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November 30, 2008

Eka Todria, Deputy Country Director
World Learning / Forecast Georgia
#4 Mosashvili Street, 1st Floor
Tbilisi, Georgia

Subject: Final Report for Performance Assessment of Tbilisi State University

Dear Ms. Todria:

Enclosed, please, find the Final Report for the Performance Assessment of the Tbilisi State University, conducted during the July - October 2008, in the Republic of Georgia.

It includes a short executive summary, all the key findings, specific recommendations for future action, and key appendices of reference information.

There are many more recommendations that could be made, but we have not included them for 3 reasons. The first is that the priority issues are here. The second is that if and when the strategy is implemented the situation will evolve and priorities will shift. Lastly, these many reforms are very much for any organization to absorb. We hope that USAID will be able to continue financial assistance to the University in these important reforms over a 3 – 5 year duration.

Thank you for the opportunity to conduct this assessment. We appreciated the great support and opportunity of working with your team on a most challenging and vitally important project.

A handwritten signature in blue ink, appearing to read 'M. Mari Novak', is written over a light blue rectangular background.

M. Mari Novak
Partner
Performance Assessment Team Leader



World Learning Georgia/ FORECAST Program

Performance Assessment of Ivane Javakhishvili Tbilisi State University (TSU)



Report of Recommendations

July – October 2008

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Final Report

FORECAST/USAID
World Learning/Georgia

Performance Improvement Assessment Services *for* Tbilisi State University

Executive Summary

Tbilisi State University (TSU) is a keystone in the social and economic development of Georgia, and has played a vital role over its 90-year history. The Government of Georgia has decided that TSU must transform itself into an independent, self-financing, sustainable institution. Much has been accomplished; much needs to be done.

This assessment was undertaken to identify weaknesses or hindrances in the management system of TSU that are slowing down or blocking progress to its objectives. A *complete* analysis of the performance system was not undertaken; emphasis was placed on the elements of the management system and the relationship of the elements to the implementation of the strategy and operating policies and processes.

TSU has already been through a radical downsizing and restructuring. A strategy has been drafted. Questions posed were concerned with shifting away from the problems of the past and toward building a university aligned with European standards, offering both excellence in teaching and research. What was needed to make this happen?

Institutions are not simple machines. Universities are not simple institutions. The issues identified would not be fixed by removing a broken part or lubricating interactive parts. It is universally agreed that there is more to do; but so much change has happened already that the approach to the next round or phase of changes must reflect the new objective as well as lessons learned. TSU is 're-creating' itself. The Government of Georgia is redefining the relationship of TSU in society. With a glorious past and a problematic historical period, there are many presumptions and 'ways of doing things' embedded. The assessment moved to examine the core issues: decision making, control, policies and procedures, and communications.

If the basic problems of organizational dynamics are not solved, it will be difficult to maintain any improvements. Things will revert to the way they always have been done. This concern was identified by the executive team of the University. The analyses and recommendations identified are presented as actions to be taken to achieve the goals and objectives identified.

TSU is capable to continue and achieve its process of improvement, reform, and financial sustainability. It has the will, ability, and staff to accomplish these. Most of the recommendations will be handled *primarily* by internal personnel. The complexity and coordination of effort; however, is daunting. It is recommended, as a best practice, that ongoing consultation frame and support the immediate next steps of the work.

Primary Recommendations

Within the report are detailed many recommendations that are necessary to improve the overall performance of the university. The following are highlighted as critical for immediate attention. They are described in more detail in the recommendations section of the report. This next phase or cycle of change must be well managed. Innumerable details and considerable expense are involved – financial as well as organizational. Foundations must be laid; items from the strategy cannot be picked randomly to attend to. The steps must be formulated and the community informed.

It is, therefore, more important to do the initial, primary steps well than to dive into any of the detailed, specific recommendations. Further, it is recommended that these primary steps, listed here, should begin as soon as possible, with a minimum of a one year commitment to staffing and implementing the elements. There has already been a timelag.

Many improvements and actions are ongoing; however, the timelag for an overall strategic improvement has weakened the management systems of the university. In addition there are new players in the parliament and ministry. Communications must be improved. The reconstruction has taken center stage (for those affected), with high expectations after it has been completed. The last rounds of change focused on solving the problems of corruption. Processes set up to solve this have had unintended consequences – because they have been focused on for too long -- for the overall goal of academic excellence.

The key consequence is the lack of commitment to TSU's overall objectives. A 2-3 year contract, with no guarantee of renewal if your performance is good, does not lend itself to preparing materials for your coursework, developing quality (longer term) research projects with student involvement, committing yourself to university committee work, emphasizing student advisement as part of the teaching job. The feedback is mainly negative: have you started your class exactly on time and ended it likewise?

A Dean must be like the (corporate) manager of a 'major product line' of the university. Understanding the parameters within which they must work (legislation, regulations, budget) they must be free to build the knowledge base, requirements for students' access, and requirements for assistance and support of students. They must build a balance between teaching and research. They must set an example of professionalism: set the objectives, allocate resources, monitor, feedback and reiteration. All decisions possible should be made at this level. And TSU is ready to start making its own hiring decisions, not leave it to external committees.

The successes of the past changes must be maintained; while the policies have to shift to supporting the objectives toward the future. Another challenge is that few of the academic and administrative staff have worked in the kind of university that TSU wants to become; or attended one as a student. There is a multitude of 2nd and 3rd level concerns, but there is not an articulation of what TSU should be like: what does it look like, feel like to work in this new environment? How do you judge a quality educational experience and outcome? Few have experience managing in the context of an organization like the one that is to be created. This is complicated by the external stakeholders, who have differing and evolving opinions. It is also complicated by a lack of clarity on status, finances, and control; as well as legislation needed.

Without decisive movement TSU has the possibility of degenerating into an organization that grants degrees but does not deliver an education. This is a worldwide challenge for universities balancing finance, academic excellence, and ill-prepared secondary students. The timelag has lost the momentum of the reforms and the staff have to take care of themselves. There is little energy; it cannot be further dissipated. Bold, planned, immediate decisions and actions must be taken.

Staff need a clear picture, information, timeline, and a sense of involvement. Also, what will be demanded of them must be balanced with an increase in what they receive. This refers not only to compensation and contractual arrangements, but to trust and professionalism. It must be demanded *of them*; and it must be demanded of the students *by them*.

Priority Recommendations

- Implement the approved strategy. Use a revitalized Strategic Plan as an umbrella to implement many of the actions in an organized, step by step manner. Appoint a Strategy Officer to implement, inform, and resolve blockages of the strategic plan. This person will lead the core team responsible for developing and monitoring the several operational elements

- Initiate an informal, regular roundtable among state university rectors and state university chancellors. This must be facilitated by a senior, respected objective party. The group will discuss areas of mutual interest, provide a private, open discussion forum, and prepare considerations for representatives on the parliamentary committee on education and ministry of education
- Modify faculty employment policies and compensation strategy to allow for strengthening commitment and focus of all academic staff to build both teaching and research excellence; specifically,
 - academic staff should be chosen by internal committees (with the possibility of external subject matter experts)
 - interview and teaching skills (demonstration and references) must be added to the assessment (not only research)
 - individuals should be considered for rehiring first; if not, then a search committee would be formed
 - contracts should be staggered within faculties, so evaluation, decisions and rehiring are not all handled at the same time
 - Faculty of Law contract/compensation model cannot easily be extrapolated to larger faculties. Models for other faculties must be proposed immediately (2008) and not wait for 1-2 years to see how it is working. Any model will have to be modified, regularly and continuously
- Set up a new office to manage alumni outreach for communications and fund raising; move forward with setting up a Development Foundation. TSU's historical reputation has not overcome its recent crisis. It has lost respect; it has lost priority in job recruitment. Alumni and the greater Georgian community must be told what is happening and how things are improving. This can then be followed by activities and fund raising projects. Specific requests or „campaigns“ should be formulated. For example, ‚adopt a classroom‘, ‚adopt a research project‘ (or a department's research equipment requirements), ‚endow a research grant fund‘ (in a specific area or at the faculty's discretion), ‚endow a faculty position‘ (fund one professor in one department with a specific specialty)
- Implement more robust information dissemination within the Administration and the Faculties using a variety of media: bulletin boards should be put up *and maintained* at each faculty and administrative unit. Newspaper articles should be lively, provocative, and controversial; regular periodic staff meetings made mandatory; joint problem-solving teams set up for specific issues; regular, open meetings for students, faculty, staff delivered by rector or chancellor held in largest lecture hall, (first come/first seated) reporting on hot issues or progress made; bulk emails to university community with news of successful programs, resolved issues, international visitors/lectures. Information should flow!

- Streamline and document inter-departmental procedures and processes that involve university staff from several organization units. Define roles, responsibilities, decision making authorities, unit interfaces and process steps. Adapt and link to automated systems, as required. Decentralize decisions as appropriate to those closest to the work. Decisions cannot be reversed without discussion.

Next Steps

It is suggested that the following steps be taken by TSU for moving forward:

- This report, situation analysis, and recommendations considered by TSU executives and USAID, and other stakeholders.
- Immediate actions decided and funded.
- Consultancies determined and arranged.
- Presentation/workshop held in mid-January/February timeframe (as soon as possible) for Strategy Unit and key stakeholders to explain how the recommendations will be implemented, how the project plan will be carried out, including staff involvement and communications
- Appoint a Strategy Officer. That officer selects team, with recommendations of rector and chancellor. Under the direction of the Strategic Officer (or designated manager), analyze the current status of the Strategic Plan in relation to the assessment recommendations. Prepare alternatives for action for Council approval.
- TSU multi-functional teams (representatives from the *processes*, not by department or faculty) begin the work of organizing the strategy into clusters of actions and precedents (time and flow)
- Rector, Chancellor, and Councils approve selected areas of action
- Action plans coordinated and approved
- Measures and indicators agreed, at 'proxy' level overall, and specifics for intermediate steps
- Monitoring plan, communications plan, mitigation plan implemented and coordinated
- Evaluation of outcome (at reasonable intervals); adaptation of model, plan, actions, parameters to match evolving realities. Keep going.

External Consultancies Recommended

Although many of the recommendations can be handled internally with TSU staff and resources, there are four areas where external consultants will be important.

EXTERNAL CONSULTANCIES RECOMMENDED

Expertise	Technical assistance	Timeframe and Requirements	Deliverable
<p>Consultant with expertise in performance improvement, strategic execution, executive coaching, and facilitation</p> <p>Lead person for duration; 2-3 person team for setup of implementation, involving all units</p>	<p>Assist in the setting up of the Strategic Implementation team, project management and monitoring</p> <p>Facilitate start up and stabilization of state university rector and chancellor meetings</p> <p>Executive coaching</p>	<p>Available for 4-5 on site consultancies of decreasing duration over one year</p> <p>Email contact</p> <p>Trust and ongoing contact</p>	<p>Project management detailed plan</p> <p>Proxy measures – developed during the implementation process</p> <p>Series of white papers on recommendations to rector and chancellor groups</p>
<p>Consultant with expertise in Alumni associations, fund raising, and public communications</p> <p>International experience and expertise</p>	<p>Recommend an initial organization, target activities, and public relations plan</p> <p>Coordinate with other alumni activities ongoing</p>	<p>One 2-3 week in country advisement</p> <p>Coordinate with ongoing consultation in performance improvement</p>	<p>3 year alumni office action plan</p> <p>Public information, alumni communications recommendations</p> <p>5 “starter” fund raising efforts, immediately realizable</p>
<p>Consultant with expertise in continuing education (life long learning) on income producing basis, prof development requiring ongoing training</p> <p>International expertise</p>	<p>Analyze opportunities; lobby for involvement with professional development assoc development and requirements for ongoing training; coordinate with ongoing summer schools and special events;</p>	<p>One 3-4 week in-country advisement</p> <p>Coordinate with ongoing consultation in performance improvement</p>	<p>3 year LLL office action plan -- content, marketing, financing</p> <p>Suggested short term contracts for TSU staff (for training) and externals</p> <p>Strategy for cooperation with professional development requirements/service delivery</p>

<p>Consultant teams (2-3 people) to provide work process analysis and procedure writing support</p> <p>Enterprise management experience, helpful</p> <p>Georgian expertise</p>	<p>Work with assigned teams to chart work processes, coordinate with (strategy) implementation teams on improved or renewed processes</p> <p>Write comprehensive procedures</p> <p>Interlink procedures in "knowledge management" (with identified unit, QA?)</p> <p>Develop a maintenance plan for continuous improvement</p>	<p>Ongoing in blocks of 3 weeks for identified work processes</p> <p>Coordinate with IT programming and Academic Services</p> <p>Coordinate with ongoing consultation in performance improvement</p>	<p>Written procedures</p> <p>Flowcharts</p> <p>Lists of questions and observations for resolution by appropriate authority</p>
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Project Goals

The body of this report is an explanation of the recommendations that must be managed within the academic and administrative units. This includes changes to the policies, processes and procedures that are in place across multi-functional teams of the University.

This consultancy believes that without attention and change to these areas, the situation can degenerate. Instead of moving toward excellence, standards and short term solutions will add up to moving away from excellence. TSU will issue diplomas will increasingly less educated graduates.

The objective of this assessment is to contribute to TSU's transition to an independent, self-financed and sustainable institution, by:

- Determining performance gaps
- Identifying the causes of the gaps
- Design recommendations and interventions, addressing the gaps
- Develop an evaluation plan/system that will be used to assess the impact of the interventions

Areas that TSU identified as critical to its transition and suggested for consideration were:

- Increasing accountability for education delivered
- Decentralizing administrative and management structures
- Increasing transparency of management systems and decisions
- Advancing self-governance (vs. ministry guidance and control)
- Developing a business plan (operational and revenue-producing budgets)
- Developing additional income streams
- Developing a marketing program for selected curricula
- Improving recognition of the TSU's quality outcomes
- Developing a systematic approach to meeting international standards
- Increasing enrolment of international students and participation of international faculty
- Increasing numbers published articles on research
- Developing a research, development, and marketing support system for information and innovation developed at the university

The breadth and scope of this project was further defined in initial meetings with the Rector and Chancellor of TSU. Their emphasis for the time available was to direct consideration towards the management systems and financial concerns, to support the many initiatives and decisions that must be coordinated.

Current Situation

Tbilisi State University (TSU) is the largest university in Georgia with six faculties (departments), and about 18,000 students. TSU is a public legal entity. The main sources of funding are student stipends, from the state budget and/or from individual students, and the lump sum payment to the budget.

The TSU mandate includes the following functions:

1. To provide its clients, the students, with higher education and research opportunities;
2. To grant academic degrees (bachelor's, master's, and doctorate) in a variety of subjects.

In 2007, TSU developed an organization-wide strategic plan that, among other core issues, aims at transitioning the university from a quasi-state institution to an independent not-for-profit, expanding its mandate to include the following:

1. To provide students with an education according to international standards that encourages the transferability of knowledge and skills and ensures they are competitive in the market;
2. To become an institution that can export intellectual resources across the region;
3. To integrate modern technologies and teaching methodologies in learning, curricula development and management processes

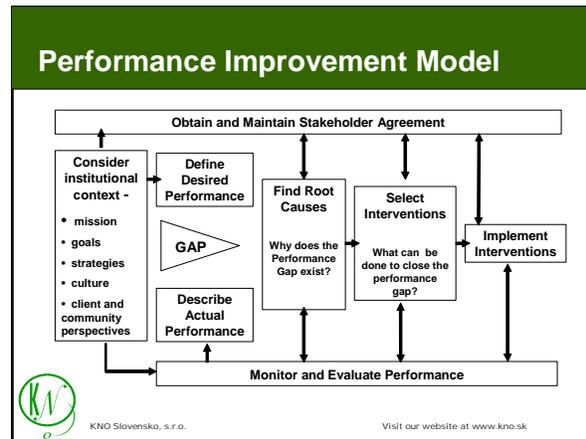
In 2005, the Parliament of Georgia enacted the *Law on Higher Education*, which set forth a clear self-governance mandate for all public universities. As with other public universities, the law requires that TSU must transition to an independent, not-for-profit institution receiving limited support from the state by 2009. Administrative, management and academic reforms at TSU will now need to be implemented in order that the university may build a decentralized and self-sustainable institution, not dependant upon state funding.

By making the university more demand-driven for both the domestic and international markets, and better understanding how intellectual property can be utilized as an income source (e.g.: the commercialization of research activities and publications) the university hopes to create new products and services that will contribute to its sustainability and independence. The development of internationally-recognized accreditation standards and certification programs will also give TSU the opportunity to attract more international students, as well as allow students increased opportunities to study abroad. This also speaks to the development of (indigenous) western-thinking leaders in the country as well as the wider region.

Methodology and Stakeholder Involvement

The project was conducted over a 4-week period, with a two month break due to the conflict with Russia. The consultants initially conducted a desk review of existing documents and developed an analysis approach (see appendix X) of tasks as a basis for the on-site organization assessment.

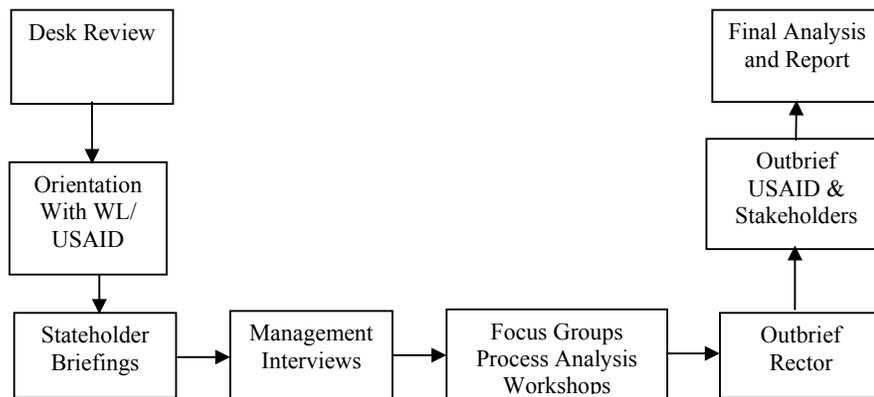
This was supplemented by other critical documents such as strategy and situational analyses, technical assistance workplans and reports, job and activity descriptions. The consultant team analyzed these materials and requested a series of interviews with stakeholders of the organizations. The theoretical and practical bases of the PI approach are explained in detail in the appendices.



Upon arrival in-country, the project leader met with the sponsoring USAID CTO and TSU Executive Management to overview the project goals and approach. Following input and suggestions from these meetings, the consultant team conducted individual interviews or focus groups to collect the data. In the case of several key processes, meetings of typical participants were held to diagram 1st level work flow and relationships.

Critical strengths and potential performance blockages were identified, and then reconfirmed during follow-up meetings as necessary. The list of those participating in the fact finding is contained in the appendix.

A detailed outbrief was held with the TSU Rector, and a closeout briefing was held with the stakeholders group. All participants were made aware that this assessment was to identify potential areas for TSU strategic and operational improvements. . No commitments for further USAID support were made or implied.



Upon conclusion of the research, out briefs with the World Learning office and to the appropriate SO / CTO teams were completed. The draft report was circulated among the interested parties, and finalized after integration of comments from reviewers.

The project was phased over two visits. As already mentioned, because of the conflict with Russia, the second visit was delayed. The impact of this conflict on the financial and economic status of the country, as well as the priorities and demands within the Government of Georgia, are just being determined. However, there is no doubt that the overall state budget for 2009 must be reconsidered.

It is also unsure when and how the Parliament and Executive will take up the delicate and intricate issues of redefining the status, regulatory, and financial issues of the state universities in general, and TSU specifically. These challenges also open up opportunities.

There are many basic issues which are not resolved. These include specific status of the university, ownership and property rights, followup and improving on legislation, interpretation and application of the Bologna process to the formulation of curricula and administrative services, exact nature and levels of funding. These also include a review of the existing legislation and national exam/placement programs. Although the programs have solved problems; others have been created.

These decisions and directives should be reviewed and adapted, in light of possible unwanted consequences. This phase of decisions can incorporate many outstanding issues plus refinement and improved iterations on changes completed to date.

Lastly, it will take a bit of time to sort out the implementation of TSU's strategy. The starting implementation and operational implementation of the strategy will take 6-18 months. The broader strategy, involving many objectives (summarized in Appendix X), involves efforts and resource demands stretching over a 5-15 year span of time. All of these actions call for continued – and broad – communication, discussion, implementation, and review.

The situation at TSU demanded and this consultancy utilized an (organizational) systems approach. In the process of querying, cross checking, and analyzing the core problems and blockages, it is incumbent on the consultant to follow-through with queries. This did occur; however, much remains to be done. TSU managers do not have extensive experience with managing the kind of organization that is being created. The demands and status of the university, combined with relatively few days in the institution, limited the ability of the consultancy team to track through the work processes in detail. However, 1st level process analysis was completed for several areas of interest to better inform the consultant team as to strengths and blockages. The issues primarily addressed were of 'higher level' concern of policy and strategy.

The simple table below will assist in explaining 'levels' of concern. All levels or perspectives influence the outcomes of the institution's activities. Each level influences the one below and must link to it. Usually contradictions or miscommunications develop at these linkages, when policies must be converted into procedures; when procedures are converted into job expectations. Communications and monitoring assist in keeping policies and procedures in balance, and in support of the overall objectives.

PERSPECTIVES and CONSIDERATIONS in Organizations

Level of Perspective	Perspective	Question/Issue
Philosophical	Core values	Health, prosperity, freedom furthered with an educated population?
Cultural/Societal	Role of higher education in social and economic development Autonomy or core function (of govt) Level of financial support	Higher education as a supplier of technically competent graduates? Critical thinking skills? Market oriented or assuring humanist tradition of HE? Research and development?
Polity	Management structures, decision making, policies, communications, monitoring	Define the outcomes and audiences of the activities of the university; measure and manages systems to monitor actions; allocate resources
Strategy	Plan and approaches to achieve the "desired situation" → agreed	What are directions to provide value and achieve objectives? Communicated and agreed? Within restraints and limitations?

Tactics/Implementation	Tasks, actions, procedures, processes, functions, jobs	Implement, coordinate, and integrate tasks and actions? Flow is efficient and results in desired outcomes?
Logistics	Acquiring inputs, organizing availability of resources as throughputs	Supplies, resources, inputs available to right people, timely, and with controlled cost?

In a major reform or transition it is important to consider the clarity to the involved parties -- the general understanding by all staff -- and the requirements at each organizational level. Although the 'starting point' for the analysis had been at the strategy level, the assessment necessarily shifted to both the polity and tactical levels. This is a key problem. There is not a common language for explaining the status, objectives, or means for TSU to move forward.

This implies a lack of agreement, decisions still in progress, or possibly an incomplete vision on how exactly to realize the goals. In the considered opinion of this consultancy the blockage to success lies in a disorganized and incomplete vision and direction, due to the need to resolve outstanding issues, among the 5 key groups of stakeholders who have responsibilities at the *polity* level. These 5 are: parliamentary committee on education; ministry of education; management team for academic staff; management team for administrative staff; and the other state universities.

Secondly, internally, work processes are operating with no written documentation. Staff believe that the procedures are done 'in the way it should be'; or this is the way it has always been done. There is no assuredness of the efficiency, the outcome, or the impact on other activities. This is in the context of few organizational requirements existing for performance, measured outcomes.

The emphasis has been on control and cleaning up, but now is the time to replace that with a modern, corporate (in the sense of performance or outcome-oriented) management system. This will need guidance and championing. And time. The steps to move TSU into the future are discussed in the several following sections.

Moving TSU Into the Future

Since 2004, TSU has gone through a series of reforms that have been both necessary and difficult. It is critical that these reforms are sustained. These reforms have included a reconceptualising and refocusing of the university. There is virtually universal agreement that this had to happen. But what has to happen next is not clear.

TSU has progressed at least as far as resolving most of the past's debilitating practices. Efforts have focused on *stopping* bad, unacceptable practices. Now the emphasis has turned to building academic excellence and alignment with European standards and integration.

The organizational dynamics that result from *stopping* do not necessarily support the *building* efforts. TSU must anchor the successes it has achieved, while evolving or spirally into the next phase of its transformation. TSU must “refocus”.

TRANSFORMATIONAL STAGES: Refocusing

Soviet model	← →	European
Corruption	← →	Excellence
Centralized authority	← →	Decentralized decision making
Patronage	← →	Meritocracy
Central Planning	← →	Econ development/market State
subsidization	← →	Income for value



There is disagreement as to how far along this continuum TSU has progressed. In large part that is because of 3 dynamics. First, there has been normal slippage from the progress made, plus exacerbated by the delays in a systematic transition to constructive excellence. Secondly, and related, is the lack of a clearly articulated, well-disseminated, detailed vision of TSU, as it enters the future. What exactly is it that we are aiming for? What are the differences and how will we know when we have achieved them? Lastly, the external factors (legislation, financing, competition, etc.) currently are exerting an even more powerful influence.

These dynamics intertwine as they buffet TSU academics and administration. A brief examination of this environment within which TSU must operate and transform is a critical element in determining recommendations.

The Importance of a Common Vision

The lack of agreement and clarity of vision are obstacles to stating the objectives and elements of the strategy; and most certainly blocking implementation of changes and improvements. Therefore, this assessment and its reporting had to consider a variety of issues *preliminary* to a consideration of specific organizational procedures and technical assistance inputs.

Ideally these issues cascade down the ‘perspective’ chart; therefore, ‘higher up the chart’ issues are resolved before objectives and characteristics of the next level are decided. In significant ways TSU’s reform and transition began at the tactical and logistical levels, with downsizing and emphasis on stopping corruption.

Especially in the Georgian context, where the legal and regulatory framework historically define and detail any state institution's *polity*, the role and structure of the institutions of higher education must first be generally agreed. The following chart illustrates that this is not an 'all or nothing' decision, but a sliding scale that can shift over time and with careful deliberation on the role of higher education and appropriate support.

Privatization in Higher Education as Direction or Tendency on Multiple Dimensions

Dimensions	High "Publicness"	-->	-->	High "Privateness"
Continua of Privatization [Greater Privatization -->]				
1. Mission or Purpose	Serves a clear "public" mission as determined by the faculty or the state.	Mission is avowedly both public and private, but as defined by faculty.	Mission is mainly to respond to student's private interests, mainly vocational.	Mission serves private interests of students, clients, and owners.
2. Ownership	Publicly owned: can be altered or even closed by state.	Public corporation or constitutional entity.	Private non-profit: clear public accountability	Private for-profit
3. Source of Revenue	All taxpayer, or public, revenue.	Mainly public, but some tuition, or "cost sharing."	Mainly private, but public assistance to needy students.	All private revenue: mainly tuition-dependent.
4. Control by Government	High state control, as in agency or ministry.	Subject to controls, but less than other state agencies.	High degree of autonomy; control limited to oversight.	Controls limited to those over any other businesses.
5. Norms of Management	Academic norms; shared governance, antiauthoritarianism.	Academic norms, but acceptance of need for effective management.	Limited homage to academic norms; high management control.	Operated like a business; norms from management

The problem is with '*generally*'. Universities are complex, performing many functions with corresponding personnel and financial demands. It is also expected that the universities have a political role, pulling Georgia closer to Europe, through adherence to the Bologna Process. The aims of the Bologna Process are primarily toward harmonization, not excellence. (Excellence in higher education is part of another European Higher construct). Interpretations differ among the major stakeholders and decision makers regarding what and how to apply Bologna Process to the Georgian educational reform.

This seemingly esoteric discussion has specific implications in identifying core decisions, blockages to progress, and how the university is managed. It is not in the purview of this consultancy to decide the nature of the university, nor the application of the Bologna Process framework.

It is required, however, to suggest means to clarify and communicate these decisions. The priority of issues analyzed and gaps in execution of the performance desired that must be addressed, are dependent on this core issue. The time and effort available for this analysis was limited. A comprehensive assessment, in great tactical detail, would take well into a year's effort. More detailed analysis will by the nature of the project be gained through refining and fleshing out the strategy.

Many of the existing policies and procedures, *what is*, were considered. Much of it is not in written form. What exists is either a direct result of the reforms that have successfully occurred in the last 2-4 years, or are legacies of the Soviet system (at the detailed level). The analysis revealed that many of the solutions that had worked on one level were now detrimental to moving forward.

Another caveat must be stated. The next phase of the reform has been conceptualized but not realized. Progress and improvements are being made continuously. Moreover, an articulated, generally communicated and understood plan, with a timeframe and budget, has not been put forward. The consequences are several:

- Functions solve problems for themselves, not in line with the overall institutional progress
- Solutions/changes have resolved the immediate concern but not solved the core problem
- Negative, unintended consequences are not reviewed and revamped
- Special emphasis is placed on the 'form' in compliance with the Bologna Process
- There is no unified, common vision or understanding of what a modern European-type university should be, or what it should be for Georgia

Vision and Contradiction

TSU just celebrated its 90th Jubilee. The institution has a glorious and excellent past, with thousands of outstanding individuals contributing to its role in education and the social and economic development of Georgia. But what exactly will TSU be *in the future*? What will be the result of all the efforts? What specifically is the *vision* of what TSU will become? What concept or model of a university *best suits* Georgia's economic and social development into the 21st Century?

There are multiple, diverse, and contradictory concepts of higher education and TSU among stakeholders, complicating decision making and action planning. There is not a common language used to describe the situation or rank the issues. The Bologna Process has injected both assistance in framing targets and ranking issues; as well as transferred the focus of higher education away from what the society of Georgia needs. Along with harmonization, there is a critical need for Georgia to build up its excellence within the realities of its limited resources.

It is, of course, easier to figure out how to get somewhere if you know exactly where it is you are going. When an organization is moving into the future, to a place not yet experienced, the process is more difficult. Equally, the mutual understanding of the status quo gives information necessary for effective planning and actions. Thirdly, the rules, guidelines, and resources available to close the gap between “preferred situation” and status quo should be known: the rules of the game. All 3 of these “mutual understandings” are not clear.

Although this may seem acceptable, normal; in fact, it poses a blockage to progress of such significance that the next phase of reform and improvement has the potential of moving into a downward spiral if not resolved.

The Rector has certainly articulated a vision for TSU. A Strategy framework has been approved. That information is not widely distributed nor updated. Continuing, the vision and strategy are still too general, resulting in unproductive approaches: faculties are not receiving specific direction on curricula standards, contracting issues related to choosing and keeping merited academic staff, and coping with the influx of students whose preparedness and open-ended choices strain the resources of the faculties.

The future is coming – legally, financially, and competitively. It is understood that the core relationship -- the “line management” of the university – is the professor:student relationship. So it is important that the academic staff and the faculties have a clear – and coordinated – vision and concept of what they are creating. Instead, there is, *again*, an increasing focus on individual interest and faculty survival. This is one of the problems that had been solved.

Many TSU staff have had the opportunity for international exchange and research. These are all individual experiences, and are brought back to a powerful intact system of how TSU operates. Although all of these individual positive experiences can contribute to the whole; the existing operating system is stronger. Decisions, actions, procedures revert to the ‘default position’, the way things have always been done.

A new default has to be systematically chosen, with supporting structures offering incentives to do things the new and ‘now correct’ way. The concept and vision of TSU cannot be just handed down. The specifics of implementation affect each and every person, job, function, and the outcome. Staff must chew on it; make it their own.

A brief listing follows, with the significant mismatches described. There is no valuation to any of these positions. No one stance or perspective is right or wrong. These items reflect the different vantage points, and different agendas.

However, the situation goes beyond a collection of mismatches. This consultancy had an opportunity to follow through on a significant number of issues. But the time and depth of interviews was limited. There is every indication that the stakeholders were giving constructive information. The differences in descriptions of the status quo and the specific directions and requirements *were so divergent* that a significant gap seems to exist. Critical agreement does not exist regarding concept (role of higher education and its support), timeframes, and strategy. It also could represent a wide gap in communication among the stakeholders.

Regardless of why the divergence, it appears that this divergence is complicating the process of improvement. Stalling progress accentuates the slippage back to the old ways of doing things.

SELECTED AREAS OF CONTRADICTION

Issue	Perspective A	Perspective B	Contradiction?
Policy goals	2 universities in top 500 international ranking	Equivalent quality to Western European university	Based on research and juried publications; requires strong and ongoing research funding
Autonomy	No direct funding; limited regulation	Academic freedom; benefit and function to society so require funding for structural, cultural, basic research, etc.	Debate unsettled and will slow progress; Concept will frame legislation, funding, strategy implementation
Income streams	Required, in 2 years	Not legal under current legislation	No progress to date; urgency looms
Research-focus	Selected state universities designated, funding system overhauled	Professor-driven, self funded	Different status will require different funding levels and oversight; who/how decided? Examples of funding levels and timelines considered?
Scholarship vs. market orientation	Compete with private universities; react to market needs; student diplomas key	Long term view, based in scholarship; critical thinking, and qualified graduates	Selective excellence;
Excellence vs. Bologna	Primary actions focus on harmonization with Bologna	Primary actions focus on improving internal excellence, then will be aligned into Bologna	Controversies and interpretations of Bologna differ significantly; orientation of primary vs. secondary goals confusing strategy, policies, and priorities
Legislation-status	Major requirements and overhaul	Legislation in place	Situation not clear; timelines not set;

Property settlement	Reassign ownership and university control	Concern: cannot make a mistake nor squander significant assets, require specific plans, consideration of all possible (negative) consequences, cooperative decision amongst ministries and universities	Concerns on all parts not resolved and coordinated; affects all aspects of funding; issue precedes or follows decision on legal status? Stalling progress
Internationalism	Use international students and faculty to spearhead improvements	Problems solved with Georgian staff, international adds vitality	No coordinated effort to integrate intern'l-funded projects; analyze suggestions; assert 2 nd rate status of TSU (need intern'l counterpart), shifts responsibility from solving problems in and for Georgia
Soviet vs. Euro vs. USA vs. Georgia model	Align with European model	Many USA elements preferred	European models in flux, what suits Georgian needs? Strengths? Strategy?
Priority and timelines	Education is top priority and issues will be resolved soon	Crises resulting from war and economy are priorities; others will then be considered	Time and energy responding to crises; need to understand and respond to concerns; state university coordination of analyses, options, and recommendations
Financial scenarios	Budget increases in student stipends as planned	Relook at all budgets due to Georgian economic downturn, costs of war, international recession	CRITICAL completions of scenarios and funding allocations; coordinate specific funding requests and projects needs

Management Systems and Governance

Any organization is a complex system. A university is by nature a multi-polar, "matrixed" organization. That is, the Rector, the Chancellor, the Academic and Representative Councils, the Faculties, Quality Assurance, Human Resources, Finance, Research, and all the supporting staff functions have their own responsibilities. And power → of decision making.

These responsibilities are referenced and interpreted by the Ministry of Education and Science, which itself refers to the Parliament in its formulation of new and secondary legislation. Expertise within each locus is critical to realize the university's reasons for existence. (See Relationship Map in Appendix D).

Structure

A new management system is required and desired. First, there must be a clear picture of the structure of TSU. An organization chart *does not* exist, rather a listing exists of departments and numbers of staff. An organization chart is a visual that identifies reporting relationships and span of control. Solid lines are used to indicate these. Dotted lines are used to indicate 'matrixed' reporting relationships.

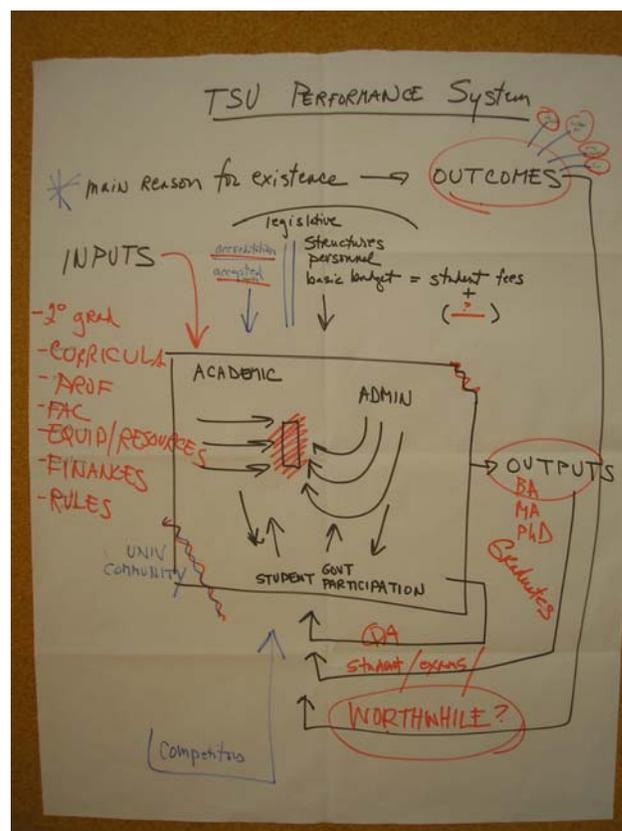
This is valuable to have, produce, reference, and share. It is the first place anyone goes to understand an organization. By not having this graphic, it serves to verify the centralization of management.

An organization chart is not reproduced here because currently there are far too many open spaces and disconnects. Two examples are immediately clear. Administrative staff embedded within the faculties have an unclear relationship with central administration, in terms of scope of responsibility, decision making, and final authority. Internationally funded special projects are not integrated into the core faculties.

Making a picture of the organization forces management to see the imbalances and the means to delegate, decentralize. This will be especially important as new standards and procedures are implemented.

A first draft of the organization chart should be an output of the workshop kicking off the Strategy Implementation, as an exercise identifying how to decide on the order of enacting the elements of the strategy and supporting processes.

Then a model of management is desired. There is no one model that can be inserted into TSU. Any model has to be adapted to the context: Georgia, university, large scale organizational change, irregular progress in each faculty, status and change in legislation and regulation, competition. It is not a pretty picture.



The management system for TSU must be based on certain structural requirements:

- Modern, effective, performance-oriented model (corporate model)
 - Performance defined
 - Required elements must be put into place
 - Meritocracy
 - Building stable knowledge base with continuous improvement
 - Management policies reviewed and communicated
 - Delineating results wanted, allocating resources, monitoring, evaluation and consequential changes

- External control and decisions on legal status, financing model, regulation
 - Balance degree of self funding against social imperative, maintenance of Georgian humanistic studies
 - Funders are currently external: Ministry/subsidy, Ministry/support, research grants, student fees
 - Monitoring done externally (parliament, ministry)
 - Accreditation
 - Oversight
 - Legislation, regulation
 - Clients choose TSU
 - TSU has little say in selection of students
 - Desirability for international students, faculty
 - Desirability for graduate programs

- Current cash flow maintains status quo; need additional financing to upgrade

- Responsibility currently is allocation of resources vs. income generation

- Line function (*raison d'être*) is teaching and research toward earned degrees
 - Balance market needs with cultural mandate → humanistic tradition of university education and critical thinking requirements
 - Balance market needs with basic research and development of applications
 - Build teaching expertise
 - Build knowledge base through research and publishing
 - Maintain knowledge base of nation

- Corporate model to suit university 'business process'
 - Multi-polar (power of decision making, multiple line functions; faculties)
 - Matrix (administrative units within academic faculties)

- Primary clients are students
 - Secondary clients are job market and graduate degree programs
 - Tertiary client is the social and economic impact for Georgian society

To move in the direction of the corporate/performance management system that is desired, it is recommended that attention be turned to the 'rules' or tenets of effective organizational dynamics. These 6 elements will help frame the job requirements (of management), the processes that must be in place and made efficient, and the policies that will focus all activities on the desired outcomes. These 6 elements must be put into place.

Although, in every organization they are in place: the question is are they done in a way that *contributes* or *blocks* performance? Without these 6 basic elements, or with poor use or non-coordination, life inside the university will revert to the situation that was just cleared up. Instead, management systems must lead to more effective outcomes. The challenge is always to coordinate and align the work of the individual functions (jobs, departments) with cross-functional work processes. In a university, the supporting web of activities is always cross-functional.

Taken as a second step (the first is the organization chart's span of control and delegation), implementing and coordinating these 6 elements will move TSU into an operating system that can support its requirements and goals. Use of these elements can reasonably ensure that slippage back into old, corrupt habits will not be tolerated; while refocusing on indicators of excellence.

Requirements for an Effective Management System

Requirements of Performance	Description	Functional Responsibility
Competency – Individual ability to perform required obligations	Recruitment, selection processes, evaluation to identify, engage and keep talent; build expertise in program; sustain institutional knowledge	Human Resources, Selection Committee, Evaluation and contract renewal
Expectations	Performance expected by supervisor and from employee of supervisor and organization; standards-how and how much; impact of job	Human Resources/job descriptions; Supervisor; job analysis and how job fits into function and organizational effectiveness
Resources, Tools, Information	Requirements to do the job	TSU administration; Faculty administration, Educational Services, supporting departments (IT, maintenance, etc); Finance
Feedback	Regular, frequent, focused, informal comment and suggestions on the performance; positive and constructive coaching	Immediate supervisor; matrixed supervisor; Project supervisor

Training and development	Information and skills to stay current with professional standards and knowledge; continuous improvement in teaching and	Faculty management; staff development function; Finance; Human Resources (as part of compensation/benefits)
Consequences	Reward and encouragement for meeting and exceeding expectations/agreement; disincentives for unwanted behaviour; incentives for performance; discipline and dismissal for unacceptable behaviour; continued employment and advancement based on merit; Policy level – analysis of what dis/incentives or processes block required performance; assuring management is coherent in expectations, monitoring; improving systems	Faculty/staff administration; Human resources; Policy development and articulation– Rector, Chancellor, Academic and Admin Councils

IDENTIFIED BLOCKAGES:

1. Required structures and procedures are not supporting new objectives
2. Decision making is perceived as centralized and opaque
3. Most administrative units do not have an accurate perception about their service quality and levels
4. Little or no experience with a merit-based, performance-oriented university environment

There has not been a systematic application of these elements. It is understandable; of course, there has been identification of problems and attention paid toward improving them. The focus has been on *stopping* the practices of the past. It is now time to *reorient* the management system. (Specific suggestions will be outlined in Part III of this report.)

Implementation

TSU management and staff recognize this. Its Human Resources, Quality Assurance, and Faculty administration, and other departments all are working to improve the situation. But this requires a new management style, one that most staff do not have experience with. Trust and confidence must be earned, balanced with increased professionalism. Disincentives must be strong enough that the old habits will not slip back into the operations.

This is a delicate process: you cannot demand 'professionalism' when the other elements of a performance-oriented institutional are not balancing that equation. As charted above, this includes hiring and contracting; available tools, resources, and information; constructive/non-threatening feedback; professional development opportunities to maintain quality; and appropriate consequences for performance, i.e., continued employment for performance. It also includes prepared students, access to textbooks and reference/research books, manageable class size, appropriate testing for class type and size (e.g., lecture vs. seminar), and a myriad of other requirements. The list of improvements needed is endless.

And no organization remains static: the list of improvements is ever changing and constantly in need of renewal.

Implementation of these elements must start *now*. They must be implemented in a systematic way. That is, you cannot evaluate an employee with dire consequences when there was no clear requirement for that job performance, at the start. For example, if you are hired on the basis of a CV, with no interview, no observation of teaching skills, a presumption of your quality (it is a small country and people within a profession *assume* they know the person's quality); then how is it possible to demand classroom platform skills/teaching excellence? Especially if excellence is no contributor to continued employment? The system must be changed.

Salaries are set and roughly equitable. How do you reward an excellent teacher, one who develops complex learning projects for students, is available and a motivating advisor? What are the possibilities for positive consequences? And are they predictable, i.e., known and understood?

The Law Faculty "pilot project" introduced fall semester 2008 has been received very positively. This is a radical improvement in compensation/job expectation balance. It is hoped that this model can be adapted to the other faculties. Many people are not optimistic that this will happen due to size of faculty, income:expense ratios, and the pool of appropriately qualified academic candidates. This is one of the basic blockages in building excellence. Contributing factors make changing the compensation difficult, but without this move other improvements will be difficult, for example, curricula development, professional development, changes in evaluation, etc. and would have little to no effect.

It is the first priority, linking hiring, evaluation, and developing a core competent base for the university to build on.

The maxim '*progress is not made in a straight line*' is worth noting. It is not possible to "solve" any one macro-issue, and only then move on to the next. Core problems must be solved -- as opposed to mitigating symptoms. This is done with clusters of change.

Organizations work with interconnected policies, processes, and procedures. Underlying these are incentives and disincentives, formal and informal. Solving or changing major institutional processes require 'anchoring' the new approach in reference to all of these dynamics, or clusters. Anchoring means that a change needs to be embedded.

When a change is made, it affects the other processes that are linked to it. These have to be traced out. Unintended consequences are the tricky part. And every change has consequences, positive and negative. This is why change requires adaptation and trial and error, to mitigate the negative impact of the changes.

So when a decision is made it has to be seen in context of the ramifications. These are thought through. This process improves the chance of sustainability, durability and positive impact.

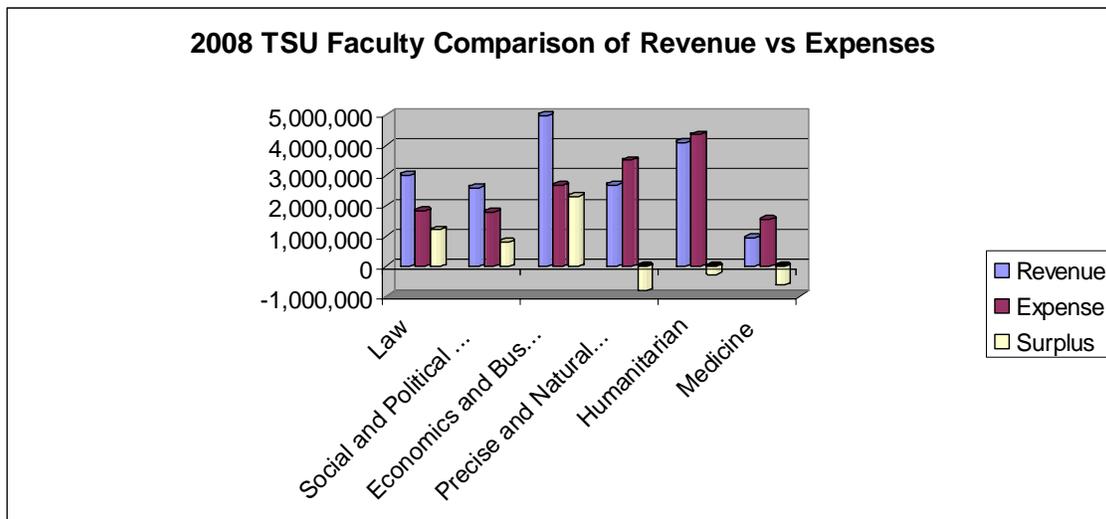
Real life changes are considered and implemented; then there is a second, even third iteration to check and recheck these connections. Therefore, progress is made in steps forward, retreating and fixing, and making more substantial progress. This is a bit slower → and far more effective and durable.

Issues of perception, commitment, and management

Two more pertinent comments regarding management systems and linking improvements to the strategy are necessary. This is the third donor-funded project with TSU which has involved the strategy. The delay in follow-through has had ramifications. Some decisions are made without context; that is, the causal issue is not necessarily addressed. There is a general frustration and acceptance of the status quo, in many cases resulting in a further separation of the 'idea of TSU' and commitment to TSU and building excellence. The focus is shifting, necessarily from the point of view of professional and personal concern, to each faculty or department. Yet it is imperative that each part is entwined with the whole.

If the synergy is lost, a degradation of the university will result. Without resolving the many issues it will become increasingly difficult to attract quality faculty. There will be an increased focus on individual interest. This is one of the problems that TSU has just stepped away from, one of the symptoms of corruption.

The second issue relates to commitment, perceived fairness, and the nature of the university. This is a management issue because it involves the overall performance or outcomes that are expected of the university; as well as balancing jobs/functions and interdisciplinary and research efforts. The issue is income vs. expenses. Each faculty brings in certain amounts of money; and has its own cost base.



Each faculty has an obligation and a right to fight for its own betterment, in order to implement the continuous improvement of its line function „product“. On the other hand this competition and protection is the source of major blockage in virtually every organization. The primary concern of every manager must be the outcome, the results, of the *total* organization. The effort is place on making sure *your* piece is contributing to that. It is part of organizational inertia to put one's own functional area as a priority. Thus, this demands executive attention.

A summary chart follows, related to the concerns just discussed. It is the beginning of the shift to a more performance-oriented management system.

KEY INDICATORS – Management Systems

General Area	Indicator	Measures	Standard (disaggregate)
<i>TSU excellence</i>	Top recruitment target	Quality job offers Acceptance into graduate programs	By faculty, % students employed 3 months after graduation; Salary offer above average?
<i>TSU excellence</i>	MA/PhD program quality and interest	BA students choose to attend TSU MA/PhD	% opting for Georgian educ
<i>Communications and Control</i>	Information and feedback procedures in place	-Procedures written; authority designated -Regular univ meetings announced and attended -State univ Rector Roundtables,	% analyzed, improved, written, available in useable form, automated? White papers accepted?

		<p>recommendations written</p> <ul style="list-style-type: none"> -State univ Chancellor Roundtables, recommendations written -Regular articles/features on prof-student projects -Special programs linked to faculty, interdisciplinary 	<p>TSU newspaper Student publication 1-2 articles each</p> <p>Measures of embedded-ness</p>
Strategic Plan	Tactical Plan implemented	<p>Leader identified— Strategic Officer;</p> <p>Core team assigned;</p> <p>Strategy analyzed (finance, timing, flow, tasks);</p> <p>Project plan finalized, including communications strategy, mitigation strategy, and followup recommendations to sustain</p>	<p>Interim milestones set and met, %</p> <p>Quarterly update disseminated</p> <p>Feedback/Q&A sessions held every 6 weeks?</p>
Finance	<p>Agreement among Parliament, Ministry, State universities on actions proposed</p> <p>Income streams staffed and budgeted</p>	<p>Alumni office staffed</p> <p>Textbook/classroom materials selling implemented</p> <p>LLL – continuing education set up as a profit generating unit</p>	<p>Information sent out 2x in 2009</p> <p>Fund raising effort?</p> <p>% academic staff submit master copies by end of semester for next semester</p>
Market analysis	<p>Cooperative research – economic development, large and SME business, business associations, all state universities</p> <p>Outlook 5-10 years</p>	<p>Recruitment issues: technical and basic business skills</p> <p>Flow of students into and out of university (delays in, employment out, student problems)</p> <p>Economic development strategy</p> <p>Professorial replenishment</p>	<ul style="list-style-type: none"> -Participants identified -Funding secured -Study completed -Report disseminated -Followup actions determined, assigned

The next steps, and recommendations of this report, aim at the three generally identified targets for the strategic plan. Forward movement through the proper execution of the plan can address, resolve, and streamline the cross-functional work processes, job expectations, and sort through and create a unified vision and concept for TSU.

- Educational Excellence, in Teaching and Research
- Management systems that support this outcome
- Improvement with alignment to the European Higher Education standards

Specific Performance Improvement Recommendations

Given on the previous broader discussion, the following specific items are identified as recommendations for action within the university. They are grouped into 7 general categories, although there is overlap between many of suggestions.

1. Implementation of Strategy
2. Promote Decentralized Management
3. Build Faculty and Academic Excellence
4. Delivery of Education Value to Students
5. Improve Faculty – Central Administration Communication and Results
6. Build Research Capability and Strategy
7. Diversify Funding Sources

There are 53 specific numbered recommendations. As these 7 areas overlap, in several cases there are recommendations that are applied to several categories.

For each of the categories, the analysis is presented as:

- Current Strengths
- Identified Weakness (or Gaps)
- Recommendations for Action

Performance Management Plan (PMP)

As requested by Forecast/World Learning, the key recommendations are further placed in the format of the Performance Management Plan (PMP) to include milestones, indicators and measures of progress. See Appendix C.

As the primary emphasis of these recommendations is to steer the reform through the implementation of the Strategic Plan, these indicators can only be seen as “proxy” items to measure progress. The actual indicators for success will be selected by TSU in line with their strategic objectives in all these areas of reform focus.

Implementation of Strategy

Strengths

Tbilisi State University (TSU) is dedicated to improving its educational structure, becoming a part of a European system of higher education, developing a world class facility, enhancing the student experience, improving its internal processes and advancing its faculty. These are long term objectives, but behind these goals is a dedicated and enthusiastic faculty and staff that is willing to put the effort in to making TSU an internationally recognized institution of higher education. IF action is taken. Many are at a decision point.

The installation of the new rector, and the advent of the critical reforms to reduce corruption, initiate the Bologna Process, and efforts to modernize the administration system took all the institution's focus and energy in 2005-2006.

In summer of 2007, USAID / World Learning engaged a consultant to work with TSU on strategic planning and organizational development. The process involved all TSU key stakeholders to develop a strategic plan for TSU and as such, a new beginning. From these initial meetings came a draft framework of mission, vision and value statements and specific goals and objectives to guide TSU into the future. The theme that runs throughout the strategy is the desire to make TSU an institution that meets international standards. (see appendix B).

TSU established five goals and objectives to focus on over the next few years. They are:

1. Teaching Excellence
2. Research Innovation and Growth
3. Life Long Learning
4. Service and Infrastructure Enhancement
5. Management Effectiveness

With this effort, TSU received solid basis of Strategic Planning guidance. A number of critical action items were identified at that time to complete the plan and continue momentum. These included both detailed operational planning (annual work plans) within Faculties and Administrative Departments to achieve intermediate targets, as well as the alignment of budget to support the objectives. A presentation document was created that described the major objectives, indicators of success, and some funding information.

Weaknesses

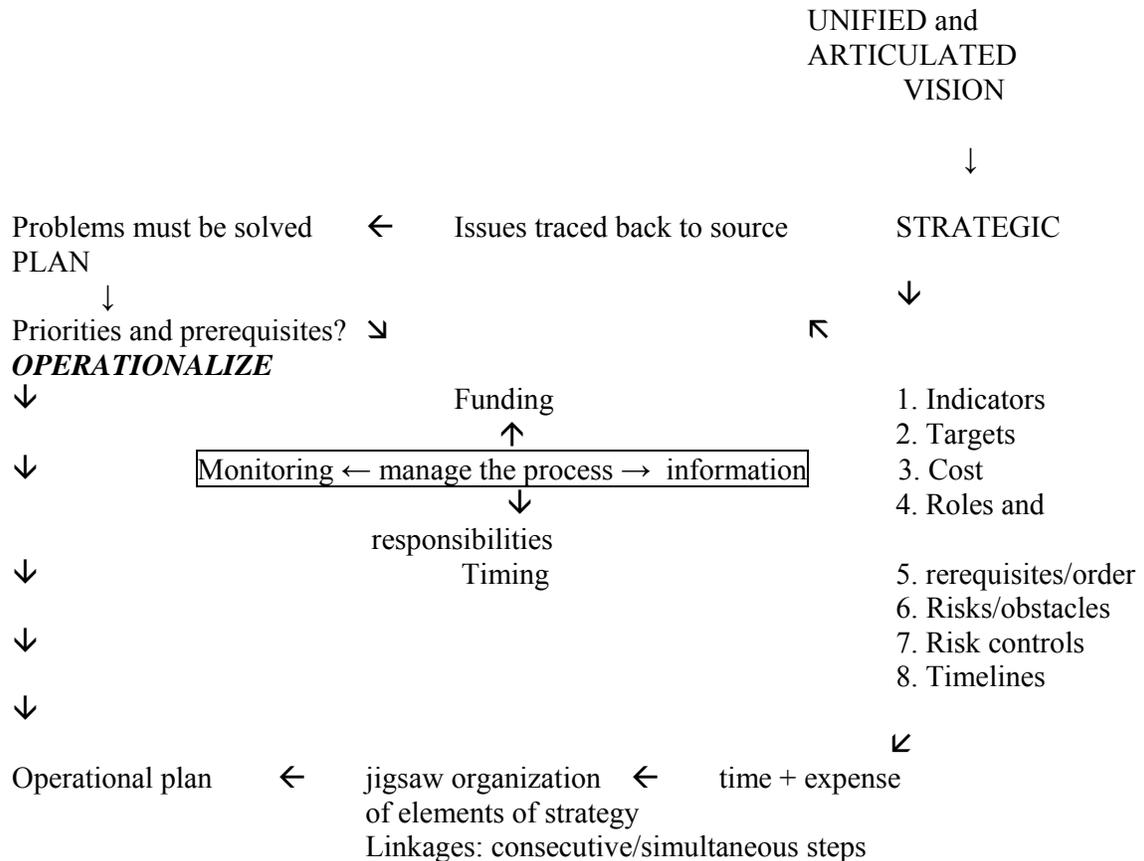
- With the conclusion of the consultant's intervention, and no contracted follow-up, the effort in pursuing the strategy lost momentum in the next year. Although progress was made in several strategic areas, this was not integrated or monitored as part of an overall strategy.
- While the Strategic Planning presentation document identified top level objectives and indicators, no actual comprehensive narrative plan was written in detail to link vision, mission, objectives, general indicators, and budget for communication to stakeholders and audiences. Most members of the university are not clear about the strategic vision or how day-to-day activity advances the strategy.
- No detailed action plans including tasks, responsibilities, milestones or timelines, and resource requirements were created by faculties to implement strategic commitments.
- In the past year, no monitoring of Strategic Plan implementation has been completed in conjunction with key stakeholders to assess progress, revise targets or redirect assets.

Recommendations

1. A 'roundtable' should be established for all the state university rectors; and a similar one for chancellors. These informal meetings should be facilitated by a neutral and objective party. Those issues that must be solved for all of the institutions should be considered. Areas needing research should be assigned. White papers, or opinions, should be summarized for discussion and/or presentation to the stakeholders in the government. The roundtables should be ongoing. It is important that the startup be handled carefully and respectfully. No subordinates are allowed. If rector/chancellor cannot make the meeting; it will proceed without them.
2. That the Rector appoints a respected professional as a Strategy Officer to lead the Strategic Planning and Monitoring (SPM) function for the university. This professional might come from either Administration or Faculty, but must have proven project management skills. The individual should implement the recommendations as stated below, working closely with all stakeholders in the process. They must be provided adequate resources to fulfil the function.
3. The Strategy implementation team should include an external consultant, as is usual with this type of effort, to assist in its formulation, planning, supporting and connective activities, identifying (proxy and specific) indicators.

4. The current Strategic Objectives and indicators must be expanded and written into a comprehensive narrative plan that clearly details the rationale for the planning, broad objectives, sub-objectives, indicators tied to specific objectives, and budgetary requirements. Implementing the strategic plan should begin by 'ordering' the objectives (assisted by indicators) in terms of what must precede/succeed in implementation.

SIMPLIFIED GRAPHIC OF IMPLEMENTATION OF STRATEGY



5. The SPM must facilitate small workshops with stakeholders for specific objective areas to prepare detailed annual action plans. These plans should include:

- a. task or action to be done
- b. responsibility for result or action – person named
- c. timeline to include milestones and deadline
- d. prerequisites (action that must be in place prior)
- e. evaluation indicators (quality, quantity)

- f. project resource requirements
 - g. estimated budget
 - h. the output or objective
6. That a conference to review the progress on the Strategic Plan, chaired by the Rector and organized by the SPM) be held in the near future with all contributing stakeholders (Faculty Deans, Administrative managers, Representatives from the Academic and Representative Councils, Student Government Leadership). Presentations should be given by responsible parties should be given to update the progress on plan objectives to the entire assembly and elicit feedback. This conference should be conducted periodically – every six months until the strategic effort is well underway and then annually.
7. Devise personnel incentives (bonuses, recognition, etc) that reward university personnel for achievements that further the strategic effort.
8. On an annual basis, the SPM should monitor and provide reporting on the Strategic progress for the year:
- a. the success of the action plans by objective
 - b. the action plans for the upcoming year

Promote Decentralized Management

Strengths

- There is a clear legal basis for the authority and responsibilities of the Rector, Chancellor, Academic, Representative (Senate), and Faculty Councils.
- The Rector and Chancellor have expressed interest in building a decentralized system of managing and decision-making.
- The structure of the university organization allows for the decentralization of decision-making given proper qualifications of staff and documented procedures.
- The strong actions taken by top management during the reforms have been effective in eliminating much corruption within the university, thus providing a starting point for rebuilding trust and delegating authority in a structured manner.
- In the past few budget cycles, there has been a start of decentralizing budget decisions with clear breakouts of finances by Faculty and decentralized authority for expenditures in accounts such as book purchases.

Weaknesses

- Despite the formal and legal delineations of authority between the executive managers and councils within the university, in practice the authority is seen to be placed with the Rector, and the Councils are perceived as ineffective as oversight institutions.
- Likewise, although formally much power is given to the Faculties for academic programs, in practice much of the authority still resides within the Central Administration.
- During the 1st level work process analyses with both Administration and Faculty stakeholders, there was a certain amount of uncertainty about specific work procedures that involved coordination between the Dean's office, professors, faculty administration and central administration. These seem to be primarily resident in staff "memories" and are not documented as approved procedures.
- There are no clear performance expectations identified for individual manager jobs as documented in performance based job descriptions and/or formal performance appraisal systems.
- Budgets for the university faculties and administrative departments are primarily developed by Finance with limited input from the operating managers.

- Although the Academic and Representative Council are elected by members of the Faculties and the Student Body, in many cases these representatives do not treat their voters as a constituency. There is a lack of communication between the elected representatives and the constituent bodies, both as regards to inputs on current issues and reporting on activities of the various councils.
- There is a realistic concern by the executive management concerning the qualifications of middle managers within the university, and whether they are capable to assume greater responsibilities.
- The current short-term employment contract situation within the Faculties, as described in a following section, does not allow for building operational stability for taking further authority. Deans and senior faculty members have uncertain tenures. This provides less incentive for them to take a more active role in decentralize planning and decision-making.
- Within the larger Faculties, with many departments, there are no formal department leaders or chairs, authorized to coordinate departmental activities and work with the Deans in implementing Faculty programs.

Recommendations

9. That the Rector delegates more informal authority to the Councils and Deans to begin strengthening their institutional ability to govern the university.
10. Executive coaching for top management should accompany the adoption and adaptation of processes and procedures. Decentralizing decision making and authority will not be done in one stroke; it will be phased and monitored.
11. That member's of the Academic Council and Representative Council strengthen their communication efforts within the university. This should be done on a Council level with ongoing communiqués, internal press releases and publications of minutes. Likewise, individual members representing specific faculties and students must take more attention to communications with constituents through the use of a variety of media: personal meetings, workshops, open letters, blogs or webpage, etc.
12. The most important operational procedures within the university, especially those involving jobs/functions from several work units, must be documented in formal written interdepartmental procedures. As a starting point, these procedures should include:
 - Academic Course Scheduling and Registration
 - New Student Orientation, Registration and Administration
 - Academic Faculty Selection and Performance Evaluation
 - Academic Curriculum Selection and Evaluation

- These interdepartmental procedures should include the following sections:
- Specific departmental scopes and responsibilities
- Job/function roles and tasks
- Step-by-step actions (with check-lists as necessary)
- Coordination interfaces between functions and jobs
- Required timelines
- Examples of task outputs and quality indicators
- Assigned authority for approvals and signatures

13. The Human Resources department should take the lead on developing a professional Performance Management Program to include revised job descriptions, annual performance goals, and formal performance feedback sessions.

Build Faculty and Academic Excellence

Strengths

In the past few years, as a result of the major university reforms, significant achievements have been made in the administration of educational programs.

- In alignment with the Bologna Process, the degree programs have been transformed into the three-level baccalaureate, masters and doctoral programs in accordance to international standards.
- The academic faculties have been combined into 6 from a previous 22, with resulting economies of administrative cost savings.
- A complete faculty re-hiring effort through competitive processes and limited contractual terms, although an extremely painful period, had a benefit to refresh the academic teaching staff and reduce both numbers and ineffective faculty.
- The Central Educational Services department has been able to implement an electronic database and web-based student/faculty portal that although still being refined provides for more efficiency in tracking administrative data.
- The level of corruption, based on new faculty staffing, transparent examinations and central control of data, has been reduced greatly.
- Progress has been made with faculty to focus on quality teaching through increases in salaries, more rigors on curriculum development, and monitoring of execution of classroom schedules.
- Surveys of student satisfaction with instructors are being conducted by the Quality Assurance office, with the future potential for feedback to individual faculty members.

Weaknesses

- Certain actions in regard to the administration of the faculty that were established at the time of the critical reforms (short term contracts, entire faculties ending employment and under total re-selection at the same moment, use of external commissions to select faculty, tight monitoring activity on schedule implementation, etc) were very effective several years ago for the goals of curbing corruption and creating newer faculty behaviors. *Now they are becoming barriers to building excellence in education.*
- Faculty is under short-term (2 and 3 year contracts). All teaching staff within a faculty has contracts expire at the same time. This short-term employment period does not provide stability or incentives necessary for continuous improvement of curriculum, longer-term coaching relationships with students, and integration of research possibilities alongside instructing.

- Senior faculty staff has no opportunity to build a stable academic environment in either the faculty or specialty areas. The Deans are up for contract renewal at the same time as all other faculty. There is little incentive or ability to build up the faculty capability over time as senior academic staff has no control over the hiring of associate and junior staff.
- Selection commissions are made up of external experts, often from competing institutions, which may not be motivated to strengthen TSU faculties (and in any case do not have to live with their choices). Also, it occurs in certain cases that the Chairs of these commissions override the decisions of the members, thus putting the transparency of the process into question.
- Criteria used for selection of faculty during periodic competitions are primarily oriented toward research success, and although copies of curricula are submitted, they are rarely evaluated in terms of teaching effectiveness. Additionally, candidate faculty teaching skills are not evaluated as part of the selection action.
- Although there have been increases in faculty professors salaries, the current levels still are not at high enough levels to retain the best professionals or to allow them to focus only on TSU teaching and research activity.
- Within the faculties, the individual “directions” or “specialties” do not always have formal leaders or chairs. In cases where they exist, there is no definition of the scope of authority or activity. The senior members of specialties have little control or stability to build up a strong specialty focus over the long duration.
- It is very difficult to measure the quality of instruction delivery. Other than QA checks of written curriculum formats, there are no published criteria for teaching excellence in the classroom. The pilot QA program to have peer faculty observe and evaluate each others instruction was not effective. QA specialists within the faculty are not trained or expert to conduct classroom evaluations.
- Although QA collects data on student satisfaction with instruction, this data is only analyzed in macro levels. Individual faculty instructors receive no feedback about the student comments (other than from online student forums that are seen to be manipulated).
- There is a perceived lack of trust of the faculty by the Rector and Central Administration. This is evidenced by the activities of the Monitoring Unit and the lack of delegation of approval authority for many activities that take place within the faculty administration.
- The specific procedure for the selection of academic faculty, although known in a general sense by participants (see process flowchart), is not written in an approved inter-departmental procedure.

Recommendations

14. In each faculty there must be developed a strong cadre of senior professors and associate professors with incentive to build the faculty capability and reputation. The length of faculty contracts should be extended for senior faculty members (actual durations based on further analysis) to provide for stability and incentives to build quality faculty for teaching and research.
15. Senior faculty members must be involved in the selection of members of the faculty; senior specialty faculty members likewise must be involved in selection of members of the specialty area. External experts involved in selection should be a minority on commissions.
16. Specific criteria must be developed and published that address the requirements for faculty performance, both in the instruction and research arenas. Selection of faculty should be transparent based on the qualifications of candidates documented on CVs and through interviews.
17. Faculty members must receive formal annual feedback on their performance. Feedback must be based on published performance criteria and documented. Administrative responsibility for performance management and feedback must be assigned upon the approval of the employment contract. The Dean in each faculty is responsible to ensure this happens.
18. In the best scenario, incumbents in faculty positions should have their contract renewed in those cases where they have high performance reviews based on the transparent criteria. Only in those cases where the faculty member performs below the required standard should the job position be opened for a selection competition. In the interim case, if this is not possible, than the timing of open selection competitions should be staggered over time so that the entire faculty is not disrupted by mass re-selections.
19. Levels of salaries should continue to be evaluated, as is ongoing being done, so that amounts can be established at market levels – thereby helping to retain high quality faculty and insure that they focus full attention on their teaching and research responsibilities.
20. The formal role of direction or specialty leader should be established for the larger ones. This should include written job description and scope of activity, qualifications and method of selection, and levels of authority.
21. Levels of approval authority for activities performed within the faculties must be decentralized to the Faculty Administration from the Central Administration, with copies supplied as required. This will allow for more timely action and decisions at the appropriate level.

22. Faculty Administration and/or QA needs to develop methods for feedback to individual instructors on their performance against the published criteria. This can include reports of student feedback (with special software reporting), assessments of classroom sessions by trained impartial evaluators, comparison of student examination results, and anonymous 360 degree reviews by faculty peers.
23. The role of the Monitoring Office should be reconsidered to reduce the level of faculty schedule controls to more spot-checking level of frequency. The office may transform into more of an Ombudsman role for handling complaints and solving unique issues that may arise.
24. All procedures for controlling the administrative work must be written down and approved by the appropriate authority. These will include internal faculty procedures developed and controlled under the auspices of the Dean, as well as inter-departmental (involving several elements within the Councils, Administration and the Faculty) that clearly described areas of interface, levels of authority, and scope of activities.

Delivery of Education Value to Students

Strengths

- The use of the new standardized Ministry of Education/Science examination process for entry selection of students for specific universities and faculty studies allows for a transparent competition.
- The implementation of a single electronic database, with individual student and faculty web access, will over time greatly facilitate scheduling, course registration, progress tracking, and other administrative functions within the faculty thus providing up-to-date information to students.
- The beginning of infrastructure reconstruction to include classrooms, faculty spaces, and laboratories, which is sorely needed, will slowly provide for an upgraded learning environment. The addition of new computer labs during the last few years has also provided greater access to internet for students.
- The introduction of mid-term examinations provide for interim student progress reporting as well as a source of motivation for students to keep current with lectures, readings (as available) and studies.
- The developing role of Quality Assurance in monitoring curriculum and collecting student feedback has potential over time, with adequate training of specialists and funding, to build instructional quality and transfer of learning.
- The emphasis of the Department of Monitoring during the past few years, on enforcing faculty instructor discipline to fulfill course schedules has resulted in minimizing cancellations and short lecture sessions.

Weaknesses

- The actual course registration and scheduling process is quite complex, involving a number of staff (see process diagram appendix x). There is no written inter-departmental procedure that clarifies exact roles, responsibilities and tasks, interfaces, and timelines. This allows for confusion and numerous undocumented exceptions, therefore slowing the efficiency.
- The use of the electronic database and internet portal, while slowly improving the scheduling and reporting process, still requires further development. The actual use of the database is tightly connected to the clarification of the inter-departmental procedure noted above. Certain current problems include:
 - No software checking of scheduling of classes by student with the result that many students are double-scheduled for classes at the same time.

- No individual reporting to students on final approved course selection and timing. Currently only final schedules of courses are posted at the faculty area; students only find out approval for classes from instructor during initial sessions.
- Delays of 4 – 6 weeks in finalizing the final course and student schedules often results in classrooms stabilizing only a short time before midterm exams.
- Despite various efforts to orient students to the academic and scheduling processes, there still remains larger confusion among incoming students as to proper procedures. This is accentuated by minimal computer skills among many new students and access to internet capabilities.
- Although all faculties formally assign faculty tutors to students for assistance in defining curriculum choices, the use of these resources is very irregular with many students never visiting assigned tutors.
- There is a lack of designated faculty instructor office space and posted hours for advisement of students. Students are forced to catch instructors in hallways or at conclusion of classes with a lack of privacy and dedicated instructor attention.
- The lack of available or affordable books forces students to rely on photocopied selections and notes. A major emphasis is thus placed on attendance and note-taking at lectures. However, due to poorly developed study habits, most students do not carry notebooks and simply listen to instructor lectures. This can result in low retention of knowledge.
- The poor condition of most classrooms, despite the start of renovations, with fixed traditional seating and large class size, limits the variety of classroom instructional techniques and activities primarily to lectures (except in the case of advanced seminars or lab work).
- The use of centralized examination administration has helped to reduce corruption in evaluations. However, the reliance primarily on written multiple choice formats with limited essay or verbal approaches reduces the opportunity for instructor feedback and evaluation of more complicated analysis by students.
- Lack of formalized teaching quality criteria or instructional evaluation (other than student popularity) reduces incentives for instructors to enforce rigorous demands on students for learning. At the worst, it promotes lecturing styles focused mostly on “entertainment” value, teaching purely toward test questions, and creation of easily passed examinations.

Recommendations

25. Written interdepartmental (including faculty and administration) procedures need to be developed to fully document the processes for faculty course selection, student registration for courses, course scheduling, examination administration, and end of term administration closeout. These need to include:
 - Specific departmental scopes and responsibilities
 - Job/function roles and tasks
 - Step-by-step actions (with check-lists as necessary)
 - Coordination interfaces between functions and jobs
 - Required timelines
 - Examples of task outputs and quality indicators
 - Assigned authority for approvals and signatures
26. Enhancements in database software (or use of existing capabilities) to eliminate scheduling timing conflicts, track departmental tasks, and provide for timely reporting to individual students on approved schedules (by web, email or paper forms).
27. To reduce delays in semester class registration and scheduling, consider to use a 2 phase process. The first phase is done early, at the end of the previous semester or during the break for currently enrolled students. The 2nd phase enrollment takes place just prior to the start of the semester for the smaller group of new students or those who missed the early.
28. Supplement the existing freshmen orientation briefings with other innovative communication strategies such as a "buddy" system with advanced students (sophomores or juniors) in their faculty and a series of short video podcasts on the website addressing common questions for new students.
29. Provide assigned tutors with email addresses for incoming freshman students. Require them to make contact to offer tutoring advice if needed. Alternatively, use an automated system to send general bulk emails to incoming students explaining tutor program and benefits with contact information for their assigned tutor.
30. Allocate desk space in faculty or library areas for instructors to use for student advisement. Publicize and coordinate weekly reserved times (2-3 hour segments) for instructors to meet students by appointment for private advice.
31. As an element of semester curriculum preparation, require instructors to prepare in advance the selection of readings (portions of texts, articles, instructor notes) for the class. Use the TSU publishing department or a private supplier to reproduce sets for students (by order) at cost of copying plus small overhead fee. Require low prices by contract.

32. Academic Services to coordinate and conduct orientation workshops on Effective Studying Techniques taught by senior students or junior instructors. Prepare short video podcast series for access on website.
33. As previously recommended, Faculty Administration and/or QA needs to develop methods for feedback to individual instructors on their performance against the published criteria. This can include reports of student feedback (with special software reporting), assessments of classroom sessions by trained impartial evaluators, comparison of student examination results, and anonymous 360 degree reviews by faculty peers.

Improve Faculty – Central Administration Communication and Results

Strengths

- Progress has been made in implementing common IT database solutions that can be used by staff in both the faculties and the administration.
- During the past few years, the departments within Central Administration have been streamlined as regards size and structure, although this needs to be further pursued.
- Each of the Faculties has dedicated administrative support personnel who provide assistance for internal academic service and QA matters.

Weaknesses

- The specific descriptions for work procedures that involve staff from both within the Central Administration departments and the Faculties are not written down, resulting in some confusion in roles, responsibilities and process steps.
- Although much of the work in support of the academic processes is done within the Faculties, there is the perception that Central Administration departments maintain very rigid control and claim credit for Faculty support staff achievements.
- Often problems involving faculty or academic issues are addressed solely by Central Administrative staff without the involvement or communication with the Faculties. Solutions or proposals impacting Faculty performance may be submitted for Council approval without proper Faculty review and inputs.
- Within the Central Administration or individual Faculties, periodic management meetings involving all key managers / function leaders are rarely held. This results in lack of sharing of general information and updates, loss of potential for joint problem-solving, and the potentials for duplication of efforts in some cases.

Recommendations

34. As noted in previous recommendations (#25), written interdepartmental (including faculty and administration) procedures need to be developed to fully document the processes for faculty course selection, student registration for courses, course scheduling, examination administration, and end of term administration closeout. These need to include:

- Specific departmental scopes and responsibilities
- Job/function roles and tasks
- Step-by-step actions (with check-lists as necessary)

- Coordination interfaces between functions and jobs
 - Required timelines
 - Examples of task outputs and quality indicators
 - Assigned authority for approvals and signatures
35. For problems or issues that are identified which impact both Faculty and Administration, joint task teams should be established to analyze the situation and make recommendations for solutions.
36. As noted previously in recommendation #9, and as part of the development of written procedures (#25), the authority for approval and decisions for actions should be set at the lowest appropriate level in the organization. There should be made a clear delineation between the responsibilities and authorities of the administrative support staffs within the Faculties and the Central Administration.
37. Central Administration should conduct periodic staff meetings (at minimum monthly) which serve to both allow for general updating of information, sharing of ongoing activities, and common understanding of forward progress on strategy.

Build Research Capability and Strategy

Strengths

- Ministry of Education and Sciences has established two foundations to fund research, the National Science Foundation, in the natural sciences and the Rustaveli Foundation, for the social sciences and humanities
- TSU ranks first among Georgian universities in number of grants secured each year
- TSU is preparing to establish its own fund, about 200.000 GEL
- Department of Scientific Researches and Development established at TSU in 2007 to support research strategy, proposal writing, and managing grants
- Proposal is being developed to contract academic staff with primary responsibility for research
- Approximately 30 international grants have been secured

Weaknesses

- Amounts of grants are too small
- Timeframes of grants are too short
- TSU equipment is outdated, affecting the quality of research
- Libraries do not have adequate reference materials in Georgian and English
- Many of the reference books and journals are written in Russian, which the younger students cannot access
- Subscription levels for international academic and professional journals are not sufficient
- Students and researchers do not have direct access to books
- Short term academic contracts limit time and interest given to research; quality suffers
- Although it is necessary to publish, faculty are hesitant to do so because of fear that research does not reach the standard

- Georgian professors and students seek international opportunities instead of (re-) building a Georgian expertise

Recommendations

38. A strategy must be developed at the Ministry level and university level. This must include priority areas, realistic budgets and timeframes, required funding; as well as upgrading equipment. If universities are to be designated as 'research institutions', then a base amount of support will need to raise the base.
39. The TSU units that operate with international funding must be brought 'into the university', physically and academically, to leverage the benefits, model performance (grant management, research, report writing, etc.), and interact with the core curricula
40. Linked to building faculty excellence, areas of selective excellence must be determined, and teaching and research expertise built up in the department and faculty, attracting students by interest and expertise
41. The Department of Scientific Researches and Development and faculty representatives should contact Central European universities for consultation and review of their 'technology transfer' activities – research, development, applications, and marketing
42. Basic (and applied) research for Economic Development and corporate needs should be identified

Diversify Funding Sources

Strengths

- During the past few years, TSU has reduced the direct state funding subsidy to just less than 12% of projected revenues.
- The level of funding based on academic grants has risen to over 25% of projected revenues in 2008.
- The legislation concerning the “Legal Entity of Public Law”, :Law on Public Education” and the approved TSU charter document allow for the earning of revenues (in addition to state subsidies) from both private grants or contributions as well as monies earned from other economic activities.
- Based on current information from the Ministry of Education / Science, it is planned to double the amount of the full student tuition stipend from Lari 1,500 to 3,000 for the 2009 fiscal year. Likewise, TSU will be permitted to increase tuition fees in like amount if they desire. If such increases in tuition are approved and realized, there is the potential for an additional increase in projected revenues of 20% in 2009 and the future given a stable student population.
- Due to the generosity of an alumni donor, funds have been made available for the reconstruction of the historical TSU buildings including administrative and classroom facilities.
- The initial objectives of the TSU Strategic Planning process include targets for increasing revenues from expanding sources of research, and new certification programs and vocation centers.
- TSU receives adequate revenues for basic operations currently, and operates within the approved budget constraints.
- The university has a physical property asset base, currently not under its independent control, estimated at about 100 million Lari.

Weaknesses

- The current level of revenues only provides for basic levels of operating services, with very little funds available for investment in infrastructure renovation, laboratory and technology modernization, and increases in compensation for faculty.

- The current economic climate in Georgia is uncertain, tax revenues for the government are down, and it is possible that anticipated levels of funding for higher education might be reduced.
- The Strategic Plan objectives in areas to increase revenues for the university have not been transformed into operational work plans and pursued in a comprehensive disciplined way.
- Although the legislation allows for sources of funding based on additional economic activity outside of the state subsidies and grants, there is not a clarification and agreement within the administrative management about what forms this economic activity may take.
- Given that TSU has a very large alumni population, both within the country and emigrated, to this point there has not been any organized effort to identify, communicate and solicit donations for the development of the university.
- Although mentioned as an objective in the Strategic Plan, little movement has been made on the formation of a Foundation for University Development as a vehicle to attract monies to create an endowment for the university.
- Significant amounts of additional funding are necessary for resources, materials and supplies for research, staff training, maintenance, library reorganization (direct access to books) and security, and maintenance. The 3 tenets of project management indicate that one criterion will suffer: quality, time, or cost. Achieving the objectives that TSU has set forth at current funding levels will require much more time to achieve

Recommendations

43. The umbrella of the Strategic Plan implementation (discussed previously in #4) should be used as the basis to structure financial revenue planning.
44. The operational plans developed for the major Strategic Objectives should include detailed segments with realistic resource requirements, and when appropriate, projections of associated revenue development over the time span of the plan.
45. Given the many Strategic Objectives combined with limited levels of staff energy and current funding, it is necessary to prioritize the Strategic Objectives and implement operational efforts based on realistic time frames and resource limitations.

46. Further analysis of the specific forms of permitted economic activity must be completed, with a resulting conclusion of the specific activities allowed under law, how these activities (revenues and expenses) shall be treated under the Chart of Accounts, and any special reporting or approval requirements outside the university. This analysis should be reviewed and agreed with the Ministry of Education / Science.
47. Completion of the registration of the TSU Foundation for University Development, creation of bylaws and procedures for operations, and the establishment of financial accounts.
48. The creation and funding of an Alumni Office, with the goal to build a powerful network of successful TSU alumni able to financially contribute to the university's development, should be approved. This office should be supported initially with short-term technical assistance as regards methods and processes. The Alumni Office can move forward on two aspects of fund-raising:
49. Identification / notification of alumni members and the development of long-term solicitation efforts. This effort will take some years to put into place, but combined with the establishment of a "development foundation" will provide a channel for identifying and receiving monies from wealthier alumni in the form of special projects or bequests from wills of the deceased.
50. The coordination of short-term fund raising efforts for specific earmarked purposes. Examples might include an "Adopt a Classroom", "Publish a Textbook" or "Sponsor a Sport" solicitation program. In these programs, donors are provided with media recognition, official commemoration plaques or honors, and the opportunity to advance the excellence of their alma mater.
51. Ambitiously pursue the acquisition of both international and Georgian research funds as described in the recommendations Xx previously and the Strategic Plan.
52. Life Long Learning (continuing education) can be created as a profit center within the university with careful planning and coordination
 - a. TSU should not compete with private training and corporate events
 - b. One of the Ministry's priorities and concerns is the lack of professional standards, maintained and supported by professional organizations. TSU can play a key role in this 'startup', both in an advisory and participating role. Also, several of the professions will require continuing (technical updates) education. Tracking eligible academic and training courses, the quality of those courses, individual professional's attendance at courses, professional competency testing, etc. must be administered. This can be a core service of a LLL office

- c. Other professional continuing education that has a market but not a requirement can be considered
- d. Summer schools and other special events can be coordinated through this office

53. A printing/copying service should be established selling resource materials required for coursework. Textbook availability is a fundamental problem blocking excellence. As has been stated in previous sections, professors should be required to produce a master copy of required reading for each course (shortly after the close of one semester, for the following semester). These texts and readings should be offered for sale to students at cost + 1-2%, encouraging students to acquire necessary materials but not dissuading them due to exorbitant prices. Profits increase in volume.

APPENDICES

APPENDIX A: TSU HICD Assessment Information Contacts

- The Rector of Tbilisi State University Prof. **Dr. Giorgi Khubua**
- The Rector of Grigol Robakidze University **Dr. Mamuka Tavkhelidze**
- The Rector of Technical University **Dr. Archil Motsonelidz**
- Member of Parliament, Education Committee **Dr. Chiora Taktakisvili**
- Deputy Minister of Education **Dr. Nodar Surguladze**
- Head of Administration **Ms. Gulnaz Galdava**
- Deputy Chancellor **Mr. Shota Mindeli**
- Advisor to Rector **Dr. Armin Moritz**
- Representative of Academic Council **Mr. Zurab Davitashvili**
- Speaker of Council of Representatives **Mr. Kakha Loria** and faculty/student Senate members (**Ketevan Marshania, Rezo Gokshelidze, Mari Chekurishvili, Nino Lomouri**)
- Dean of the Department of Humanities **Dr. Darejan Tvaltvdze**
- Dean of the Department of Business and Economics **Dr. Jamlet Janjgava**
- Dean of Social and Political Sciences **Dr. Nodar Belkania**
- Dean of Exact and Natural Sciences **Dr. Ramaz Bochorishvili**
- Dean of the Faculty of Medicine **Dr. Aleksandre Tsiskaridze**
- Dean of Faculty of Law **Dr. Irakli Burduli**
- Head of TSU Legal Department **Ms. Lela Benidze**
- Head of Quality Assurance Office **Ms. Irine Darchia**
- Head of Human Resources **Ms. Natela Latsabidze**
- Head of Science Research
- Deputy Library Administrator
- TSU Deputy Head of Educational Affairs **Mr. Paata Turava**
- Administration of International School of Economics **Mzia Mikeladze**
- Director, Center for International Education **Nina Chinchaladze**
- Director, Center for Social Sciences **Marine Chitashvili**
- Representative of TSU Scientific Department Mr. **Nodar Surguladze**
- Head of Center for International Education **Nino Chinchaladze**
- Representatives of TSU students' Self-Governance **Irakli Samkharadze, Vice President and Salome Qartaradze, Head of Public Relations**

- USAID, Program Manager, Education **Medea Kakachia**
- World Learning / Forecast **Kevin Carew, Eka Todria**

List of Focus Group Participants

Faculty of Humanities

1. Tedo Dundua – Deputy Dean
2. Nino Sharashenidze
3. Darejan Gardavadze
4. Lia Loria
5. Temur Papaskiri
6. Qetevan Gochitashvili

Faculty of Exact and Natural Science

7. Maguli Kvernadze – Deputy Dean
8. Davit Mikeladze
9. Vazha Tskhovrebashvili
10. Manana Khachidze

Faculty of Medicine

11. Dimitri Kordzaia – Deputy Dean
12. Temur Dochviri – Assist. Professor
13. Nino Chikhladze – Head of Quality Assurance department

Faculty of Economics and Business

14. Larisa Korghanashvili – Deputy Dean
15. Eka Lekashvili – representative of Quality Assurance department
16. Ia Natsvlshvili – representative of Quality Assurance department
17. Ineza Gagnidze – Head of faculty science research department
18. Babula Mghebrishvili – Head of Education process management department

Faculty of Social and Political Sciences

19. Rezo Jorbenadze – Depute Dean
20. Tamar Dolbaya – Assistant.Professor ; Geography
21. George Gvasalia
22. Marina Burdzenidze
23. Amiran Berdzenishvili

Faculty of Law

24. David Bostaghanashvili – Deputy Dean
25. Guram Nachkebia – Professor
26. Eka Baghishvili – Assist. Professor
27. Nino Rukhadze – Assist. Professor
28. Irma Nozadze – Assistant Professor

TSU Administration

1. Gulnaz Galdava - Head of Administration
2. Paata Turava - TSU Deputy Head of Educational Affairs
3. Natela Latsabidze - Head of Human Resources
4. Lela Benidze - Head of TSU Legal Department
5. Maka Sekhniashvili – Head of Public Relations Department

TSU Students

1. Irakli Samkharadze
2. Salome Qavtaradze
3. Lasha Moniava
4. Theona Lavrelashvili
5. Archil Tsertsvadze
6. Beqa Dzamashvili
7. Lado Lursmanashvili
8. Mari Robitashvili
9. Sopho Khutsishvili
10. Maya Lobzhanidze
11. Nino Dzidziguri
12. Natia Marghishvili
13. Nino Chirakadze
14. Mariam Kopaleishvili
15. Mariam Aftsiauri
16. Anna Mushkudiani
17. Tiko Tsiklauri
18. Gvantsa Bairamashvili

APPENDIX B: TSU Strategic Plan Overview

(2007 Draft)

TSU Goals and Objectives

TSU Vision Statement

TSU as a recognized leader of Higher Education. We believe that a perfect education is the key for a successful society.

Mission Statement

Tbilisi State University creates a learning and research environment of international standards that promotes an increase in the prestige and popularization of scientific and educational careers. TSU provides an excellent education to its students to ensure their success and competitiveness.

Values:

- Academic Ethics
- Professionalism
- Student Oriented
- Permanent Development
- Principled
- Teamwork

TSU – 2010 Areas of Focus:

Teaching

Research

Life Long Learning

Service Management

University Management

Teaching Goals

1. Provide students with an education according to international standards which means transferability of knowledge and skills that ensures they are competitive in the market.
2. TSU becomes an institution that can export their intellectual resources across the region.

Teaching Objectives:

Objective 1:

Upgrade curriculum by 2010

Objective 2:

Introduction of research based teaching by October 2007 with a commitment to review and adjust annually.

Objective 3:

Retraining of academic personnel in the next three years.

Objective 4:

Introduction of modern methods of teaching (interactive) with utilization of new technologies within 2-3 years.

Objective 5:

Student's involvement in research activities like case studies, field study and practical lessons beginning by October 2007.

Objective 6:

Implementation of "elite/individual study" educational programs; courses and program in foreign languages particularly in English.

Objective 7:

Provision of locally developed and translated literature to enhanced learning process.

Objective 8:

Interdisciplinary and joint programs at each level of education and linked with local and leading foreign universities.

Research Goal

By 2010 TSU becomes a recognized member of the Unified European Educational Area. Scientific research that reflects innovation, knowledge, quality and results.

Research Objectives:

Objective 1:

Set priorities for scientific research by 11-01-07.

Objective 2:

Begin fundraising based upon the priorities by October 2007 and continue ongoing efforts.

Objective 3:

Integration of scientific research and education processes; Establishment of interdisciplinary scientific educational centers. (December 31 2007)

Objective 4:

Create Techno/Science Park Commercialization Project and prepare science managers by 12-07.

Life Long Learning Goal

Creation of the life long learning educational system in the national and international labor market.

Phase I. July 2007 – September 2008

Phase II. September 2008 – 2010

Life Long Learning Objectives:

Objective 1:

Create organizational and legal basis for vocational and professional schools by December 2007.

Objective 2:

Enhancement of curriculums for vocational and professional schools by December 2007.

Objective 3:

Staff selection and retraining by March 2008.

Objective 4:

Launch implementation of schools by September 2008.

Service Goal

To have an educational, scientific, sports, cultural and housing infrastructure of international standards. Provide for high tech communications and a well planned PR campaign.

Service Objectives:

Objective 1:

To refurbish classes and libraries by September 2011.

Objective 2:

To repair sports facilities, concert halls and museums by September 2009.

Objective 3:

To repair dormitories by September 2011.

Objective 4:

To install internal communication systems and join European Scientific Network by September 2008.

Objective 5:

Implement an adaptive PR campaign by September 2011.

Administration Goals

Integration in Common European Educational Area

Improvement of management systems –

- Improvement of administration (Strategy)
- Liberalization of management (Tactics)

Passing of program-accreditation

Administration Objectives

Objective 1:

Space Distribution

- Concentration of the faculties.
- Separation of classrooms and institutional space.
- Allocation of space for the academic institutes.
- Allocation of space for central and faculty libraries.
- Canteen
- Elaboration of campus architectural design and long term plan.

Objective 2:

Liberalization of management

- Division of competences and responsibilities between central and faculty administrations.
- Transfer of certain functions to students (library management).
- "One stop" principles in providing of services.
- Bottom-up formation of the budget.
- Making faculty councils operable (elastic), more ready for decision-making

Objective 3:

Electronic communication

Placement of programs, syllabi, teaching materials, homework for students on the web.

Availability of information about TSU on foreign languages.

Projected Budget Allocation Shifts from 2007 to 2008

- 2007 budget (expenditures)
 - teaching – 54%
 - research – 9%
 - life-long learning– 0%
 - Service management– 18%
 - TSU management – 19%
- 2008 Budget
 - Teaching – 54%
 - Research – 15%
 - Life-long learning – 5%
 - Service Management – 14%
 - TSU Management – 12%

APPENDIX C: TSU Performance Management Plan (PMP)

SOLUTION SETS	MILESTONES	PERFORMANCE INDICATORS	METHODS OF MEASUREMENT	SCORE CARD
TSU academic excellence	Quality curricula; High standards of teaching, research, student achievement; increase financing to support resources and input; performance management	1. Quality job offers 2. Graduate acceptance into first choice graduate program 3. Faculty: student ratio 4. Citations per faculty 5. Proportion of international faculty/student	1. % of students employed 3 months after graduation earning above baseline 2. Student reporting acceptance into top 3 choices 3. International criterion- overall and by faculty, by degree program, by year rank (1-4) 4. International criterion (Scopus)- number of citations in refereed journals 5. International criterion- Ratio by faculty, by degree program, overall	
Implementation of Strategy	Unit leader selected; team selected; project plan formulated; preparation steps accomplished; assignments (to university teams) made; budgetary limitations determined; reporting deadlines met; recommendations accepted; implementation started; monitoring; adjustment of project or program; communications in place;	1. Project plan approved 2/3. Interim timelines met 4. Communications rec'd 5/6. Feedback sessions held 7. Recommendations decided 8. Budgets approved	1. Time line met? 2. Timelines met 3. Reasons for delays analyzed and resolved 4. Survey: how did you receive info, useful, preferred method? 5. Scheduled meetings held? 6. Changes factored into plan? 7. Approvals granted? 8. Monies available? Number of activities survived? 9. All university staff receive summary plan? 10. Less than 10, agreed? means to measure? 11. Implementation scheduled	

	mitigation procedures in place	9. Implementation plan disseminated 10. Proxy and specific measures agreed 11. Implementation timing, cost, quality		
Build Faculty and Academic Excellence	Hiring process includes recruitment, interview, selection process, compensation levels and job expectations; Contracts staggered; Contracts lengthened; Curricula to professional standards	1. Students use of advisement 2. Testing/grading on bell curve (short term) 3. Evaluation and skill building in place 4. Invitations to speak at international events, by faculty, department, ratio 5. TSU BA graduates choose TSU graduate program	1. % by faculty, department, ratio of faculty:student 2. % students who fail tracked short term 3. Standards in place; measures in place; mitigation in place; % and # by faculty, disaggregated 4. Number overall and disaggregated 5. Number by faculty, department	
Build Research Capability and Strategy	Selective excellence and strategy agreed, including Georgian and Caucasus specialties; internationally funded programs embedded in faculties; recommendations to ministry on improved regulations for state grants (timeframe, amounts); improved communications; review	1. Number of grants from state 2. Strategy, areas, projects discussed, debated in TSU newsletter (research base) – peer review 3. Internl/cooperative research grants 4. Cooperation with economic develop/private	1. Increase/decrease from previous year 2. Newsletter published monthly 3. # of cooperative grants, disaggregated 4. Research conducted on behalf of economic/regional development related issues, # by faculty, disaggregated 5. # Published research and citations, disaggregated 6. # of funded proposals,	

	and comment to improve quality;	sector for Caucasus/Georgian development 5. Number of published articles in professional journals 6. Longitudinal and followup studies	disaggregated	
Delivery of Education Value to Students	All points of contact/processes with students documented, student db/info port fully operational; all registration/final programs by semester start + 1 week; freshman mandatory orientation; advisement contacts made; professor offices; library improvement	1. Master copy of texts/readers available by faculty, department, ratio of classes to faculty 2. Student IT portal has summary classes 3. Educational standards heightened 4. Student handbook with who to contact 5. Library usage up	1. % by faculty, department, ratio of student:professor 2. Student final schedule on line semester start + 1 week, % and # of extra days 3. Number of students fail, disaggregate 4. Handbook ready by freshman orientation (1 week before semester starts) 5. Library usage up by %	
Promote Decentralized Management	Legislation completed; Bologna process understood; authority/responsibility written decision points; organization chart; job expectations and responsibilities clear at exec level (rector, chancellor, deans, senior admin)	1. Handbook disseminated with TSU employee rules, org chart, responsibilities of key bodies; 2. Communiques evaluated 3. Procedures written 4. Annual and contract evaluation format	1. Handbook available for staff by end of semester/Dec 2009 2. Communiques read/ease of use survey 3. % procedures completed by summer 2009; review and comment completed by Sept 2009 4. Evaluation standards ready by end of 1 st semester 2009, implemented by end of 2009	
Improve Faculty/Central Administration Communication and Results	All procedures identified, reviewed, documented, automated; job	1. Procedures written 2. Job analysis/ descriptions outline	1. % completed 2. Procedures reviewed for understandability, flow, and	

	descriptions outline levels of authority and signature power; staff meetings; analysis of service standards	authority 3. Decision time shortened 4. Service standards improved	effectiveness: does it work? Can it be automated? 3. % shortened from baseline of Jan semester 2009 4. Student, staff, faculty survey of administrative offices service levels	
Diversify Funding Sources	Alumni office established; fund raising project initiated; textbook sales; LLL office established, continuing educ/training; technology/info development and transfer	1. Info sent to alumni 2. Fund raising discrete projects 3. Cost/benefit ratio improve 4. # of classes have texts/readers available for sale 5. Continuing educ/trainings 6. Cost/benefit ratio	1. Number of contacts per semester/year 2. Number of fund raising projects held 3. Money raised vs. spent on project 4. 5. Professional standards/requirements training held 6. Money raised vs. spent on event	

APPENDIX D: Macro view of Georgian Approach to Higher Education.

1. Of high school graduates, over 99% expect and apply to go to university. If you do not have at least a 4 year degree, you cannot even get an entry level job, and have very low social status. Although, some schools introduced Higher Education Professional Programs (according to the law, this degree is like Associate Degree of Community Colleges in USA) most high school graduates consider it as unacceptable study programs.

2. Everyone takes a standardized battery of 3 tests administered by the National Admission Examination Center (NAEC) of Ministry of Education. These three exams include Georgian Language, Foreign Language and General Skills. The universities require additional exam for some of the majors (for example several schools require to take Math for business major applicants) and the applicants who apply for that particular major have to take one more additional exam according to the requirements of university. The additional subject exams are also administered by NAEC. The universities set the priorities in this set of the exams as well as weights of each exam in calculation of overall score.

The applicants list their 7 priority choices of school and faculty at this time. The exams are seen to be a method to limit corruption and favoritism.

3. Based on the performance of the exams, the NAEC assigns students to the various accredited state and private institutions according to their priority preferences and rank on the exam. The school has no input on admission - they are sent a list of names, although they can influence applicants' choice on the stage of registration for exams by price, PR and marketing campaign, available programs and quality of teaching. It should be mentioned that state (public) universities, compared to the private ones, do not have the freedom of price setting. The tuition is set by Ministry of Education, but from 2009 even public universities will be allowed to set prices themselves.

4. Student numbers are based on such criteria as 4 meters of space per student in the facility, but there are other important criteria such as 1 PC per 25 students, 10 books in the library per student (electronic databases and libraries are not taken into account), one full professor per 25 students. Thus a university may only hold a fixed number of students, and the various faculties divide up into quotas based on some formula not yet discovered. This number is also affected by outflows from the institution (graduations). If students stay longer, than they limit opportunities for incoming slots.

5. Also based on this exam, the state awards a large number of 4 year scholarships to the top scorers, and this is the primary funding mechanism of the state institutions based on tuition fees (which are also set by the government for the time being).

The largest scholarship that student can get is 1500 GEL per year, which is assigned as 100% scholarship, but there are the range of the scholarships – 70% scholarship (1050 GEL), 50% scholarship (750 GEL), 30% scholarship (450 GEL). The scholarship is tied to the student and if the student transfers to another private or state institution the funding also goes to that institution. If the student gets scholarship and gets admission to the private university, government pays the scholarship amount to the university and remaining in tuition fees (usually tuition fee in private universities is 2-7 times higher than state full scholarship) is covered by students, the same system works for the student who has been admitted to the state universities but could not earn full scholarship.

6. There is a huge overflow of student demand versus availability of slots. This year is estimated there were 35,000 applicants, and only 17,000 openings for all institutions of higher learning in Georgia. This applicant flow is expected to rise to 50,000 in '09 with about the same 17,000 slots. This rise influenced by the reform in secondary school system – secondary school system has been changed from 11 year school to the 12 year school and thus only students from Russian schools are graduating this year. Every year the number of applicants also includes the students who cannot placement in any university at previous year.

7. Because of a rather limited economic base, there are very few jobs for these graduates. But in the last 4-5 years the number of job places is increasing, because of changes in the business environment and economic growth. Also, Georgia turns out to be one of the most literate and educated populations in the world... but has an unique language that has no connection to any other in the world.

8. Of additional interest, the Rector who is the head of the university is hired by the Academic Council. There is no external board of regents, government appointments, or external factor, but there is still the influence of the government – Ministry of Education approves the charter of the university. In extraordinary cases, the President of Georgia may intervene in the selection. Besides the appointment of the rector, the Academic Council approves academic programs of university and strategic education issues. The council consists of 12 faculty members (2 from each school) elected by the faculties in different schools. Rector is the head of academic council.

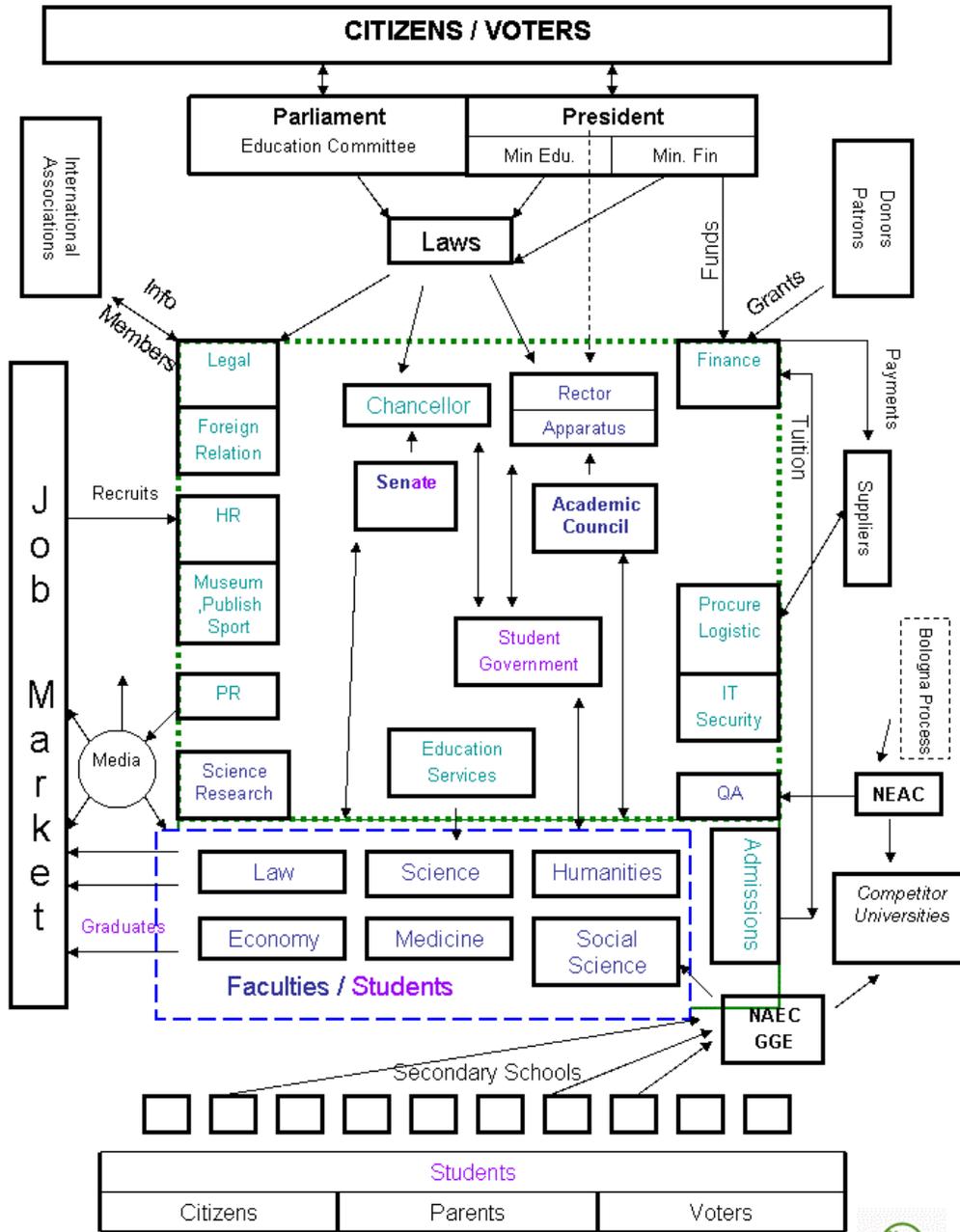
The university structure has another representative unit which influences the university management – Senate or Board of Representatives. The Senate, group of 34 and consist of 30% student which are elected through student self governance body and 70% of faculty which are elected through the different schools, also approves the budget and all other important matters including hiring of administrative senior staff especially Head of Administration (Chancellor) . Academic freedom is the key issue. All these rules are set within the law on education.

9. There is no tenure. Full professors get 3 years contracts, others 2 years. Each cycle everyone has to reapply for their jobs. They are reviewed by special commissions of peers set up at short notice by the rector (less chance to lobby) on certain criteria. Because of low pay, most academic staff work at several institutions, with resulting fractured attention to any one. The Law of Higher Education allows professors to work for 2 academic institutions.

10. Accreditation of institutions is conducted under the auspices of the NEAC, established in the December 2004 Law on Higher Education as an autonomous legal entity, in accord with the Bologna process. The NEAC is responsible for the:

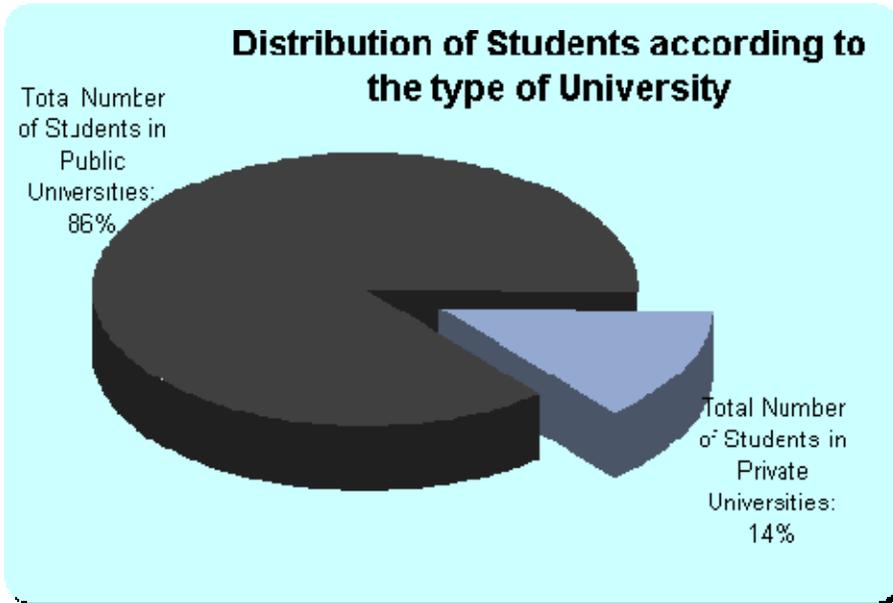
- Development of institutional accreditation standards in higher, vocational, and general education
- Preparation of external evaluators to assess the compliance of the educational institutions with accreditation standards
- Preparation of educational institutions to institutionalize self-assessment as a monitoring tool
- Accreditation of state and private institutions.

Having completed a process for higher educational institutions, which reduced the number from 142 to 41; the accreditation process has evolved. The approach is now mission-based, or focused on the *process* of accreditation. The national accreditation standards and guidelines are in place, evaluation experts are trained, and roll-out of the mission-based accreditation regime should begin in 2008.

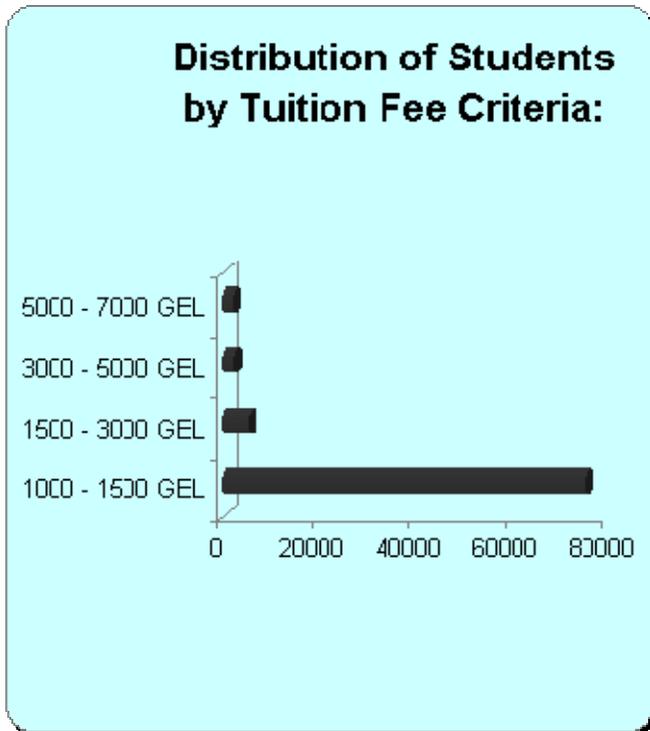


Tbilisi State University PIRMap rev 2





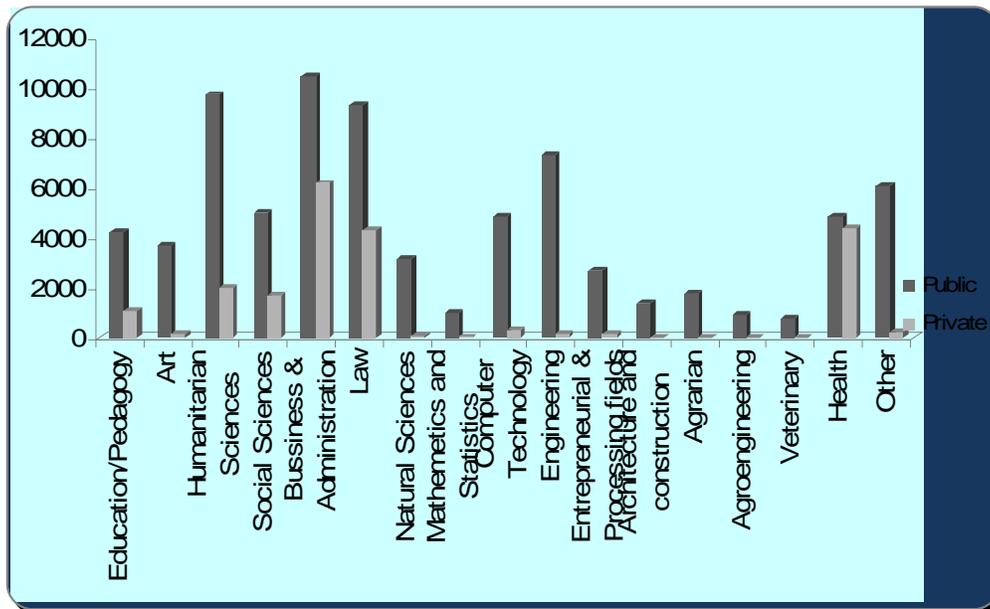
Total Number of Students in Public Universities:	74679
Total Number of Students in Private Universities:	11894



Tuition Fee Range:	1000 - 1500 GEL	1500 - 3000 GEL	3000 - 5000 GEL	5000 - 7000 GEL
Number of Students:	75432	5605	2453	2367

Number of Students in:	Education/Pedagogy	Art	Humanitarian Sciences	Social Sciences	Bussiness & Administration	Law	Natural Sciences	Mathematics and Statistics	Computer Technology
Public	4211	3684	9723	4989	10482	9315	3130	993	4822
Private	1064	173	1978	1692	6196	4279	80	48	341

Number of Students in:	Engineering	Entrepreneurial & Processing fields	Architecture and construction	Agrarian	Agroengineering	Veterinary	Health	Other
Public	7283	2720	1357	1749	931	797	4849	6073
Private	160	137	15	9	0	0	4362	249



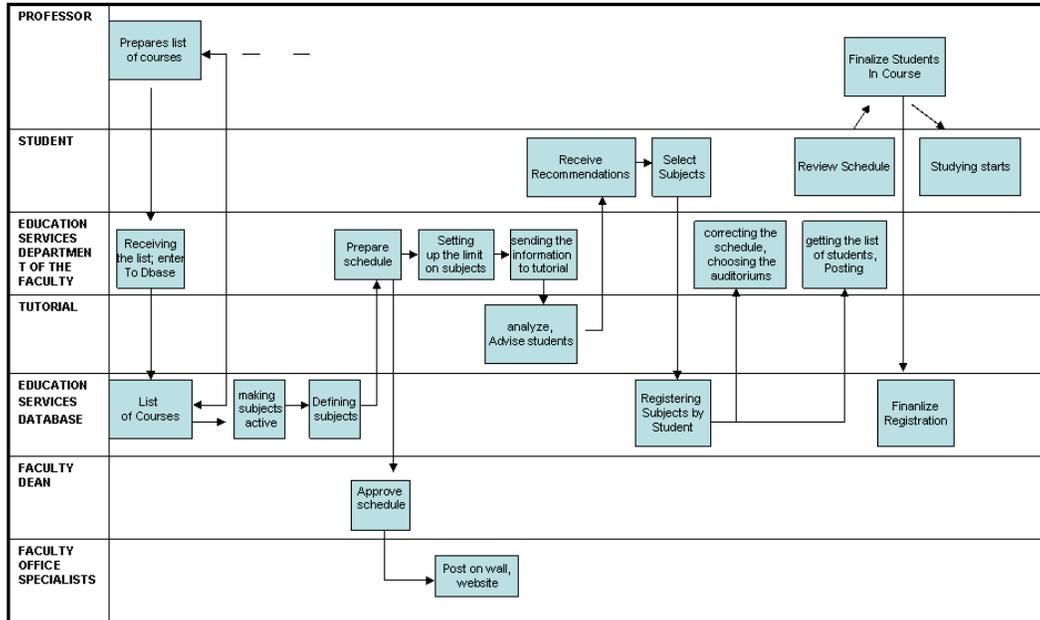
Higher Education Institutions	2005-2007 accredited	Not awarded title since 2007 (the school department since 2007)	Accredited since 2007	Public/Private	Higher Professional	Bachelor	Average Tuition Fee for Bachelor	Diploma/Certified	Master	Phd	Individual educational programs	Total quantity of students	
Akaki Tsereteli State University	yes		yes	public	0	7148	1500	426	856	0	0	8429	
Akaki Tsereteli State University Pab Branch	yes		changed to a faculty	public	59	12	1500	0	2	0	0	73	
Alphabetic High Educational Institution - College	yes		Newly Established	public	0	181	1250	0	0	0	0	181	
Alphabetic Institute	yes		Newly Established	public	24	1036	1500	6	0	0	304	1369	
American University for Humanities, Tbilisi College Ltd.	yes		yes	private	0	131	4950	0	0	0	0	131	
Apolon Outaiaze Tbilisi State Art Academy	yes		yes	public	62	1323	1500	45	75	0	0	1505	
Batumi State Marine Academy	yes		yes	public	84	1365	1500	203	15	0	86	1723	
Caucasus International University Ltd.	no		yes	private	0	0	2550	90	26	0	0	118	
Caucasus University Ltd.	yes		yes	private	311	992	6300		6	0	0	1028	
David Admashenebeli University of Georgia	yes		yes	private	0	422	3500	215	0	0	0	637	
David Admashenebeli Tbilisi University Ltd.	yes		yes	private	0	248	2800	396	0	0	0	644	
ESM	yes		yes	private	0	321	6300	0	0	0	0	321	
Georgia State Physical Education and Sport Academy (Branch of Ila Chavchavadze State University)	yes		merged*	public	0	292	1250	90	0	0	0	382	
Georgia State Physical Education and Sport Academy (Merged with Ila Chavchavadze State University)	yes		merged*	public	0	1207	1250	227	14	0	342	1820	
Georgia Technical State University	yes		yes	public	1192	11447	1500	182	1122	86	1683	16621	
Georgia University of Law and Economic Ltd.	yes		yes	private	0	340	3000	40	23	0	0	400	
Georgian State Subtropical University	yes		yes	public	0	932	1250		69	0	0	1001	
Georgian University of Aviation Ltd.	yes		yes	private	57	612	7500		47	0	0	716	
Georgian-American University Ltd.	yes		yes	private	0	668	4500		61	0	0	719	
Georgia Tax and Custom Academy	conditional		yes	private	0	90	2300	0	122	0	0	212	
GIPA	yes		yes	private	0	0	1500	0	198	9	0	207	
Gon Diversiprofile Less Academy Ltd.	yes		yes	private	0	169	2000	104	14	0	0	287	
Gon University	no		merged*	public	70	1303	1500	115	61	0	26	1626	
Grgol Robaqdze University Ltd.	yes		yes	private	0	441	3000	155	71	20	0	637	
Iakob Gogebashvili Telavi State University	yes		yes	public	0	1541	1500	97	61	17	1	1717	
Ila Chavchavadze Georgia International scientific-cultural-educational union "Sociate Knowledge" ("Sargadobeba Codra")	no		yes	private	0	20	2500	113	0	0	0	133	
Ila Chavchavadze State University	yes		yes	public	411	3051	1500	12	148	222	97	3941	
Ila Chavchavadze State University Mameuli Branch	yes		Merged	public	0	19	1500	73	0	0	121	213	
Ila Chavchavadze State University Tsagan Branch	yes		Merged	public	0	0	1500	0	0	0	0	45	45
International Black Sea University Ltd.	yes		yes	private	0	862	4850		81	23	0	966	
Ivane Javakishvili Tbilisi State University	yes		yes	public	0	10114	1500	760	412	254	0	11540	
Ivane Javakishvili Tbilisi State University Kveino Kartli Branch	yes		terminated	public	0	65	1500	0	0	0	1	66	
Ivane Javakishvili Tbilisi State University Ozurgeti Branch	yes		terminated	public	0	181	1500	0	0	0	0	181	
Ivane Javakishvili Tbilisi State University Pab Branch	no		terminated	public	0	264	1500	0	0	0	0	264	
Kutaisi Medical University	yes		yes	private	0	45	2500	310	0	0	11	366	
Medical High School "Aiet" Ltd.	yes		yes	private	0	0	2450	166	0	0	0	166	
Medical Management and Stomatology Institute Ltd.	yes		yes	private	0	0	2800	318	0	0	0	318	
Petre Shotadze Tbilisi Medical Academy Ltd.	yes		yes	private	0	0	2500	408	0	0	0	408	
Public Institute "Nvair" Ltd.	yes		yes	private	0	166	2800	0	23	0	0	189	
Qutaisi Law and Economic University Ltd.	yes		yes	private	0	361	1500		43	0	0	404	
Shota Rustaveli Batumi State University	yes		yes	public	0	6990	1500	404	632	0	546	5272	
Shota Rustaveli Theatre and Cinema University	yes		yes	public	10	1264	1500		63	0	0	1317	
Soknum University	yes		Newly Established	public	0	3589	1500		335	0	81	4005	
St. Onogi Feradze Tbilisi University	yes		yes	private	0	223	3000	0	0	0	0	223	
Tbilisi Asian & African University	yes		yes	private	0	59	1500	75	2	6	0	142	
Tbilisi International Relations University Ltd.	yes		yes	private	0	80	2500	0	0	0	0	80	
Tbilisi Medical Institute "Hypokrate" Ltd.	yes		yes	private	0	0	3000	150	0	0	0	150	
Tbilisi Public University "Metekhi" Ltd.	yes		yes	private	27	221	2400	99	46	0	0	393	
Tbilisi State Agrarian University	yes		yes	public	118	3469	1000	448	257	12	304	4668	
Tbilisi State Agrarian University Alkhaltshe Branch	no		terminated	public	0	4	1000	36	0	0	0	40	
Tbilisi State Agrarian University Lanchkhvili Branch	no		terminated	public	0	4	1000	36	0	0	0	40	
Tbilisi State Agrarian University Mameuli Branch	no		changed to a faculty	public	0	0	1000	56	0	0	0	56	
Tbilisi State Medical University	yes		yes	public	154	157	1500	2778	0	0	0	3089	
Tbilisi State University of Economic Relations	yes		yes	public	0	1672	1500		80	46	0	1698	
Tbilisi State University of Economic Relations Kutaisi Branch	yes		changed to a faculty	public	0	208	1500	0	48	0	0	257	
Tbilisi University	no		yes	private	0	169	2800	8	0	0	0	174	
Tbilisi Independent University "Gongasali"	yes		yes	private	0	115	3000	117	0	0	0	232	
The Georgian-Britain University of International Law and Management	yes		yes	private	0	72	6400	0	0	0	0	72	
Tskhvali State University (Merged with Gon State University)	yes		merged*	public	0	726	1500		0	0	0	726	
Tsony College	yes		Newly Established	public	3	687	1500	16	0	0	0	612	
University of Georgia Ltd.	yes		yes	private	243	390	6000		299	14	0	946	
University "Interpharm+" Ltd.	conditional		yes	private	0	56	2000	1	0	0	0	57	
Vano Sarajshvili Tbilisi State Conservatory	yes		yes	public	27	319	1500		93	32	0	471	
Vano Sarajshvili Tbilisi State Conservatory Kutaisi Branch	yes		changed to a faculty	public	0	30	1600	0	0	0	0	30	
Zugaidi High Educational Institution	yes		Newly Established	public	0	772	1500	1	0	0	0	773	
Zugaidi Independent University Ltd.	yes		yes	private	0	234	1900	115	19	0	0	368	
Total:					2578	65418	165400	8886	5423	760	3519	86673	

Registered Positions for 2007-2008 I Semester	Faculties
Akaki Tsereteli State University	449
Akhaltzikhe University	77
American University for Humanities, Tbilisi College	33
Apolon Qutateladze Tbilisi State Art Academy	236
Batumi State Marine Academy	132
Caucasus International University	41
CU	144
David Agmashenebeli Tbilisi University	48
georgia Aviation University	55
Georgia Economic and Law University	38
Georgia International Affairs Institute	33
Georgia State Agrarian University	191
Georgia State Subtropical University	72
Georgia Technical University	834
Georgian Tax and Custom Academy	46
Gori Multiprofile Less Academy	44
Gori Unicversonity	103
Grigol Robaqidze University	71
Iakob Gogebashvili Telavi State University	124
IBSU	29
Ilia Cahchvadze Fund "Knowledge"	7
Ilia Chavchavadze Tbilisi State University	379
Independent University	25
Ivane Javakhishvili Tbilisi State University	1363
Medical High School "Aieti"	83
Medical Institute "Kutaisi"	56
Medical Management and Stimatology Institute	32
Petre Shotadze Tbilisi Medical Academy	149
Public University "Gorgasali"	40
Public University "Rvali"	25
Qutaisi law and Economic University	40
SDASU	140
Shota Rustaveli Batumi State University	257
Shota Rustaveli Theatre and Cinema University	80
Sokhumi University	218

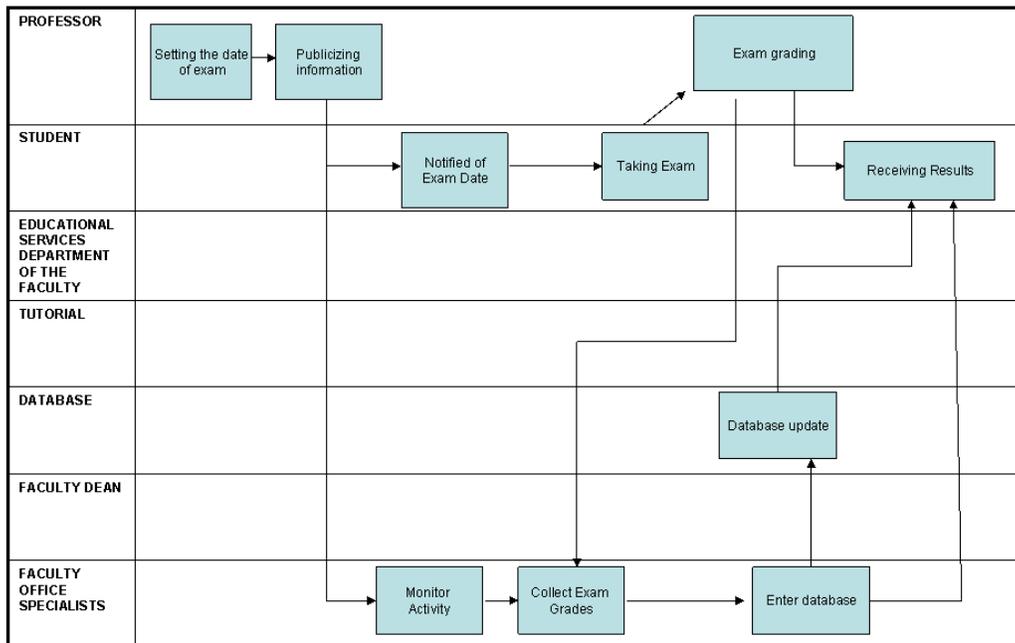
St. Grigol Feradze Tbilisi University	61
Tbilisi Freedom University	25
Tbilisi International Relations University	27
Tbilisi Medical Institute "Hipokrate" Ltd.	46
Tbilisi State medical University	453
Tbilisi State University of Economic Relations	149
Tbilisi University	38
Tbulisi Public University "Metekhi"	42
The Georgian-Britain University of International Law and Management	24
Tsnori College	33
University "Interfarm+"	12
University of Georgia	118
Vano Javakhishvili Tbilisi state Conservatory	167
Zugdidi Independent University	44
	131

APPENDIX E1: Process Analysis for Approval of Educational Programs and Coordination of the Academic Semester

Coordination of the Academic Semester Part I



Coordination of the Academic Semester Part 2



Participant Comments: Process Analysis for Approval of the Educational Program and The Coordination of the Academic Semester

1. In the beginning of the academic year, there is restricted admission on the newly adopted programs as it is depended on the resources.
2. For program assessment, Quality Assurance department is compiling questionnaires, through which students assess program to provide feedback about how the program is implemented.
3. QA is not able to work on evaluation programs oriented on success of student employment due to the reason that feedback of the quality assurance department is selective and is on the beginning stage. Also the programs are just started and their assessment is impossible.
4. It is necessary to know the demand of the employment market. At present, programs are sometimes fit on specific persons (Professors), and sometimes on the specific need of the state. TSU must have a relevant department which will investigate market needs. In the opinion of the representatives of administration, at present understanding market demand is possible only through ascertaining highly demanded specialties chosen by students.

More specifically, a student is enrolled for a specific faculty and after that chooses a concrete specialty. High demand on the concrete specialty by students indicates market demand. Opposite of this opinion is the following circumstances: sometimes high demand on a program corresponds to a high prestige of the program or professor, not to a high demand. For example, profession of international relations.

5. The existing mechanism of the program approval is not complicated. Many participants of this process do not hinder the possibility of the program approval; on the contrary, more programs are approved compared to the real need.
6. Existing of the strong feedback from quality assurance department is essential not only for program effectiveness but for program implementation/transmission as well.
7. Professor is selected for 3 year period, programs are for 4 year. After the end of the professor's contract term, there is no professor in the university with relevant qualification, who can finish already started programs. That it is why there are many invited professors. In the opinion of representatives of administration, it is expedient that the program's head professor be enrolled in the selection process of new professor.
8. Faculty indicates the permissible maximum amount of the students in a group. Big groups will not assure high quality of education.

9. Selecting a program by a student is a problem, often they choose it by mistake. In order to avoid this, some of the faculties prepared brochures and Power Point presentation, though problem is not solved because students do not read the material.
10. There is a deficit of coordination, communication, and information. In the opinion of meeting participants, all parties taking part in the educational process should have clearly defined roles and duties.

Faculties are not well informed of the decisions made by the Department of Educational Services. There is no coordination among them in order to satisfy both parties' needs. Department often makes exceptions from the rules, that impede faculties in implementing educational process.

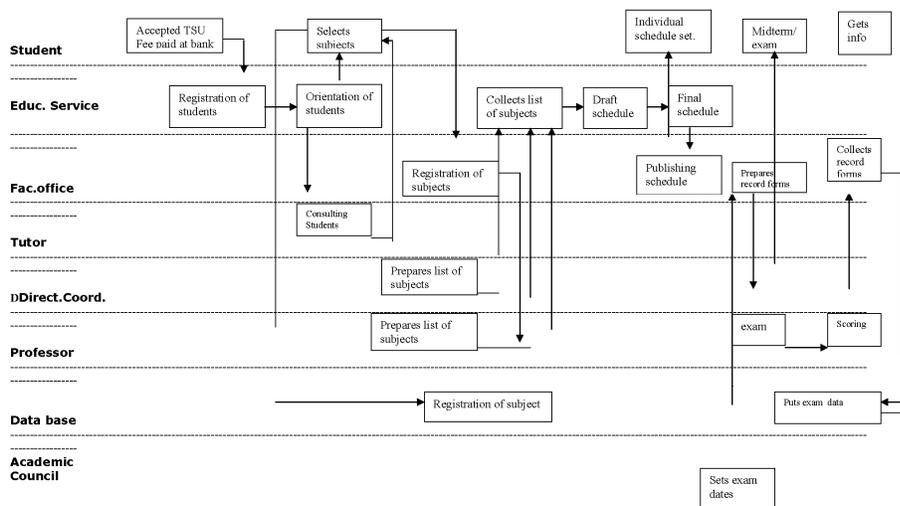
11. Implementing new procedure of the educational process is complicated, though it is student oriented. Old was easy, without problems. New mechanism is not defined by any regulation; educational process is currently under formulation, problems and gaps from previous year are considered but often not documented. Also, joint analysis is not conducted to investigate the reasons of existing problems in the educational process.

APPENDIX E2: Process Analysis for Delivering Value to Students

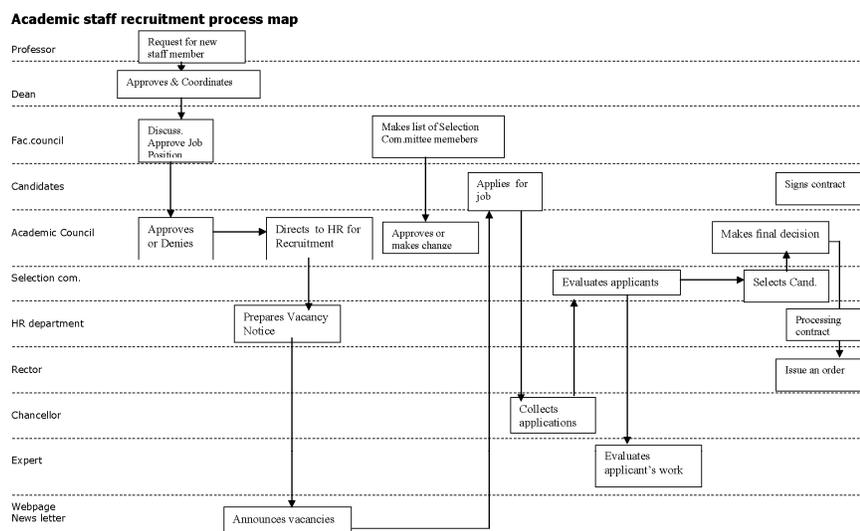
Participant Comments:

1. As students and the representatives of the administration declare, the weakest part of the academic process is the finalization of the student registration and class schedule. It is so extended in time that the academic process (i.e. classes) starts 2-3 weeks after the beginning of the academic year. Thus, the time intended for education is shortened. This has a negative impact on the quality of education.
2. Often the schedule of classes and seminars for individual students overlap. However, according to the deputy dean, currently, the university develops updates to the computer based scheduling software that will exclude the overlap between the classes and the seminars.
2. According to the students, the problems are also caused by a short interval between the terms and the exams. Often this interval does not exist at all. As students note, and the faculty administration totally agrees with them, the interval should be at least 2-3 days. The difficulties are also caused by the fact that the additional exams are set shortly after the main exams. Often, at that time, a student does not know his/her exam mark and if he/she needs to take an additional exam. As the deputy dean suggested, teachers must be responsible for declaring exam results in time so that the students will not get confused and will get the appropriate information in case they need to take the additional exam.
3. According to the deputy dean, administration is developing a system which will take into consideration students' point of view during the evaluation process.

Delivering Value to Students: Basic Process



APPENDIX E3: Process Analysis of Hiring of Academic Staff



Participant Comments:

1. University faculty professors are hired with short term contracts (2-3 years) with a resulting short-term focus. Likewise, all contracts end at the same time and new selections are done by external experts with no knowledge of the faculty development.
2. The overall performance of University academic staff is evaluated by the quality assurance department once a year. This is purely from feedback questionnaires provided to students. It is not possible to provide evaluate reports to professors individually, as it was stated there are limited QA personnel for that, so there is also no automatic feedback to the individual professors. Professors can get their individual performance assessment from the quality assurance department per their request.
3. Quality assurance department has only generalised assessment per faculties. According to the results of the evaluation conducted by the quality assurance department, the University management receives the information on how satisfied the student is with the quality of teaching.
4. Scientific department gathers information regarding professors' scientific activities (publications in popular magazines, receiving grants etc). This department participates in the evaluation process of the professors, also evaluating professors activities listed above.

5. Existing method of teaching evaluation of the professors is based on the degree of demand of that professor by the students. There is no other method of evaluation of professors.
6. Monitoring department controls the attendance and punctuality of the professors at the lectures as well as the disciplinary actions of the whole personnel.

The following suggestions have been proposed in order to solve the existing problems:

- a) It is recommended to extend the term of contract to five years, as the University academic staff has the sense of instability.
- b) Professors' recruitment requirements/criterias have to be changed to also include proof of teaching qualifications.
- c) Assistant to the professor has to be hired with the participation of full time professor.
- d) Recruitment of full time professors, associated professors and the assistant of the professors has to be staggered and done separately.

APPENDIX F: Focus Group Results

How the focus group discussions were conducted

All seven groups used the same approach. They started by giving a short presentation of the TSU HICD Assessment Project and the reason of the Focus group discussion. The list of questions was progressively worked through with different questions for the Faculty members, Students and Central Administration representatives of TSU.

Each focus group discussion lasted about one and a half hours in total and was recorded with audio recorder.

All quotes from participants given below are verbatim.

A. Focus group results / TSU Faculties Representatives:

1. *What is your opinion about TSU reform and development strategy?*

- Existing resources are old and must be renovated and extended. Teaching programs are new and appropriate reform, but still need some improvement.
- Library system needs to be developed
- I think Scientific research direction should be highlighted in strategic plan
- In general I know about development strategy and am not satisfied. Connection with Bologna Process decreased level and quality of education. We are not able to give the qualification appropriate to the job market. Bachelors don't have equivalent knowledge.
- I think strategy is very general and we don't know or it is not elaborated yet concrete action plan
- Structure of the university is not determined. Administration is amorphous and for each specialization this creates problems. Management system is not settled.
- Some time ago USAID has had project to help us to create Development strategy for TSU. Monika Gold was invited. We participated not directly, but have had opportunity to verbalize our opinion. So we are aware about development strategy and are agree in general with it.
- The reason of TSU reform is Governmental Educational system reform not the idea or initiative of University itself. Strategy of Governmental reform is right, but has many tactical failures. I think government must support financially TSU to accomplish reform. Otherwise reform without finances is repression and not the reform.
- Almost everyone, 98% of University's old and existing personnel think that reform was necessary. About realization of the reform, I think at the beginning mistakes were made.
- Reform was not deliberated and thought through from start to the end.

What is not elaborated carefully can induce lots of mistakes. The attitude how reform was started was not tolerated not for people who left, not for them who stayed. First stage of reform was very rushed. They fired lots of people. They could declare transitional period and give some time and new criteria that personnel should fit in accordance to the reform. In this transitional period Academic personnel could work on manuals, and after it those who could not fit in new standards would leave.

- The law supporting reform is not executed, for example according to the law faculties should have autonomy
- There does not exist written timetable of action plan
- National Exams have won the fight with corruption at the University, but we are facing new problems. Applicants choose the Faculty, not specialization. Our International relationship specialization always had applicants with high scores and we usually had about 50 students; now faculty can have 450 students and all of them choose our specialization. Problem can be solved if applicant can choose specialization, not just faculty *before exams*. Second problem is that skills exam's scores are most important, which is not the right approach. If applicant wants to study German language, exam scores of German language must be crucial.

2. What do you think about procedure and relationship with administration?

- Central administration has so many functions and faculty has restricted administration functions. Management of department of educational process puts in one box all faculties, specifics are not count, but in reality the education process as such is going on faculty. We have lots of work anyway. I think structure is not planned well.
- There are some departments and functions which should be under central administration management, for example Security, Cleaning and so on, but not everything.
- According to Law, central administration must be assistant to faculty administration, but in reality it is vice versa. Faculties do not have autonomy, but they must have by the law. It could be more effective too.
- Central Administration gets the information from faculty, so faculty administration works for that, but finally the work is done with the name of central administration.
- There are not fixed rules or procedures. For instance Academic personnel participate in competition and at the same time they have no idea for how many years they will get contract.
- It is not fair that 12 persons (Academic council) can make decision and rule the University. They also elect rector.
- On base of 22 faculties were formed 6 faculties. In Academic Council each faculty has one representative, who originally represents one specialization/direction of the faculty. Faculty has 6 or 8 very different specializations now. I have a question: who will stand for other

specialization's demands and interests?

- Academic Council can put veto on decision of Faculty
- We still have part of Soviet bureaucracy at the university
- Decisions take long length of time
- Faculties and Academic Council don't exchange information. Sometimes we even don't know what is the issue of the ... and ...
- We have the information from faculty, we have regular meetings on Wednesdays and Thursdays, also we receive information by email. So this problem is solved.
- Who decides and based on what how many Professor, Assistant or so on we need on faculty?
- It is necessary to conduct debates. Before someone up will decide to solve our problem, they should talk to us.
- Senate is dead weight. What is the meaning and function of it? Just formal. Decision maker is Academic Council anyway. We have University regulations, but don't have faculty regulations
- For example you have one year contract and you don't know what will be in future will they extend it or not, what are the criteria for this and so on
- What does it mean direction? We are not department, not chair. This is very confusing for our colleagues abroad.
- Dean is decision maker on faculty, who is not familiar at all with our direction (faculty has
- many different directions). Management system is not effective
- Procedures are not defined. For example student went abroad for 6 months to study. He
- could not prove credits which got there. He put statement in central administration and to
- transfer this statement to the faculty it took 6 months. Student was on 4 year and this became very big problem for him. He took one additional semester to collect enough credits and paid additional money for that. He got this problem because there are not written rules how to solve this kind of problems and nobody knows who is responsible to solve this kind of problems.
- We have had the same problem with credits to accept. First we asked how we can do that, what are criteria or procedure, but we could not find person who was responsible to give the information. Then we ourselves elaborated the procedure and criteria and proved the credits for our students.
- I think it is better now, but it was time when nobody in central administration new anything about procedure, even rector. Finally one person Iago Kalandadze understood exactly what I needed. For students this kind of situation is very frustrating.
- No finances – No change in structure; this is the central administration's answer.

3. *What do you think should be changed in order to make it more effective?*

- Election of Academic Council must be democratic
- Law says that Academic personnel are members of the Council, so they should ask opinion or conduct debates with us before decide something what we have to realize. We are those who implements decisions, so we know better what we need in order to be more effective.
- Academic Council should consist of one person from each direction (instead of Faculty)
- Faculty Administration must have autonomy in reality not just by law.
- Faculty Administration should be elected not nominated. Elected administration will have more independence.
- Central administration should have function of coordinator
- Procedures and regulations must be written and clear.
- Faculties should have written regulations as well

4. *What do you think about conformity of the job market qualification demands and the teaching program TSU offers to the students?*

- I think, our student's competitiveness is increasing. Maybe our program is not ideally appropriate for the demands of job market, but in general – it is
- We don't have statistics how many of our students work as a professionals, but according to our observations students ask for recommendation letter to employer even before they got diplomas, so we know that our students mostly get jobs
- We implement market research project financially supported by International organization.
- Based on results we will make changes in our program. We try to get grants and do as many things for our faculty as we can.
- We have problem as our Bachelors are not allowed any more to work at school. This makes serious damage to faculties of Humanitarian and Exact and Natural Sciences. Schools got problem with the teachers already and it will be even bigger in future
- Teaching standards changed, we are trying now to put in 4 years the program we had for 5 years. The knowledge student gets is not complete. We often deliver additional lectures and University does not pay for that
- We are not able to cover all subjects necessary for specialization in very short period
- Credits are limited, so our program is squeezed and we are not able to give appropriate qualification.
- In the field of medicine, our students need to study more, this is the regulation and after that they can work as a professional. That means that we can not give complete qualification anyway.

5. *What can be done to make it more effective and suitable?*

- TSU should give job market research information to the faculties
- Academic personnel should take into consideration market research information to design syllabus

6. *What is your opinion about teaching methods and technical support?*

- Lecturer can choose method of teaching individually. We have just three lecture-rooms equipped and in future we will have more. Accordingly in general we can not use many methods. Also it depends on subject. Some subject needs more visualization or interaction, some of them not.
- I use method, which I inherit from my Teacher. At the end of class I ask questions about lecture. This method makes students more active and attentive
- I would love to use interactive methods, but it is not possible with 100 students in class. Big size of groups is a problem for students, for lecturer and for quality of education.
- When size of group will decrease we'll be able to use discussions, role play and many interactive methods.
- We try to be aware about new methods and use them as possible
- We need to increase hours for practice
- We have problems with Georgian manuals. Teachers do not have incentive to write.
- Our library does not have new publications, books or magazines
- Professional literature must be available for students and TSU should provide it
- We need security regulations for books in the library
- There are tons of good textbooks abroad, professionally written and proved. We can just translate them..
- Would be great to promote professional books' translation. We need to collect (create) contemporary science literature in Georgian.

7. *What percent of your classes are lecture versus other interactive activities?*

- I have 50/50
- In general this is defined by the law, and based on this regulation we design our syllabus
- We'll be able to balance lecture with interactive activities, when we will have equipped rooms and optimal size of group.

8. *What do you think about students' assessment system?*

- New assessment system is more flexible and works well
- Midterms make students to be "in good shape" all the time

- Written exam is good, but it should be combined with verbal exam.
- We have problems to control students during written exam and many of them cheat. Many times after written exam, students who are not satisfied with scores ask for verbal exam and it appears that they can not answer the question they already wrote.
- Written exams are sometimes only possible method to assess 200 or 400 students. We have assessment quality problems again because of the big size of group.

9. How is the coordination of facilities and programs with Educational Services work? Strengths & weak areas.

- Facilities are not in coordination with new standards of Educational service
- Everything is old and needs renovation. This process started and we know it takes time
- Rooms are not equipped to serve Students, old desks, black board and (if we are lucky) chalk...
- Equipments we use for practice groups are 40 years old
- We have limited number of computers and in different rooms, so sometimes I run from one room to another to check how students work
- We see progress anyway, as process on this direction is going well

10. How does the Quality Assurance improve the education process?

- Quality assurance department collects student's feedback regarding the education process and Academic personnel. Academic personnel (and sometimes administration too) does not accept results. I'm QA representative and sometimes i am afraid to be fired.
- We had QA inquiry 2 years ago
- I think QA department should work more intense and publish analysis and results on time to be effective for the improvement of education process.

11. What kind of activities TSU offers to you for your professional development?

- TSU offers professional trainings, but rarely
- We are informed about exchange programs sometimes, but very rarely
- Programs are in English mostly
- We participate in international conferences - sometimes
- I think most of us do not have motivation to participate in long term projects as in every 2 years we have competition.
- We don't have stability
- Would be good if TSU would offer language learning courses
- We would like to have qualified trainers and training program based on our

needs

- We wish that TSU promotes scientific publications.
- I think that each department should send at least one person to get experience in successful University for 6 months. TSU should send someone who'll be able to share knowledge and information received there with colleagues. TSU should support that people to apply novelty.
- At TSU PhD requires payment and we will have problems of qualified personnel in future if TSU will not support financially own personnel.

12. *What is your experience about 1st year Students' knowledge level with accordance to the program TSU offers them?*

- The general knowledge level of new students decreased significantly
- Sometimes we teach the basics, what they should have already learnt at school, otherwise we are not able to follow the program... so we losing the time this way
- New exam system helped with corruption, but it confuses both students and us. They choose faculty, but not specialization and where they will stay mostly depends on scores they got on exams. So often they are not interested and motivated to learn under these circumstances. They are oriented to transfer and do not put any effort for learning.
- Of course we can not say that every student is with low general knowledge, we have very bright and smart students too, but most of the new students do not have high level of High school education.
- We have problems, when we offer new publications on English, French, German, and Russian. They do not know foreign languages
- They do not have analytical, thinking skills

B. Focus Group results / TSU students

1. *Why are you the student of TSU? (because of the desire or because of circumstances)*

- TSU is the number one Georgian University and owns high prestige. It is honor to study here
- I knew that TSU is under new management, corruption was gone and education level was increased, plus high prestige of University and so the decision was made
- TSU is state university and state would ensure development, my scores allowed me to study here as well
- TSU has very rich history, many great people stepped on the same stairs we step now, I am very proud of that. Also this is state university not some Ltd
- I applied for law faculty and knew that the best law school is in TSU.
- Education level is high in TSU that's why we are here mostly, I think

- I knew that psychology school is strong and good in TSU and it was my choice to study here

2. *What do you think about procedure and relationship with the administration of both faculty and TSU?*

- We often communicate with faculty administration. They are helpful
- There are procedures and if you follow, it is easy and no problems at all. What kind of relationship you will get with them depends on student
- First year students have mostly problems, as they don't know how to write request or statement. They also don't know about procedures. They are afraid to ask many questions, because administration is not very kind.
- Templates of statement/application are on the wall and everyone can see them
- Yes but administration should serve students, give direction or advise and in a kind way. This is their service
- In general in the country we have customer service problem and same is here. If secretary is in bad mood, it is better not to bother her. She can be very rude.
- We have very strict secretary, but it is good. Students are afraid of her, but do everything what she says. I was avoiding her when I was on my first year, but now I understand that it is necessary with Students. She is helpful too, but very strict.
- Information flow is not good. We get information very late and from each other mostly
- For example we got information about scholarship very late
- When I was a new student Administration arranged meeting for new students, but most of them didn't know about that and meeting was attend by one third.
- Positive thing of reform as they say is Student oriented education, but we don't feel that yet.
- I took summer course to get knowledge. Came back and asked administration to let me pass exam, but they rejected. I went to get knowledge and could pass exam too. Rules are not for rules. Administration should take into consideration student's needs and help them.
- I have no idea about administration procedures
- Student must be active and will have no problems
- Often if student has problem no one in Administration knows who is responsible to solve. One redirects to another and so on
- Also if mistake was made by administration, student has to improve it. If they make mistake and put wrong name or miss the exam score or ... Student has to run, find out how to improve or who can improve it
- We can choose lecturer, but the procedure is terrible. Imagine the crowd of students and lecturer sitting at the table surrounded by this crowd and making the list of students
- lecturer can select students by their sex or appearance

- There is a procedure to change lecturer in two weeks after registration, but sometimes we start lectures months after the registration, so we don't have time to observe teaching and make decision.

3. *What do you think should be changed in order to make it more effective?*

- Administration must be student oriented and helpful
- Less bureaucracy
- Administration should have written and transparent procedures
- Online registrations would improve service
- Kind relationship with students
- Improve communication system

4. *What is your opinion regarding the knowledge and skills TSU offers to compare with job market qualification request?*

- After University everyone still needs practice and experience to be qualified and compatible.
- Just University does not give enough qualification
- Faculty of law offers/delivers knowledge and skills to be compatible and qualified
- More practice and skill oriented classes can help with qualification

5. *What do you think about teaching methods, teaching materials and technical support?*

- Teaching methods are not diverse, maybe because of large groups (big number of students) and also subject specification
- We have mostly lectures
- Faculty of medicine has very old teaching methods and literature. Lots of new information, methods and technique exist now, but ... Sometimes Students now more about that, then Lector
- Many of lectors just dictate and students write synopsis. No interaction at all and boring.
- Some lector delivers lecture without break and says: "Who wants break, can go out". For me lecture without break is very tiring, I need break and I want to attend lecture too. Break is necessary.
- Sometimes lector pushes to buy his or her book for exam, but usually books are boring and difficult to understand.
- Lector offers book, which is mostly deficit and copier is the only help; one book and 400
- students...

- Technical support now we have in a few rooms, in future will have more as we know. They start renovation process

6. *Are the classrooms conducive for learning? What is the biggest single need for improvement of them?*

- Right now no, but Administration makes promises and we see too that they start renovation process.
- We mostly miss enough desks in our classrooms. Desks are very old and not comfy.
- No heating system or not working heating system is very problematic and unpleasant. It also influences the education process and makes it not effective.

7. *What do you think about students' assessment system? Have you observed corrupt actions?*

- New assessment system is better than old one. Midterms keep us organized and responsible.
- We don't need to learn everything together and quality of learning is better.
- Now most exams are in written form. Subjective assessment is the problem. Even if you know that objective criteria of assessment is - for instance - the number of regulations used per casus, nevertheless various lecturers are giving different scores to papers that contain equal number of regulations.
- Bad calligraphy should not affect scores I think
- Protesting exam scores does not make sense at all, because lecturers mostly don't change first scores and plus they became very angry
- Exams should be balanced and contain both written and verbal parts.

8. *Apart from academic program, what kind of activities are you involved in as TSU students?*

- Student Government arranges various events, like "What? Where? When?" "Intellect club, sport competitions, cultural evenings and so on... Every single TSU student can participate

9. *If you had a choice where would you like to study and why?*

- In any successful University abroad. I think they have contemporary standards based education, best facilities and Diploma will be acceptable everywhere.
- If I must choose in Georgia, then at TSU of course

10. *Given your experience at TSU currently, would you recommend to your younger sibling to come here?*

- Yes, of course
- I don't think so

C. Focus group results / TSU administration

1. *What is your opinion about TSU reform and development strategy?*

- Reform supported personnel planning process to become transparent. Personnel optimization is the result of reform as well
- Employee selection in general is transparent process
- Based on organizational structure, all departments have quality and effective personnel
- We have regulation for Academic personnel selection and this process is managed
- We start planning of faculty personnel from faculties. They suggest what position and how many vacancies they need, then Academic council proves and we announce about competition
- We have new teaching programs, new assessment system, two stage education- everything because of reform
- Reform evaluation let us think that law needs improvement to support implementation reform in effective way.
- Strategy is the general view of organization's future and we defined general directions there, which in my opinion are correct. When we will write action plan, we may change something.
- Education and research are the key moments in Strategy
- Development strategy approach is complex: conceptual, legal and Institutional. So we think that result will be complex too.
- Work on concept is still going on and we can change some things according to the circumstances
- It would be very important to share experience of successful universities abroad even regarding the status.

2. *What do you think about procedures and relationship with the faculty administration and Academic personnel?*

- Faculties do not have parallel structure of central administration. We deliver service to faculty administration. We communicate with them well and very often Organizational structure is transforming from vertical to horizontal. Process of decentralization is started
- Academic personnel have freedom by regulations, so we just offer service

to them.

- We are not able always be helpful as it depends very often on finances we have
- Examination Center helps Academic personnel to organize exams.
- They also get legal advice or consultation from central administration
- Contract regulates our relationship with employees, we monitor that responsibilities are exercised

3. *What do you think should be changed in order to make it more effective?*

- We are in the process of development, in future maybe each lector will have own budget to manage.
- Senate proved service regulations, which makes relationship more effective
- Central administration should coordinate faculty administrations. Faculties got more functions, but it should continue

4. *What is the input of administration in the education process?*

- We control teaching standards
- Each department takes part In the process of education
- We all work to make teaching effective and successful
- Quality assurance department evaluates and controls quality of teaching and accordance with standards
- We serve our students with "one window" principle. We are oriented to solve students' problem
- Often representatives of different departments have joint meetings and exchange the information. They work in coordination with each other

5. *Are your job processes and procedures written into a department manual that could be used to orient new staff?*

- First of all our new employees, especially Academic personnel are staff members, so they know regulations, rules an everything they need to know.
- In contract they have written responsibilities for both sides.
- Recording to the law of high education organizations manual must prove Senate. This is not the competence of Administration. Now group was created who works on manual book.
- We have job descriptions and position instructions

6. *What kind of activities TSU offers to you for your professional development?*

- International NGOs support us financially to provide professional trainings

- for our staff
- Our colleagues help us and offer trainings, for instance, Lectors of Social and Political
 - Science departments conduct trainings for TSU staff in Conflict management and effective communication
 - We implement IT trainings for our staff with own resources
 - Last year management training was conducted for central administration
 - Ministry of Finance offer training on Budget planning
 - Of course we would love to have more and various activities to participate

7. *What is essential to do this job effectively?*

- Justice and objectivity
- Professionalism and communication skills
- Energy and quickness
- Diligence, patience and endurance

8. *Why do you continue working at TSU?*

- Almost whole my life I am here, TSU is my life
- Participation in the process of reform, change is very important and makes me feel proud
- TSU has very reach history, we celebrate 90 years anniversary and I can share all this and can be part of this. I am proud
- Everything is changing for better comparing with the time when I was a student, so I like this.

APPENDIX G: Scope of the Legal Acts Regulating Tbilisi State University

This appendix outlines key elements of the Legal Acts regulating activities of TSU:

- 1) Law on “Legal Entity of Public Law”
- 2) Law on “Higher Education”
- 3) Decree of the Minister of Education and Science on approval Tbilisi State University Charter
- 4) Law on “Budgetary System”
- 5) General Administrative Code of Georgia

1. Law on Legal Entity of Public Law

According to the Law on The Legal Entity of Public Law, a Legal Entity of Public Law shall be under state control, i.e. the conducted activities with respect to lawfulness, expediency and efficiency as well as financial-economic activities shall be supervised.. A body exercising state control is entitled to suspend or revoke unlawful decision of a Legal Entity of Public Law. If a Legal Entity of Public Law has actually turned to entrepreneurial activity, a relevant state body shall decide on reorganization or liquidation of this entity. The director is personally responsible for the property of the Legal Entity of Public Law and proper expenditure of financial resources.

The financial resources of a Legal Entity of Public Law may be:

- a) Membership fees and contributions;
- b) Funds allocated from the relevant budget;
- c) Income received as a result of the fulfillment of the state order;
- d) Income received for the works performed on the basis of an agreement;
- e) Other incomes allowed by the legislation of Georgia.

Above mentioned financial resources and income shall be completely used for accomplishment of the objectives and functions of a Legal Entity of Public Law. Use of financial resources of a Legal Entity of Public Law for any different purpose is prohibited.

A Legal Entity of Public Law based on state property may conduct the following activities with the consent of the state control body:

- a) Acquisition, alienation and encumbrance of immovable property;
- b) Procurement of loan and surety ship (with the consent of the Ministry of Finance);
- d) Establishment of staff list and wage fund;
- e) Other decisions regarding property of a Legal Entity of Public Law, if they are beyond the scope of ordinary activities.

2. Law on Higher Education

This law determines the structure, and management bodies' authority of the higher educational institutions. The Law defines the authority of the Parliament, Government and Ministry of Education and Science in the sphere of the Higher Education.

The Parliament of Georgia defines the key directions of higher education policy and management, passes appropriate legislative acts and hears reports of the Minister of Education and Science on a state policy, financial activities and implementation of public programs in the sphere of higher education.

The Government implements the state policy in the sphere of higher education, defines the amount of the State Study Grants, the amount and conditions of financing the education of the students enrolled in the state priority fields of study at higher education institutions and financing through social programs.

The Ministry of Education and Science:

- a) Implements common policy in the sphere of higher education;
- b) Drafts a basic document reflecting the higher education system indicators;
- c) Proposes for approval to the Government of Georgia the amount of the state study grants as well as the amount and conditions of financing the students enrolled in the state priority fields at higher education institutions, and for those funded through social programs.
- d) Approves the charter of a higher education institution having the status of a Legal Entity of Public Law
- e) Approves a unified national examinations statute and examination schedule, the documents of total scores and absolute ranking of unified national examination results, conditions of enrollment in higher education institutions of Georgia for those persons who received full general education abroad, activities in support of undertaking the unified national examinations within the framework of a social program and measured to support foreign citizens wishing to receive higher education in Georgia.
- f) Exercises a state control over a higher education institution having a status of a Legal Entity of Public Law and carry responsibility to enforce the normative acts enacted in the sphere of higher education.
- g) Approves a list of higher education fields of study and the forms of document certifying state higher education and its supplement;

- h) Determines the rule of calculating the higher educational programs with credits;
- i) Approves higher education's qualification frames;

The law also defines the types, structure and responsibilities of higher education institutions, procedures of the budget approving, types and recruitment of personnel, rights of students and student self-government, types of higher education levels, admission to the higher education Institution and principles accreditation of higher education institution.

According to the Law, the **funding sources** of a higher education institution are as follows:

- (a) Tuition fees which are covered by the State Study Grant funds;
- (b) Funds received through private grants, contributions or a will;
- (c) Research grants awarded by the state on the basis of competition;
- (d) Special state-budgetary programs designed to encourage the enrollment in those fields of a higher education institution which represent priority for the state ;
- (e) Program financing allocated by the ministries of a relevant field;
- (f) Any other sources of income allowed by the Georgian legislation, including the revenues from economic activities.

In accordance with the law, acquiring, alienating or leasing the entire or a part of real estate belonging to higher education institution having the status of Legal Entity of Public Law, also any other decision on property, if it is outside the scope of educational and research activities is only permissible by the decision of higher education institution's Senate with the consent of the Ministry of Education and Science and the Ministry of Economic Development.

The law defines, that if a higher education institution with the status of Legal Entity of Public Law, fails to obtain accreditation on two consecutive occasions, this shall result in dismissing the officials of management and administrative bodies of a higher education institution and serve as the basis for institution's reorganization or liquidation.

- Higher education institution shall be subject to the two types of accreditation – Institutional Accreditation (examining the compatibility of a higher education institution's status with the standards of its material, financial and human resources established by the state) and Program Accreditation (examining the compatibility of a status of higher education institution's program with the certain criteria. For example methodology

and organization of teaching, adequacy of assessing the learning under the program and etc.)

- If a higher education institution with the status of Legal Entity of Public Law, fails to obtain accreditation on two consecutive occasions, this shall result in dismissing the officials of management and administrative bodies of a higher education institution and serve as the basis for an institution's reorganization or liquidation.
- To ensure the quality control, the higher education institutions having the status of Legal Entities of Public Law shall have the right to jointly establish a private legal entity, the assessment of which may be considered by the State Accreditation Service in the process of accrediting the higher education institution.
- The Law determines that the higher educational institution having the status of Legal Entity of Public Law may be reorganized to the Legal Entity of Private Law by the Government Decree.

3. Decree of the Minister of Education and Science on approval of TSU Charter

This Charter is developed on the basis of provision of the Law on Higher Education. For the management system of the university, the authority of the Head of Administration -Chancellor, the Quality Assurance Service, and the Faculty Council is essential.

The Chancellor is the highest administrative manager at a higher education institution in the sphere of financial issues, material and human resources and represents the institution in financial and economic relationships. The Chancellor is accountable to the Senate and the Academic Council. The Chancellor:

1. May enter into financial and economic agreements on behalf of the higher education institution as prescribed in the budget of the University;
2. Defines the structure of the University's administration and proposes to the Senate for approval;
3. Defines and proposes to the Senate for approval the support personnel recruitment procedures, amount and terms of remuneration;
4. Drafts and proposes to the Senate for approval the higher education institution's budget;
5. Bears responsibility for lawfulness and efficiency of the higher education institution's financial and economic activities;
6. Develops and proposes to the Senate for approval annual report on the works carried out.

The University **Quality Assurance Service** provides regular assessment of study and research activities as well as upgrading personnel qualification. The Quality Provision Service ensures the provision of high quality teaching by introducing modern methods of teaching, learning and evaluation and prepares self-evaluation for the accreditation process. Quality Assurance Service of each Faculty is the part of the University's Quality Assurance Service.

Faculty Council is administrative body of the Faculty, which:

1. Defines and presents to the Chancellor for approval the department budget;
2. Upon the Dean's proposal, develops and presents to the higher education institution's Academic Council for approval department's strategic development plan, study and research programs;
3. develops and presents to the Academic Council for approval the structure and the statute of the department;
4. Develops and presents to the Academic Council for approval dissertation panel statute;
5. Elects a head of the department's Quality assurance Service.

Tbilisi State University may conduct the following activities with the consent of the Ministry of Education and Science:

- Acquisition, alienation and encumbrance of immovable property;
- Procurement of loan and surety ship- with the consent of the Ministry of Finance
- Establishment of staff list and wage fund and making other decisions regarding property of the University, if they are beyond the scope of ordinary activities – by the decision of the Representative council (Senate) with the consent of the Ministries of Education and Economic Development.
- The University may carry out other economic activities as prescribed by the Georgian legislation, but it cannot actually turn into entrepreneurial activity.

The Ministry of Education and Science has authority to carry out monitoring of lawfulness, expediency and effectiveness of University's activities and its financial-economic performance.

The University personnel. The University has academic, administrative and support positions.

The academic personnel of the University consist of full professors, associate professors and assistant professors.

Administrative personnel comprises the positions of a Rector, Chancellor, Department Dean and their deputies and Heads of the University and Faculty/Department Quality assurance Services

Support personnel comprises other persons whose services are necessary for a higher education institution and who are included on the institution's payroll.

University Budget. The Chancellor, together with the faculties and other structural units of a higher education institution, shall draft the budget of a higher education institution and, with the consent of the Academic Council, present it to the Senate for approval. The funds assigned to the student self-government activities from the university budget cannot be less than 1% of the university's own incomes.

If the Senate makes remarks in the budget and Chancellor disagrees with remarks, the first draft may be returned for approval to the Senate together with the Academic Council's suggestions and substantiated Remarks. The Senate repeated refusal to approve the budget shall result in the termination of the Chancellor's powers. The budget shall then be approved upon the proposal of a newly elected Chancellor.

4. The Law on the Budgetary System

This Law defines the principles of the budgetary system and regulates the preparation of the draft budget and the budget's approval, execution, reporting and monitoring.

According to the Law the Government of Georgia approves the personnel and expenditure ceilings, afterwards of which the Ministry of Finance issues the budgetary circular. Spending agencies shall submit their budget requests on the basis of the budgetary circular to the Ministry of Finance. The budget requests shall contain the following information:

- Actual receipts and payments for the preceding budget year, expected receipts and payments for the current budget year, and estimated receipts and payments for the budget year currently being prepared;
- Estimated receipts and payments on the basis of the budget classification for three years following the budget year currently being prepared;
- The proposed budget allocation for financing personnel;
- Justification of receipt and payment estimates;
- Grants in kind received or to be received;

5. General Administrative Code of Georgia

The requirements of the General Administrative Code of Georgia also apply to the University as a legal entity of public law:

- A University should have an officer responsible for the provision of public information who will provide the availability of the information to the interested persons if the required information does not include private, commercial or state secret.
- The sessions of the collegiate bodies of the University should be conducted in accordance with the rules set by the given Code (that means to announce the date, place and agenda of the session beforehand and openness of the session, etc).
- The procedures of administrative proceeding should also be preserved (the rules for accepting application, consideration of issues and administrative claims, etc), the Code also envisages the rights and obligations of the parties to the proceeding.
- The grounds and procedures for the annulment of the administrative act (e.g. Dean's Order).

APPENDIX H: Responsibilities of Academic Council, Representatives Council and Students Self-Government

Academic Council is the highest representative body of the University, members of which are elected by the faculty's academic personnel and by those representatives of students' self-government who are the members of faculty council. The Academic Council:

- Drafts and approves the higher education institution's strategic development plans;
- Upon the proposal of the departments, approves study and research programs;
- Promotes the higher education system's integration into the European space as well as creation of the curricula, study and research programs, approves coefficients for unified national examinations as well as number of students to be enrolled at each department;
- Approves the dissertation panel statutes upon the proposal of department councils;
- Designs and presents for approval to the Senate the rules of recruitment, and remuneration terms and number of academic personnel;
- Presents the annual report to the Senate;
- Makes decision about creation or abolition of university based units and presents it for approval to the Senate;
- Designs and presents for approval to the Senate the rules of electing Faculty Deans, Academic Council and Senate;

In the field of personnel related decisions, Academic Council:

- elects a chair of the Academic Council – the Rector;
- Proposes to the Senate a candidacy for the Chancellor; presents to the Senate a substantiated proposal to terminate the powers of the Chancellor before his /her term of office expires and presents new candidacy;
- Proposes to the Senate for approval a candidacy for the head of the higher education institution's Quality Assurance Service
- Makes resolutions and accepts nominations, which are signed by the Chair – Rector.

Representative council (Senate) is the representative body of the University. Students shall comprise one-third of the entire body of the Senate. The Representative council:

- Develops the higher education institution's charter with the participation of the Academic Council and presents it to the Ministry of Education and Science for approval;
- Develops and approves the University internal regulations, code of ethics and procedures for disciplinary responsibility;
- Approves the rule for designing the budget of the University as well as the statutes of structural units;
- Upon the proposal of the Academic Council, approves the candidacy for the Chancellor;
- Upon the proposal of the Chancellor, approves the higher education institution's budget;
- Upon the proposal of the Chancellor approves the structure of the University administration;
- Approves the annual report of the Chancellor;
- Based on the reasoned proposal of the Academic Council, or on its own initiative, may terminate the powers of the Chancellor before his/her term of office expires;
- Based on the proposal of the Chancellor, approves the support personnel recruitment procedures as well as terms and amount of remuneration;
- Upon the proposal of the Academic Council, approves the academic personnel recruitment procedures, terms and amount of remuneration;
- Upon the nomination of the Academic Council, approves the candidacy for the Head of the Quality Assurance Service.
- Upon the nomination of the Academic Council, approves the candidacy for the Faculty Deans and rules of electing the Academic Council and Representative Council.
- Makes decisions and develops recommendations.

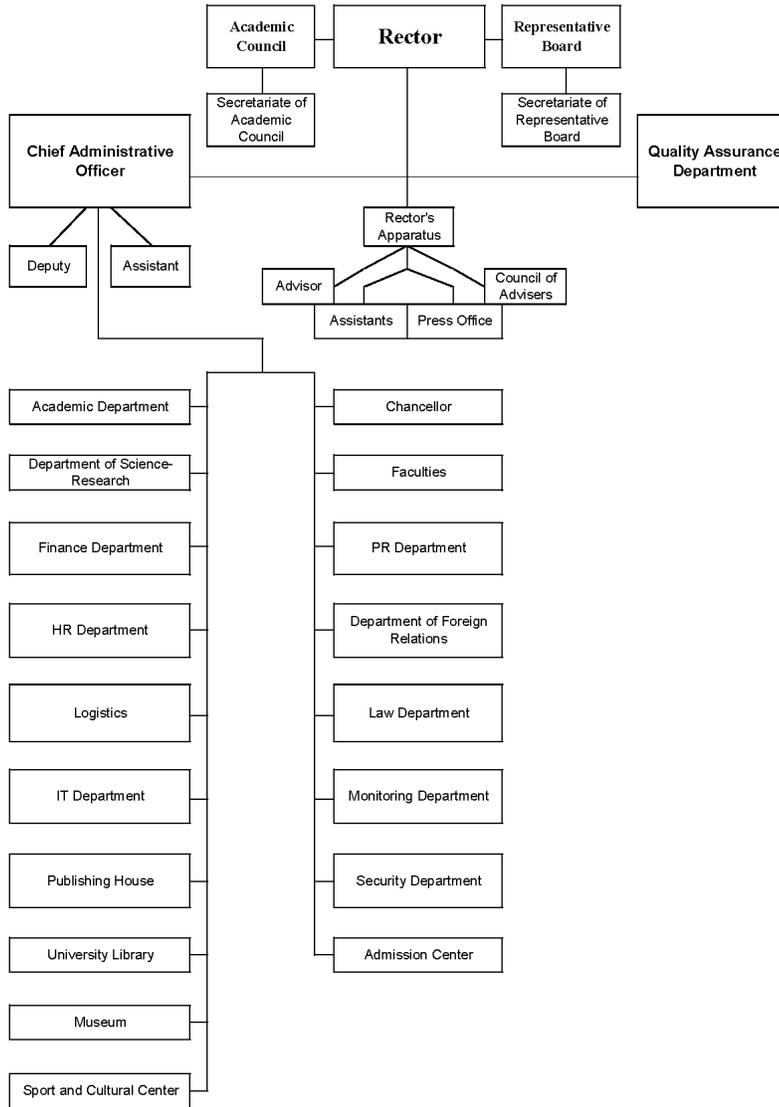
Student Self-Government

- Student self-government is elected according to individual departments on the basis of general, equal and direct elections.
- The student self-government, in compliance with its statute:

- Ensures students' involvement in the higher education institution management;
- Promotes protection of students' rights;
- Participates in Academic Council's election process;
- Has the right to make recommendations on improving the faculty or the University management systems and quality of studying and present them to the Department Council, Senate and Academic Council;
- Participates in the discussion of student's disciplinary action;
- The University's administration may not interfere with the activities of student self-governance.

APPENDIX I: TSU Central Administration Diagram

TSU Organization Scheme



APPENDIX J: Higher Education Comparative Analysis View

The privatization of educational institutions worldwide has had mixed results. Many countries and institutions have stopped this practice and reversed it, taking back its outsourced services and deciding that education is a national and social responsibility. Other political units (countries, provinces/regional authorities, state or local authorities) have proceeded with privatization because they have had no other choice.

The funds were not available to finance the institutions publicly. There are several examples of success based on a belief that education is a matter between the student and the course of study. The debate rages on.

Evaluation and assessment studies of the privatization of tertiary education have documented a range of results over a range of timeframes. This consultant has examined reports from Tanzania to Chile, with Canada and USA, Russia and China in between. The process of privatization -- including for example, the budget reflecting the institutional requirements; the investment into faculty, facilities, and equipment (in order to establish a baseline of expertise from which to apply for research grants); the management/ownership structures -- requires two things.

The first is an understanding that a privatized university is *not* a public institution. Management of a privatized institution is no longer subject to the same kind of scrutiny as long as the accreditation standards are met. The owners/managers make the decisions. The focus is on attracting students, who can pay tuition. This affects the institutional requirements for selection of curricula, monies spent on advertising/marketing, and decisions about a research base. Many examples propose a funding mix, with a decrease in state funding and an increase in tuition, plus development of additional revenue streams.

The second issue is that in most instances privatization is a *phased* process. TSU has approximately one year to transition from a state-funded cornerstone of the Georgian tertiary educational system to an independent, privatized, self-financed, accredited university that has the value (of curricula choice and quality) at a price that can be afforded by enough students to support an operational budget.

Lessons learned and critical criteria that offer guidelines and performance expectations are available from these evaluation studies. A summary of performance status developed by D. Bruce Johnstone in a study entitled, "Privatization in and of Higher Education in the US" is one. Johnstone's compendium offers this performance assessment two valuable guideposts. First is the consideration of the "tendency" of the dimensions; that is, the research clearly identifies that privatization is both a process and a decision of a balance or ratio of privatization. This certainly assists the management requirement of translating the strategic plan into an operational (tactical plan), complete with budget, timetable, decisions on curricula, and decisions that need to be made -- and implemented -- in a timely manner.

Secondly, the “dimensions + characteristic” offer a proximate ‘ideal situation’ against which the current situation can be assessed. Many of these considerations have been made, decided upon, or been forced onto TSU because of necessity. Some are represented in the above-listed overall and specific objectives of this project for TSU and Georgian educational reform.

However, these lessons learned reveal potential contradictions and challenges faced in light of expectations regarding command and control, as well as independence and identification of what student group will be serviced.

Privatization in Higher Education as Direction or Tendency on Multiple Dimensions

Dimensions	High "Publicness"	-->	-->	High "Privateness"
Continua of Privatization [Greater Privatization -->]				
1. Mission or Purpose	Serves a clear "public" mission as determined by the faculty or the state.	Mission is avowedly both public and private, but as defined by faculty.	Mission is mainly to respond to student's private interests, mainly vocational.	Mission serves private interests of students, clients, and owners.
2. Ownership	Publicly owned: can be altered or even closed by state.	Public corporation or constitutional entity.	Private non-profit: clear public accountability	Private for-profit
3. Source of Revenue	All taxpayer, or public, revenue.	Mainly public, but some tuition, or "cost sharing."	Mainly private, but public assistance to needy students.	All private revenue: mainly tuition-dependent.
4. Control by Government	High state control, as in agency or ministry.	Subject to controls, but less than other state agencies.	High degree of autonomy; control limited to oversight.	Controls limited to those over any other businesses.
5. Norms of Management	Academic norms; shared governance, antiauthoritarianism.	Academic norms, but acceptance of need for effective management.	Limited homage to academic norms; high management control.	Operated like a business; norms from management

Additional country reviews offer valuable contributions for the benefit of the TSU privatization, especially as this will be a model for other Georgian universities. These lessons and observations matrixed below are a selection, listed here in order to better understand the performance system, parameters to be considered, and measures to be instituted.

<p><u>Successes</u></p> <p>Policies revised and aligned Incentive pay requirements and program instituted Management and faculty structure revamped Research platforms reestablished Regular training for staff and faculty on process and operations</p>	<p><u>Challenges</u></p> <p>Radically reduced operational funds Staff shortage--untrained, unspecialized Fear of international bidding/competition in market Not enough incentive for research (not attracting income stream) Aversion to teamwork and multidisciplinary Departmental "silo-ing" and competition Lack of support from business and industry Failure to deliver</p>
<p><u>Future Considerations</u></p> <p>Governmental advisory on performance-based research Consolidation or the coordination of research funds Need to train staff on management of R&D Technology transfer: applicability, legal, commercialization, and marketing Alumni and other endowment sources Pricing, inflation, competition</p>	<p><u>Relevant Decisions/Policy Shifts</u></p> <p>Implications of student as customer? Degree as a commodity? Curriculum decisions influenced by what constituencies? Options for students (citizenry) who cannot pay? – Development of admin/admissions enrollment management policies 'Customer' demands for quality of infrastructure, equipment, resources, faculty; plan to upgrade? Deleting departments, curricula? Management/institution accountable to shareholders, not public</p>

(These items have been summarized from review of 15 national studies reviewed by the consultant team).

Finally, TSU's Strategic Development (2006) plan had been made available. As described this document examines 11 key indicators. These are:

1. Strategy Implementation
2. Improvement of the quality of scientific researches
3. Improvement of teaching process and conditions
4. Internationalization
5. Lifelong learning
6. Improving the service
7. Modern information technologies
8. Raising the university image
9. University management
10. The growth of professional qualifications among administrative personnel
11. The measures of social protection

This strategic development mirrors the issues that are embedded in the "continua of privatization", as well as the successes/challenges that other privatization efforts have learned and identified. In short, the task is daunting.