staff number to the number of academic and invited staff	36/110	61/122	2025
Ratio of the affiliated staff number to the number of students	36/378	61/750	2025
Ratio of the number of supervisors and doctoral students	7/9	15/15	2025
Retention rates of the academic staff	81%	82%	2025
The employment rate of Alumni by their qualification (the latest authorization period)	52%	68%	2025
The rate of defended doctoral dissertations since the last authorization	0	5	2025
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			

Annex 4. Benchmarks by faculties/departments/schools **Faculty: Law and Social Sciences**	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark

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	Actual	Target	Estimated
Ratio of the academic and scientific staff number to the number of invited staff	64/59	70/59	2025
Ratio of the academic, scientific, invited staff number to the number of students	123/364	129/700	2025
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	123/6	129/8	2025
Ratio of the affiliated staff number to the number of academic and invited staff	38/123	65/129	2025
Ratio of the affiliated staff number to the number of students	38/364	65/700	2025
Ratio of the number of supervisors and doctoral students	21/28	30/34	2025
Retention rates of the academic staff	75%	82%	2025
The employment rate of Alumni by their qualification (the latest authorization period)	44%	68%	2025
The rate of defended doctoral dissertations since the last authorization	3	15	2025
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			

Annex 4. Benchmarks by faculties/departments/schools Faculty of Healthcare Sciences	Actual Benchmarks	Target Benchmarks	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff number to the number of invited staff	39/34	45/34	2025

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Ratio of the academic, scientific, invited staff number to the number of students	73/275	77/550	2025
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	73/1	77/3	2025
Ratio of the affiliated staff number to the number of academic and invited staff	22/73	39/77	2025
Ratio of the affiliated staff number to the number of students	22/275	39/550	2025
Ratio of the number of supervisors and doctoral students	-	-	-
Retention rates of the academic staff	81%	82%	2025
The employment rate of Alumni by their qualification (the latest authorization period)	66%	78%	2025
The rate of defended doctoral dissertations since the last authorization	-	-	-
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			
(other benchmarks defined by the HEI)			

Annex 5. Area of buildings per each address

Total area of the institution per each address:	
Factual address (1)	4 Shatili street, Tbilisi. 0178
Cadastral code of the real estate	01.12.03.005.008
Sq.m.	2664
Factual address (2)	6 Enukidze Street, Tbilisi, , 0159
Cadastral code of the real estate	01.72.14.013.102
Sq.m.	2165.9 (Buildings)

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Size of the institution's auxiliary area per each address:	
Factual address (1)	4 Shatili street, Tbilisi. 0178
Cadastral code of the real estate	01.12.03.005.008
Sq.m.	1968
Factual address (2)	6 Enukidze Street, Tbilisi, , 0159
Cadastral code of the real estate	01.72.14.013.102
Sq.m.	2583.4

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