



European University

## Annual Report of Quality Enhancement

Analysis of the Results  
of the Activities of the Quality Assurance Service,  
the Scientific Research Support Center,  
and the Innovative Teaching Training Center

2023-2024 Academic Year

## Contents

Annual Report of Quality Development .....	1
Chapter 1. Quality Assurance Regulation and Principles .....	4
Chapter 2. Internal and External Quality Assurance Mechanisms .....	5
Chapter 3. Teaching, Learning, and Services.....	6
3.1. Evaluation of Educational Programs.....	6
3.1.1. Evaluation of Educational Programs by Program Leaders.....	7
3.1.2. Evaluation of Educational Programs by the Interested Parties. ....	7
3.1.3. Evaluation of Newly Developed Educational Programs/Changes in Existing Educational Programs by the Quality Assurance Service. ....	10
3.1.4. Evaluation of Educational Programs through Assessment of Achieving Program-Defined Learning Outcomes.....	11
3.1.5. Evaluation of the Educational Program by the Quality Assurance Service in Terms of Program Sustainability. ....	18
3.2. Evaluation of Personnel Involved in the Implementation of Educational Programs .....	18
3.2.1. Evaluation of academic staff based on carried out scientific and research activities. ....	18
<b>Academic Professional Development Activities Report (2024).....</b>	<b>32</b>
3.2.2. Assessment of Academic and Invited Personnel Based on Professional Development and Academic Performance.....	33
3.2.3. Evaluation of thesis supervisors by students. ....	37
3.2.3. Evaluation of program implementation personnel through audit performance evaluation. ....	38
3.3. Evaluation of the Learning Process.....	48
3.3.1. Student Contingent Planning and Monitoring Methodology .....	48
3.3.2. General Satisfaction Surveys: Survey of Students and Program Implementing Personnel. ....	50
3.3.3. Student Satisfaction Survey through Meetings with Students. ....	61
3.3.4. Student Evaluation of Examination Processes. ....	62
3.3.5. Student evaluation of the practice component .....	69

3.3.6. Evaluation of international academic mobility by students, program staff, and administrative staff. ....	74
3.3.7. Survey of students transferred by mobility and students transferred to mobility. ....	77
<b>Chapter 4. Research</b> .....	<b>80</b>
4.1. Assessment of the productivity of academic staff's scientific and research activities .....	80
4.2. Evaluation of personnel's scientific and research productivity through participation in grant competitions .....	81
4.3. Evaluation of the Importance of Grant Project Progress and Results by the Scientific Research Support Center .....	85
4.4. Evaluation of Plagiarism Cases .....	88
<b>Chapter 5. Management Processes</b> .....	<b>89</b>
<b>Chapter 6. Using Assessment Results</b> .....	<b>92</b>
<b>Attached Reports/Evidence</b> .....	<b>142</b>

## Chapter 1. Quality Assurance Regulation and Principles

The fundamental values, approaches, and principles of quality assurance at European University are defined by the document "Quality Assurance Policy" (approved by the decision of the Governing Board on March 17, 2020, Protocol No. 6). According to this policy, quality management is an integral part of the university's daily operations and the responsibility of every individual involved in the process. The quality of university activities stems from the competence, responsibility, and ethical conduct of the university community members.

At European University, the key values and approaches in the field of quality assurance are transparency, publicity, objectivity, reliability, continuity, and validity.

The quality assurance system operates on the principle of Plan, Implement, Evaluate, Improve. Compliance with this principle ensures the effective functioning of the system through the quality assurance mechanisms developed at European University.

The quality assurance mechanisms established at the university involve the continuous assessment and development of the institution's activities and resources to maintain and enhance quality.

To achieve its objectives, the Quality Assurance Service collaborates with all structural units of the university, academic and invited staff, students, employers, and other interested parties.

In its activities, the Quality Assurance Service is guided by the document "Quality Assurance Mechanisms and Procedures for Using Evaluation Results" (approved by the Rector's Order No. 96 on March 23, 2020). This document summarizes the internal and external evaluation processes of quality assurance, outlines the additional documentation supporting these mechanisms, describes the tools used for the evaluation process, and explains how the evaluation results are utilized to refine and improve processes and outcomes.

The Quality Assurance Service additionally relies on the following legal acts in force at the university in the course of its activities:

- Procedures for Planning, Developing, Approving, Modifying, and Terminating Educational Programs (approved by the Rector's Order No. 65, March 16, 2020);
- Methodology for Assessing Learning Outcomes of Educational Programs (approved by the Rector's Order No. 92, March 21, 2020);
- Methodology for Determining the Number of Academic and Invited Staff (approved by the Rector's Order No. 84, March 20, 2020);
- Regulations for the Evaluation of Academic and Invited Staff (approved by the Rector's Order No. 83, March 20, 2020);
- Regulations for Staff Selection (approved by the Rector's Order No. 86, March 20, 2020);

- Procedures for Assessing coursework (approved by the Rector's Order No. 85, March 20, 2020);
- Regulations Governing the Learning Process (approved by the Rector's Order No. 94, March 23, 2020);
- Methodology for Developing an Individual Study Plan (approved by the Rector's Order No. 89, March 21, 2020);
- Methodology for Planning Student Contingents (approved by the Rector's Order No. 82, March 20, 2020);
- Procedure for Monitoring Student Contingents (approved by the Rector's Order No. 91, March 21, 2020);
- Guidelines for Conducting Satisfaction Surveys (approved by the Rector's Order No. 95, March 23, 2020);
- Regulations for Administering the Examination Process (approved by the Rector's Order No. 62, March 13, 2020);
- Regulations for Completing a Bachelor's Thesis (approved by the Rector's Order No. 308, October 27, 2020);
- Regulations for Implementing the Practical Component of an Educational Program (approved by the Rector's Order No. 309, October 27, 2020);
- Regulations and Conditions for the Affiliation of Academic Staff (approved by the Rector's Order No. 105, March 28, 2020);
- Regulations for Research Funding (approved by the Rector's Order No. 90, March 21, 2020);
- Procedures and Mechanisms for Detecting, Preventing, and Responding to Plagiarism (approved by the Rector's Order No. 63, March 13, 2020);
- Regulations for Completing a Master's Thesis (approved by the Rector's Order No. 61, March 13, 2020);
- Statute of European University (approved by the President's Order No. P/2, March 11, 2020).

## **Chapter 2. Internal and External Quality Assurance Mechanisms**

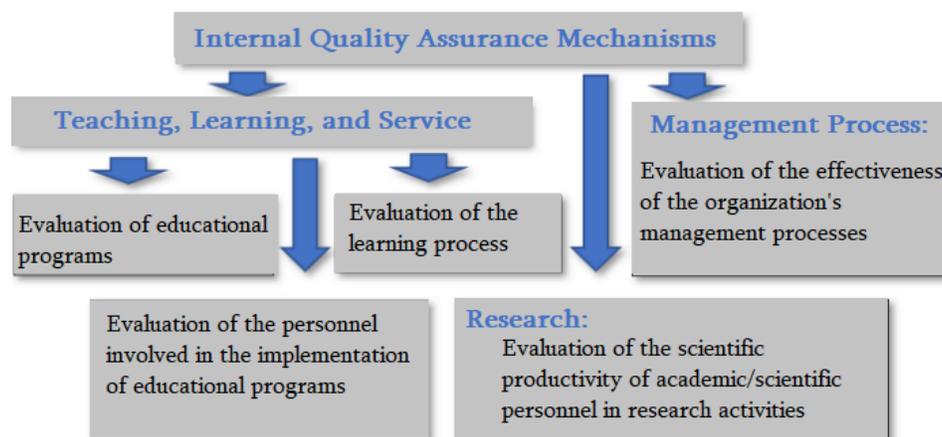
Quality assurance mechanisms include internal and external quality assessment.

External quality assurance mechanisms include:

- a) Assessment obtained as a result of authorization, accreditation and monitoring organized by the National Center for Educational Quality Development;
- b) Assessment carried out as a result of international institutional and program accreditation;
- c) Assessment carried out by local or international invited experts.

The university's internal quality assurance mechanisms cover all main aspects of the university's activities and are divided into three main areas:

- a) Teaching, learning, and service - assessment, analysis and response to educational programs, personnel involved in the implementation of educational programs and the educational process;
- b) Research - assessment, analysis and response to research activities, scientific productivity of academic/scientific personnel;
- c) Management processes - assessment, analysis and response to the organization's management processes.



### Chapter 3. Teaching, Learning, and Services

One of the directions of the internal quality assurance mechanisms, teaching, learning, and services, encompasses three main aspects:

- a) Evaluation of educational programs
- b) Evaluation of the personnel involved in the implementation of educational programs
- c) Evaluation of the learning process

#### 3.1. Evaluation of Educational Programs

The evaluation of educational programs is carried out in several directions, with the involvement of all the interested parties and the use of various evaluation tools, namely:

**3.1.1. Evaluation of Educational Programs by Program Leaders.** In the 2023-2024 academic year, educational programs were evaluated by program heads in accordance with the internal quality assurance mechanisms across various dimensions. These included the assessment of the achievement of program learning outcomes through both direct and indirect methods (analysis of students' academic performance, evaluation based on Appendix 4 of the program, survey results), investigation and assessment of graduate employment rates, evaluation of student participation in exchange programs and extracurricular activities, and assessment of the material-technical base and library resources necessary for program implementation.

The obtained results were submitted to the Quality Assurance Service in the form of a pre-structured report developed within the framework of these mechanisms. In the same report, program heads also described activities undertaken to enhance the program and improve the achievement of learning outcomes based on the assessment results. These activities included modifications to the program curriculum, support for professional development of personnel, updating library resources, and more.

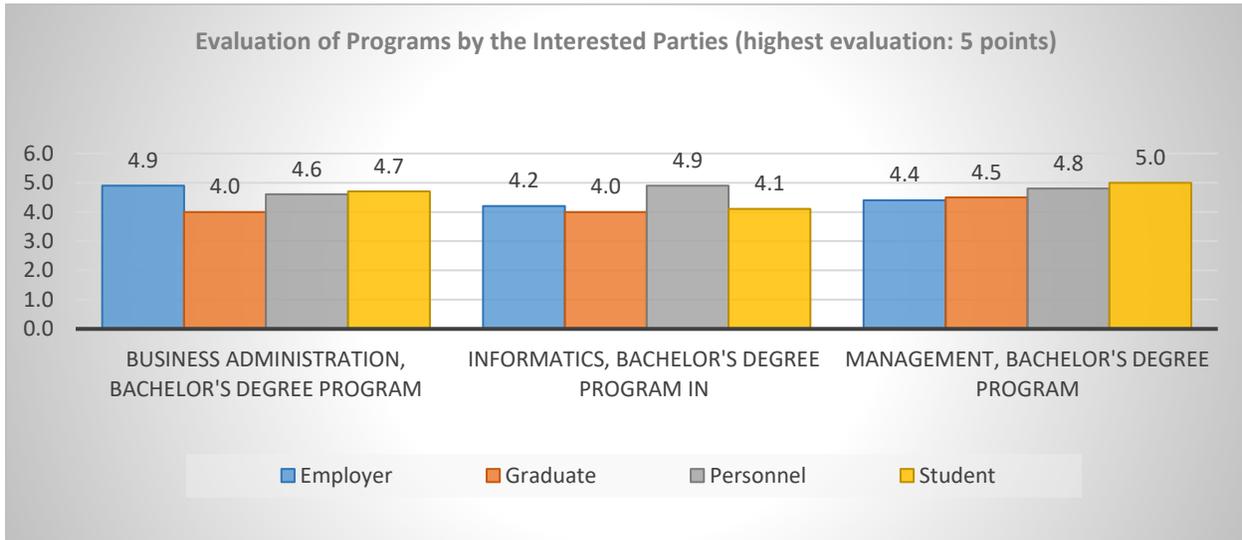
In the 2023-2024 academic year, this assessment was conducted for all educational programs operating at European University. Assessments were not conducted for programs where no students were enrolled during the academic year, as no teaching process took place and there was no available data for analysis and evaluation. Additionally, programs that are not planned for future implementation, where no new student admissions are expected, and whose content updates would be irrelevant, were also excluded from the evaluation process.

The results of the assessment were utilized for the renewal and development of programs. Information regarding the use of these results is described in the Annual Evaluation Reports of Educational Programs, which were submitted to the Quality Assurance Service for reporting and review (for details, see Appendix 1 – Annual Evaluation Reports of Educational Programs).

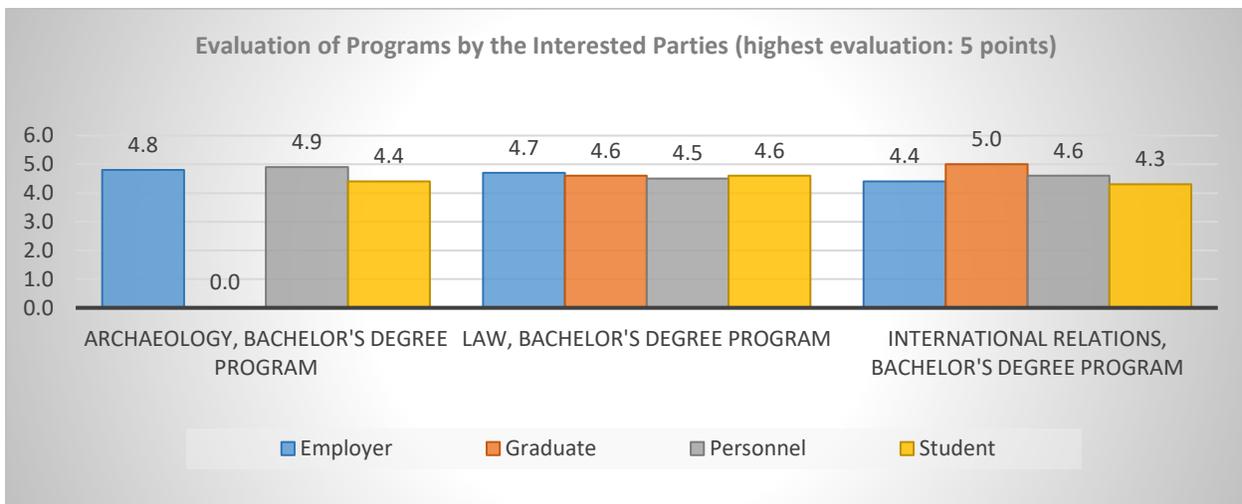
**3.1.2. Evaluation of Educational Programs by the Interested Parties.** In the 2023-2024 academic year, educational programs were evaluated by interested parties, specifically by the teaching personnel, students, graduates, and employers, using pre-developed questionnaires within the framework of quality assurance mechanisms. The survey process (as well as all survey processes conducted within the internal quality assurance mechanisms of European University) is regulated by the Guidelines for Conducting Satisfaction Surveys (approved by University Rector's Order No. 95, dated March 23, 2020). Interested parties assess various aspects of the educational program, including the program's objectives, the learning outcomes defined by the program, the curriculum structure, the courses offered within the program, and the workload allocated for each course. To facilitate this survey process, the Quality Assurance Service of European University utilizes the online platform: <https://www.surveymonkey.com/>. The results of the interested parties' evaluation were forwarded to program heads for analysis and response, ensuring that the findings are used for the development and

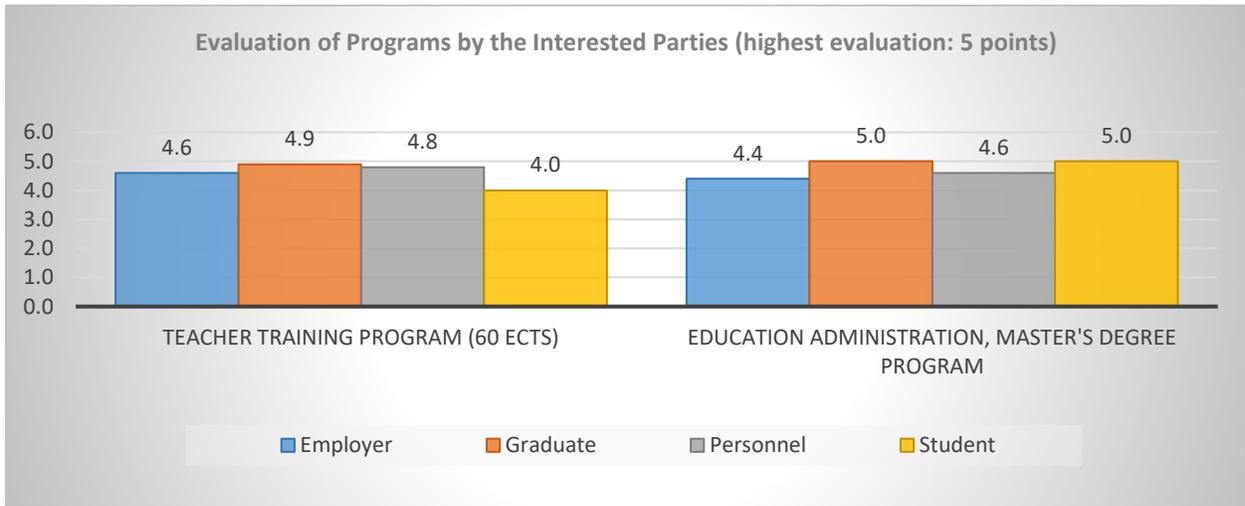
improvement of the program. Program heads, in collaboration with program committees, review the survey results, analyze the findings, discuss necessary improvements, and make decisions regarding any required changes to the educational program. The analysis of the evaluation results, identification of key issues, and a report on the program improvements made based on the analysis are submitted by program heads to the University's Quality Assurance Service in the form of a structured report. In the 2023-2024 academic year, all educational programs at the university were evaluated by interested parties through surveys using pre-developed questionnaires. The survey results were positive, with all interested parties rating the educational programs highly. Specifically, in response to the question: *"Please evaluate the curriculum of the educational program,"* the average rating across all programs was predominantly 4 or higher out of a maximum evaluation of 5.

### Faculty of Business and Technologies

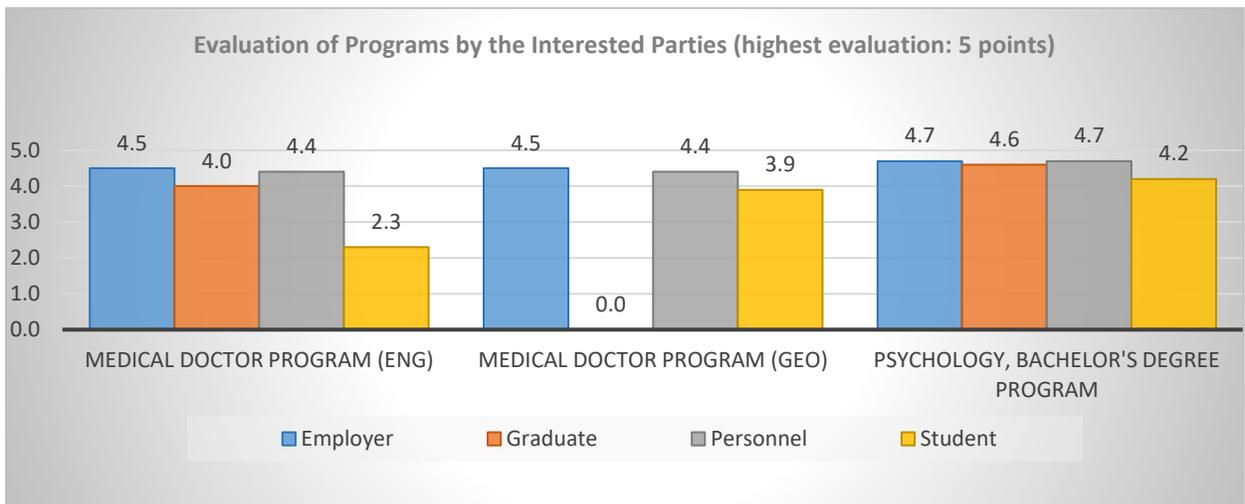


### Faculty of Law, Humanities, and Social Sciences

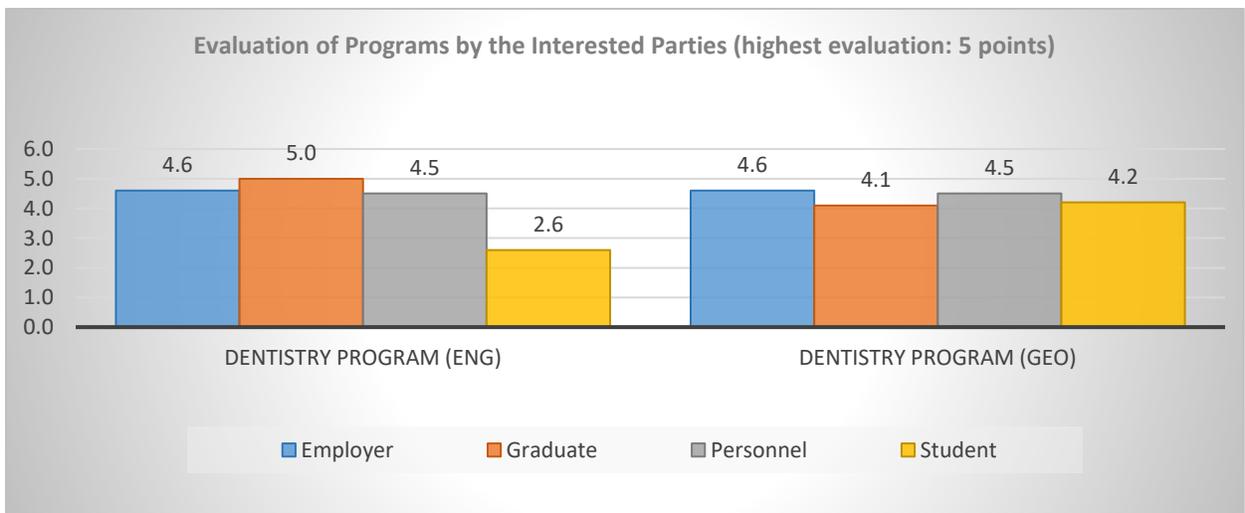




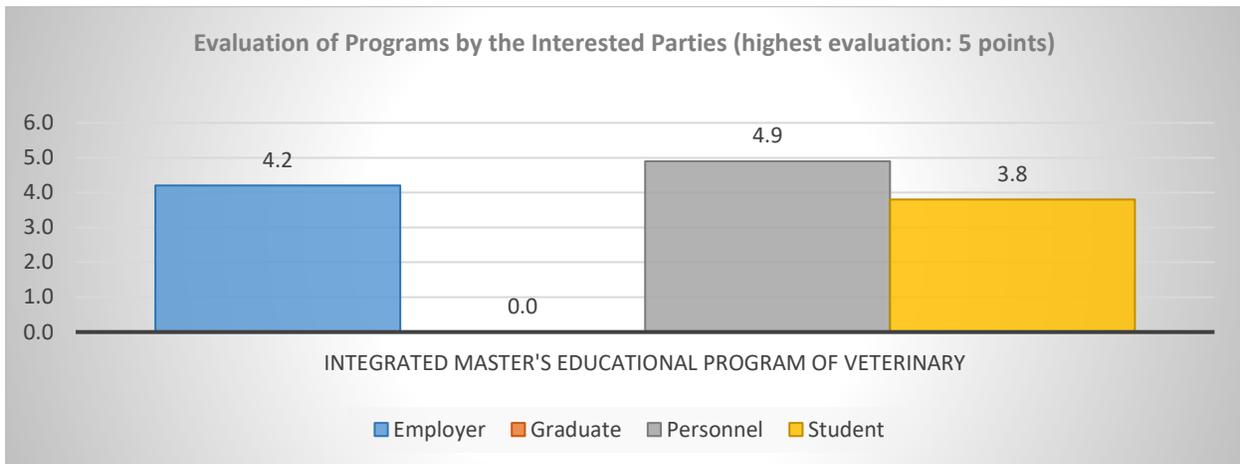
### Faculty of Medicine



### Faculty of Dentistry



## Faculty of Veterinary Medicine



**Notes:** No assessments were conducted for educational programs where no students were enrolled during the 2023-2024 academic year, consequently, no educational process was ongoing, and no opportunity existed for implementing evaluations. Furthermore, assessments were not carried out for educational programs that are not planned for future implementation, for which no admissions are announced, and which have lost their substantive relevance for updating.

The survey results were analyzed and utilized by program directors and committees for program development purposes. A report on the response to and utilization of the obtained results was submitted by program directors to the Quality Assurance Service for reporting and evaluation. The response reports demonstrate that based on interested parties' assessment results, logical modifications were implemented in educational programs (for details, see Appendix 2 - Results of the Survey of Interested Parties, Results Analysis, and Utilization Reports).

**3.1.3. Evaluation of Newly Developed Educational Programs/Changes in Existing Educational Programs by the Quality Assurance Service.** Educational program evaluation is also conducted by the Quality Assurance Service to establish compliance with standards, external and internal regulatory documents. The process is regulated in accordance with the Procedures for Planning, Developing, Approving, Advancing, Modifying, and Canceling Educational Programs (approved by the University Rector's Order No. 65 of March 16, 2020).

According to the document, based on the results obtained through program learning outcome assessments, program evaluations by interested parties, assessments of resources necessary for program implementation, and other program evaluation methods provided by quality assurance mechanisms, updated or newly developed program versions prepared by program directors and committees are submitted to the Quality Assurance Service for study and evaluation after review by the Faculty Council.

The Quality Assurance Service prepares a conclusion for each updated or newly developed program to assess its compliance with accreditation standards and requirements established by the university's internal legal acts. This conclusion is presented to the Governing Council for the purpose of approving changes to existing programs or newly developed programs.

In the 2023-2024 academic year, modifications were introduced to existing educational programs at the university to support program development. New educational programs were also developed. The aforementioned conclusion was prepared by the Quality Assurance Service for the 2023-2024 academic year in cases of initiating and approving any changes to existing educational programs, as well as in the evaluation and approval of newly developed programs.

**3.1.4. Evaluation of Educational Programs through Assessment of Achieving Program-Defined Learning Outcomes.** Educational program evaluation is also conducted through assessing the achievement of program-defined learning outcomes. In this process, both direct and indirect assessment methods are employed.

**a) For the purpose of direct learning outcome assessment**, an analysis of students' academic performance is conducted. According to the Learning Outcome Assessment Methodology in effect at Europe University (approved by the Rector's Order No. 92 of March 21, 2020), the methodology-defined target benchmarks are set, and an analysis of the results identifies noteworthy issues, if such exist. The methodology-defined target benchmarks include more than 10% of students in a group regularly receiving the highest assessments (grade A) or more than 10% of students failing. Academic performance data is observed dynamically, specifically by studying data from the past three years, which helps to identify actual issues of concern and eliminates factors related to strong or weak groups or coincidental results caused by other factors. Academic performance data is sent to program directors for response, specifically for more in-depth study and, if necessary, implementing specific changes within the program. Response may involve making specific changes to the curriculum, modifying course prerequisites, changing teaching methodologies within the course, updating used literature, etc. Program directors submit reports on the use of academic performance analysis results and response to the Quality Assurance Service. Academic performance analysis was conducted at Europe University in the 2023-2024 academic year in accordance with this methodology, within the university's existing educational programs. Observation and data analysis revealed certain issues of concern and the need for responses, which were implemented within the educational programs. Positive results were naturally recorded (achievement of target benchmarks), based on which no response needs were identified through observation. It is also noteworthy to highlight cases of significant deviation from target benchmarks, even based on one year of data, which serves as a basis for program directors' observation, analysis, and investigation of causes. However, observation of three-year data remains important to ensure the most substantiated conclusions and response needs. The observation also reveals cases of invalid data, specifically the existence of an insufficient number of students in a group

(10 or fewer students), or in cases of significantly updated educational programs, the lack of previous years' data for courses with the same content, or the absence of three-year data in newly accredited educational programs. In these cases, continued observation and subsequent data analysis remain important for making valid conclusions and identifying change needs.

A summary of the identified issues of concern based on student academic performance analysis and implemented responses will be presented according to educational programs:

Educational program	The need to observe dynamics for the response		Cases of invalid analysis results		Program/course change based on analysis		Other types of responses based on the analysis (e.g. meetings to explore the issue in depth)	
	Term		Term		Term		Term	
	I	II	I	II	I	II	I	II
Bachelor's Degree Program in Archaeology	√	√	√	√			√	√
Bachelor's Degree Program in Informatics	√	√	√	√			√	√
Master's Degree Program in Education Administration	√	√	√	√				
Master's Degree Program in Management	√	√	√	√				
One-Cycle English-Language Program in Medicine	√	√	√	√			√	√
One-Cycle Georgian-Language	√	√	√	√			√	√

Program in Medicine								
One-Cycle English-Language Program in Dentistry	√	√	√	√	√	√	√	√
One-Cycle Georgian-Language Program in Dentistry	√	√	√	√	√	√	√	√
Teacher Training Program (60 ECTS)	√	√	√	√				
Bachelor's Degree Program in International Relations	√	√	√	√	√	√	√	√
Bachelor's Degree Program in Law	√	√	√	√		√	√	√
Bachelor's Degree Program in Psychology	√	√	√	√	√	√	√	√
Integrated Master's Educational Program of Veterinary	√	√	√	√			√	√

For details, see Appendix 4 - Direct Assessment of Learning Outcomes, Analysis of Academic Performance, Reports on the Use of Analysis Results and Response.

**Note:** Academic Performance Analysis was not conducted for educational programs where no students were enrolled during the 2023-2024 academic year, consequently, no educational process was ongoing and no data existed for analysis. Academic performance analysis was also not conducted for educational programs that are not planned for future implementation, for which no admissions are announced, and which lose their substantive relevance for updating.

As a direct method of learning outcomes assessment, the university, according to the Learning Outcomes Assessment Methodology, also defines a more complex method, which involves breaking down learning outcomes into assessment indicators and evaluating these indicators. This method contributes to a more in-depth study and investigation of causes related to identified noteworthy cases concerning learning outcome achievement. An assessment plan using indicators has been developed within educational programs (Program Appendix 4 - Learning Outcomes Assessment) and, for the purpose of result validity (valid results can be obtained after a certain period following program updates), their implementation is planned considering program development periods from corresponding academic years. According to the respective appendices of educational programs, learning outcomes assessment using this direct method was conducted in the 2023-2024 academic year for 7 educational programs: Bachelor's Educational Program in Law, Bachelor's Educational Program in Informatics, Bachelor's Educational Program in International Relations, Bachelor's Educational Program in Psychology, Teacher Training Educational Program (60 ECTS), and One-Cycle Georgian and English-Language Educational Programs in Dentistry. Based on the assessment results, no noteworthy issues were identified within these programs that would require changes to educational programs or specific academic courses to better achieve learning outcomes. On the basis of program directors' conclusions, specific learning outcomes assessed in the 2023-2024 academic year were achieved in all cases, or in rare, exceptional instances, the existing quantity of data, its study and analysis, did not provide a substantive basis for drawing conclusions about the necessity of changes in the program or academic courses. However, within the assessment framework, there are cases of implementing specific changes in certain courses, for example, within the Bachelor's Educational Program in Business Administration. Despite the fact that for courses where noteworthy issues were identified, the number of checked works did not exceed 10, and according to Europe University's Learning Outcomes Assessment Methodology, for results to be valid, more than 10 student works must be randomly assessed in a specific academic component, the goals, outcomes, and topics of all academic courses were reviewed where more than 10% of checked works did not meet the target benchmarks established by the learning outcomes assessment methodology. The assessment revealed that most academic courses are large-credit courses (for example: Financial Management, Financial Accounting, Managerial Accounting are 9-credit academic courses). Consequently, auditorium and independent work hours for these academic courses are quite extensive. Observations within various mechanisms and according to students' and lecturers' opinions indicate that larger-credit academic courses do not

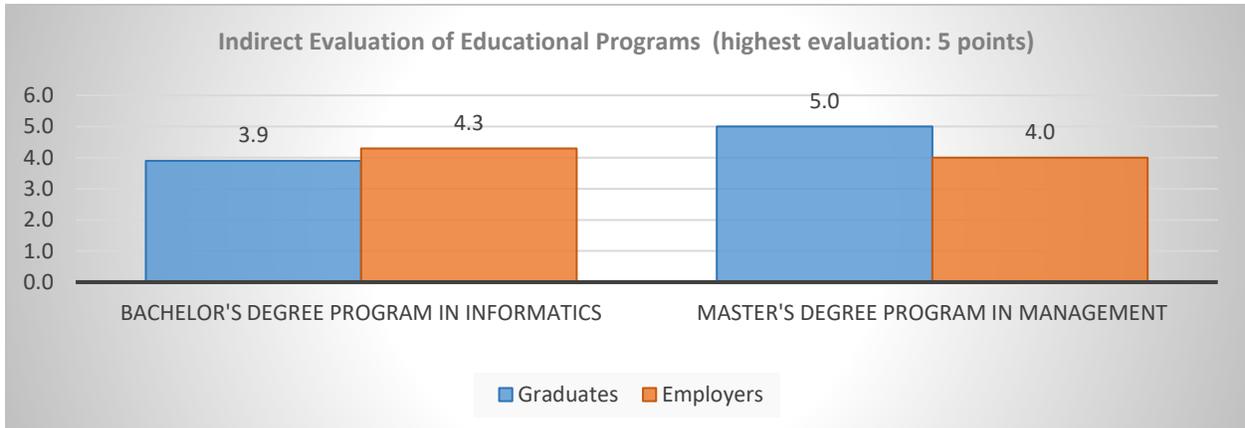
yield appropriate results, as despite sufficient contact and independent hours, students find it challenging to master the volume of training material under these credit conditions within one semester. Accordingly, a detailed review of existing large-credit academic courses' objectives, outcomes, and course topics was conducted, with a more reasonable distribution of credits and training material across semesters, ensuring no ultimate impact on the program's learning outcomes. Generally, at the university level, there are instances of responding and implementing changes based on these assessments, specifically in the 2020-2021 academic year within the Bachelor's Program in Law, where program directors and committee provided recommendations regarding assessment method changes for midterm and final exams in participating academic courses to better verify the achievement of course-established outcomes. Based on the recommendation, corresponding changes were implemented within these academic courses (for details, see Appendix 4 - Direct Learning Outcomes Assessment, Learning Outcomes Assessment according to Program Appendix 4, Reports on Analysis Results Use and Response).

**b) Within the framework of indirect learning outcomes assessment methods**, the analysis of survey results from program graduates and employers is utilized, with the results employed for program development purposes. In this process, employers who have European University graduates or students employed with them evaluate the knowledge and skills of their employees, while graduates assess the knowledge and skills acquired upon program completion. This approach provides an opportunity to evaluate the level and quality of knowledge and skills obtained within a specific educational program. To ensure the survey process, an electronic platform (<https://www.surveymonkey.com/>) is employed. The obtained results are sent to program directors for analysis and response. Program directors discuss the received results with program committee members, identify and establish the need for response, and, if necessary, implement appropriate changes within the program framework. The program directors submit a report on the results analysis and response to the Quality Assurance Service for reporting and evaluation. It is noteworthy that in the indirect learning outcomes assessment process, a result is considered significant if a substantial portion of the surveyed graduates or employers (30% or more) believes that within a specific educational program, the university graduate did not acquire appropriate knowledge and skills crucial to the field, and had to obtain these skills after program completion, outside the program. It is important to highlight that in the 2023-2024 academic year, indirect assessment of educational programs at European University was conducted by graduates and employers across all educational programs with existing graduates and their employers, thus enabling content-based program evaluation through this indirect method.

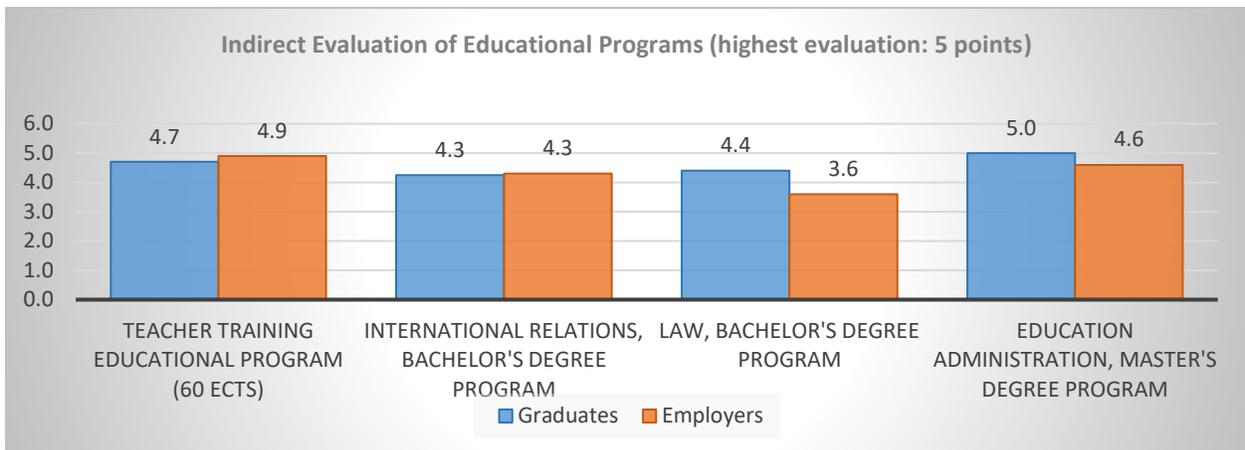
The assessment revealed that the absolute majority of graduates believe they developed appropriate knowledge and skills within the educational program: in response to the question *"Please evaluate the educational program you completed and the knowledge and skills acquired upon program completion,"* the evaluation across all educational programs was predominantly 4 points or higher on a 5-point scale.

Furthermore, the assessment demonstrated that the absolute majority of employers believe graduates developed appropriate knowledge and skills within European University's educational programs: in response to the question *"How would you evaluate the knowledge and skills of a European University graduate/student,"* the evaluation across all educational programs was predominantly 4 points or higher on a 5-point scale.

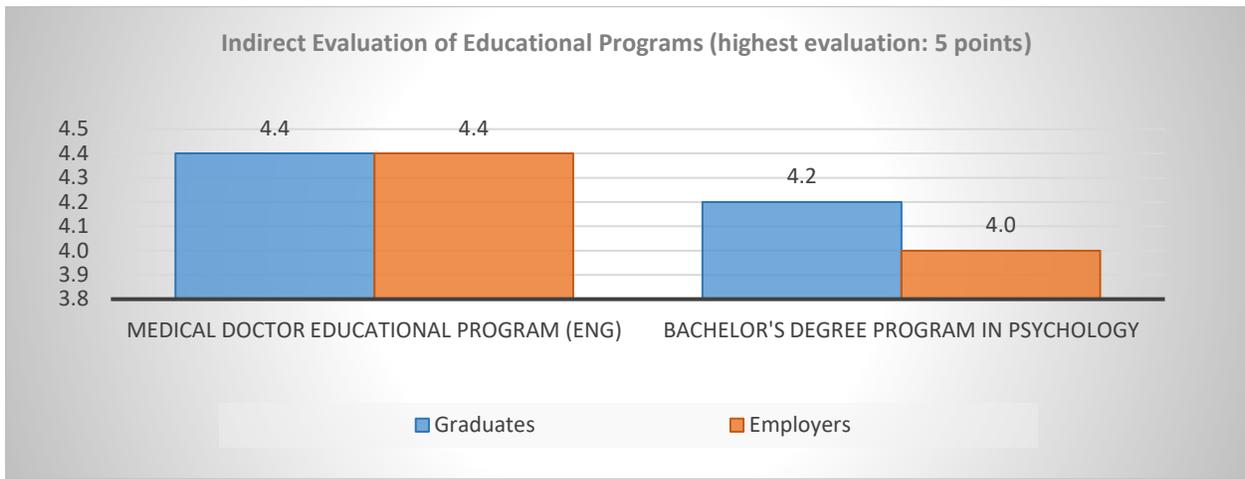
### Faculty of Business and Technology



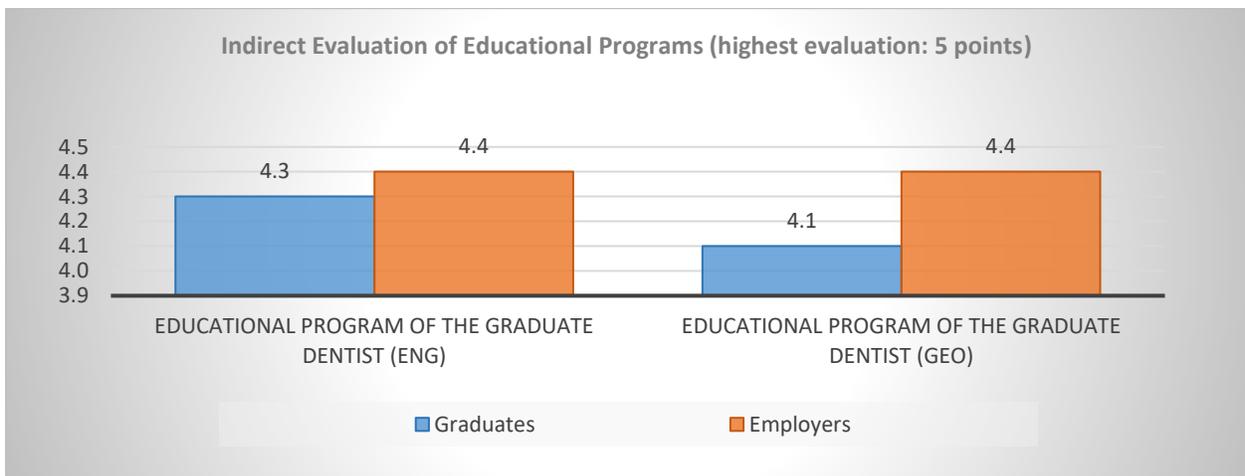
### Faculty of Law, Humanities, and Social Sciences



## Faculty of Medicine



## Faculty of Dentistry



**Note:** The assessment was not and could not be conducted for educational programs that, considering their accreditation period, did not have graduates in the 2023-2024 academic year, and consequently lacked employers, making assessment impossible. These programs include: Bachelor's Degree Program in Archaeology, Bachelor's Degree Program in Business Administration (180 ECTS), Integrated Master's Educational Program in Veterinary, One-Cycle Georgian-language Medical Doctor Educational Program

It is crucial to note that the opinions expressed by graduates and employers regarding program development are taken into consideration. This is substantiated by survey results, analysis of outcomes, and reports on the implementation of received recommendations (for details, see Appendix 3 - Indirect Learning Outcomes Assessment, Survey Results of Graduates and Employers, Results Analysis, and Utilization Reports).

**3.1.5. Evaluation of the Educational Program by the Quality Assurance Service in Terms of Program Sustainability.** The Quality Assurance Service evaluates the educational program from the perspective of its sustainability. According to the methodology for determining the quantity of academic and invited personnel (approved by the University Rector's Order No. 84 of March 20, 2020), the minimal number of academic personnel involved in program implementation is established based on predetermined target benchmarks. Consequently, the adequacy of academic and invited personnel involved in program implementation is assessed. For this purpose, the Quality Assurance Service requests data from program directors and evaluates the extent to which the methodology's established target benchmarks are maintained. The issue of ensuring educational programs with an appropriate number of academic personnel was assessed in the 2023-2024 academic year according to this procedure. Based on the assessment results, the involvement of academically appropriate personnel in the implementation process of all existing educational programs at the university was identified, in accordance with the methodology's established standards (see Appendix 20 - Academic and Invited Personnel Quantity Determination Table).

### **3.2. Evaluation of Personnel Involved in the Implementation of Educational Programs**

The assessment of personnel involved in educational program implementation is conducted with the involvement of students and university administrative personnel, across multiple directions and utilizing various assessment instruments, specifically:

#### **3.2.1. Evaluation of academic staff based on carried out scientific and research activities.**

The university implements an evaluation procedure for academic and invited personnel (approved by Rector's Order No. 83 on March 20, 2020). The document regulates the assessment of program-implementing personnel, including the evaluation of scientific-research activities conducted by academic personnel.

Within the document's framework, an annual scientific-research activity report form for academic personnel has been developed. This form delineates all activities that may be considered scientific-research activities for academic personnel and assigns point values to each activity. According to the established regulations, each activity defined in the form is attributed a distinct point value. The point allocation inherently derives from the significance and value of the scientific-research activity.

Academic personnel are required to submit this annual report to the European University's Scientific-Research Activity Promotion Center at the conclusion of each academic year. The document establishes minimal performance requirements (minimum point thresholds) for Affiliated Academic Personnel (Affiliated Professor, Affiliated Associate Professor, Affiliated Assistant Professor, Affiliated Assistant), Academic Personnel (Professor, Associate Professor, Assistant Professor, Assistant). Academic personnel are obligated to execute scientific activities as prescribed by the regulations, accumulate the minimum point quota assigned to their position annually, submit information about these activities,

accompanied by substantiating evidence, in the form of the aforementioned report to the Scientific-Research Activity Promotion Center.

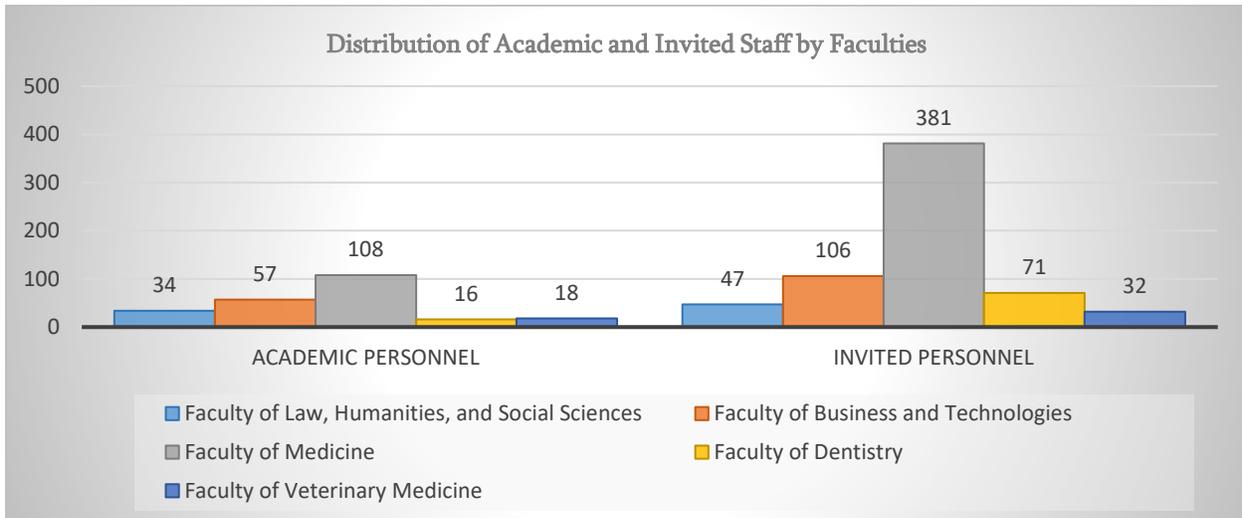
The report submitted by academic personnel at the academic year's conclusion is evaluated by the Scientific-Research Activity Promotion Center's director, who verifies the scientific activities performed, confirms satisfaction of the minimal point requirements, and transmits evaluation results to the Quality Assurance Service for incorporation into the annual assessment of program-implementing personnel.

The evaluation results derived from this academic personnel report are utilized for subsequent purposes:

- Failure to fulfill scientific activities by affiliated academic personnel for two consecutive years may be grounds for terminating their employment contract. After one year of non-fulfillment of scientific activities, affiliated academic personnel will receive a warning.
- Upon fulfilling the minimum requirements for scientific-research activities, affiliated academic personnel will receive corresponding remuneration: affiliated professor - 3000 GEL, affiliated associate professor - 2500 GEL, affiliated assistant professor - 2000 GEL, affiliated assistant - 1500 GEL. It is noteworthy that remuneration for affiliated academic personnel is issued solely based on points accumulated through scientific activities carried out in the name of European University.
- Based on the annual performance evaluation results of academic personnel (where a certain percentage is allocated to scientific-research activity evaluation), the top three performers on each faculty will receive monetary awards for encouragement: 1st place - 1500 GEL, 2nd place - 1000 GEL, 3rd place - 500 GEL.
- The Scientific-Research Activity Promotion Center, in collaboration with the Quality Assurance Service, evaluates the received results, analyzes them, and determines the needs for supporting scientific-research activities for academic personnel, planning support directions and necessary activities. The use of evaluation results and the aforementioned response are considered by the university as a mechanism for increasing academic personnel's scientific-research activities and productivity, and a means of financial support.

The evaluation of academic personnel's scientific-research activities at European University was conducted at the end of the 2023-2024 academic year (see Appendix 5 - Assessment of Academic and Invited Personnel, Annual Scientific-Research Activity Reports, and Activity Implementation Evidence). The statistical analysis of scientific-research activities for the 2023-2024 academic year is as follows: As of August 2024, the total number of academic and invited personnel at European University was 871, distributed across faculties as follows: Faculty of Law, Humanities, and Social Sciences - 34 academic and 47 invited personnel; Faculty of Business and Technologies - 57 academic and 106 invited

personnel; Faculty of Medicine - 108 academic and 381 invited personnel; Faculty of Dentistry - 16 academic and 71 invited personnel; Faculty of Veterinary Medicine - 18 academic and 32 invited personnel:



As of August 2024, 110 academic personnel were affiliated with European University: Faculty of Law, Humanities, and Social Sciences - 27 affiliated academic personnel; Faculty of Business and Technologies - 12 affiliated academic personnel; Faculty of Medicine - 47 affiliated academic personnel; Faculty of Dentistry - 8 affiliated academic personnel; Faculty of Veterinary Medicine - 16 affiliated academic personnel.

In the 2023-2024 academic year, out of 233 academic personnel, 97 (42%) submitted scientific-research activity reports: In the Faculty of Law, Humanities, and Social Sciences, 20 (59%) submitted annual reports: 16 affiliated academic personnel (59% of affiliated personnel), of which 10 (63%) met minimal requirements, and 4 non-affiliated personnel (57% of non-affiliated personnel), of which 3 (75%) met minimal requirements.

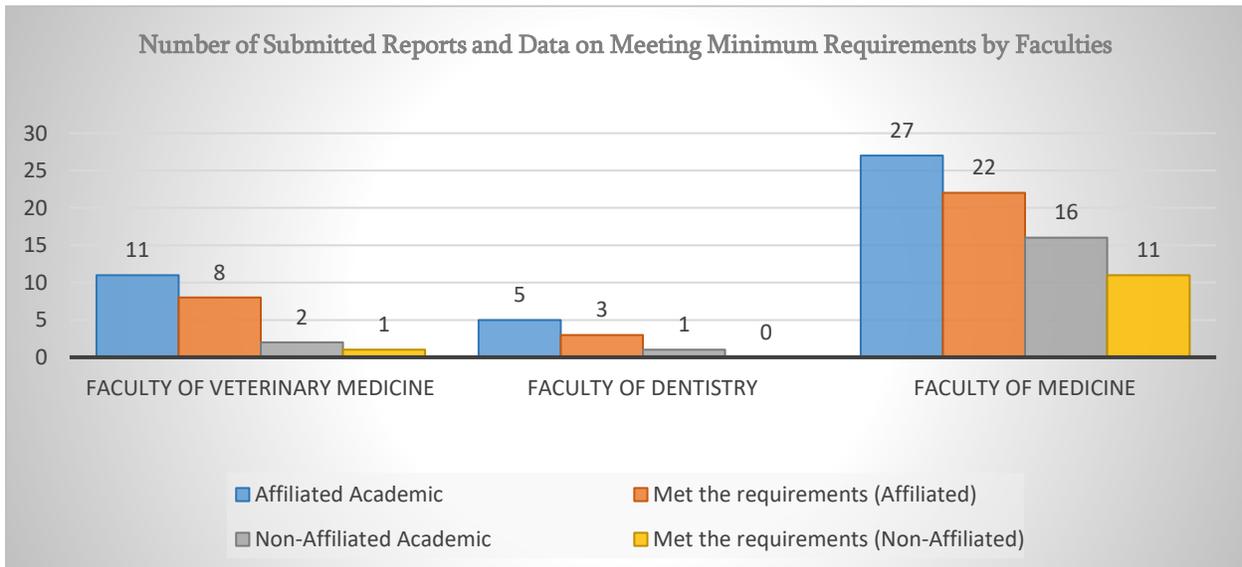
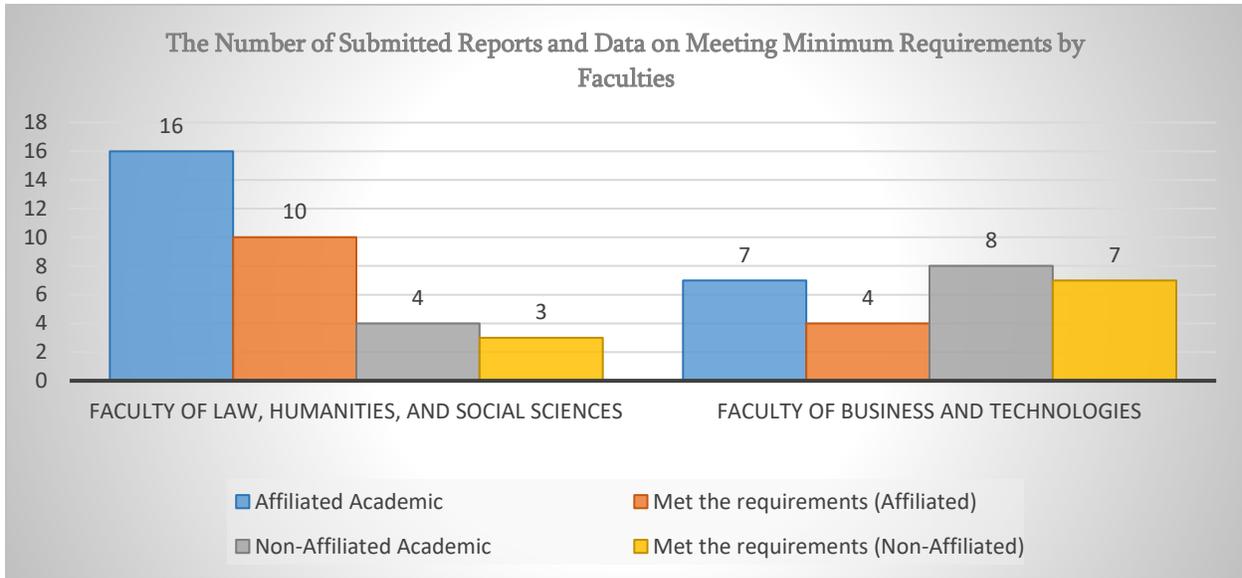
In the Faculty of Business and Technologies, 15 (26%) submitted annual reports: 7 affiliated academic personnel (affiliated personnel percentage), of which 4 (57%) met minimal requirements, and 8 non-affiliated personnel (18% of non-affiliated personnel), of which 7 (86%) met minimal requirements.

In the Faculty of Medicine, 43 (40%) academic personnel submitted annual reports: 27 affiliated academic personnel (58% of affiliated personnel), of which 22 (81%) met minimal requirements, and 16 non-affiliated academic personnel (26% of non-affiliated academic personnel), of which 11 (69%) met minimal requirements.

In the Faculty of Dentistry, 6 (38%) academic personnel submitted annual reports: 5 affiliated academic personnel (83% of affiliated personnel), of which 3 (60%) met minimal requirements, and 1 non-

affiliated academic personnel (10% of non-affiliated academic personnel), of which 0 (0%) met minimal requirements.

In the Faculty of Veterinary Medicine, 13 (72%) academic personnel submitted annual reports: 11 affiliated academic personnel (69% of affiliated personnel), of which 8 (72%) met minimal requirements, and 2 non-affiliated academic personnel (100% of non-affiliated personnel), of which 1 (50%) met minimal requirements.



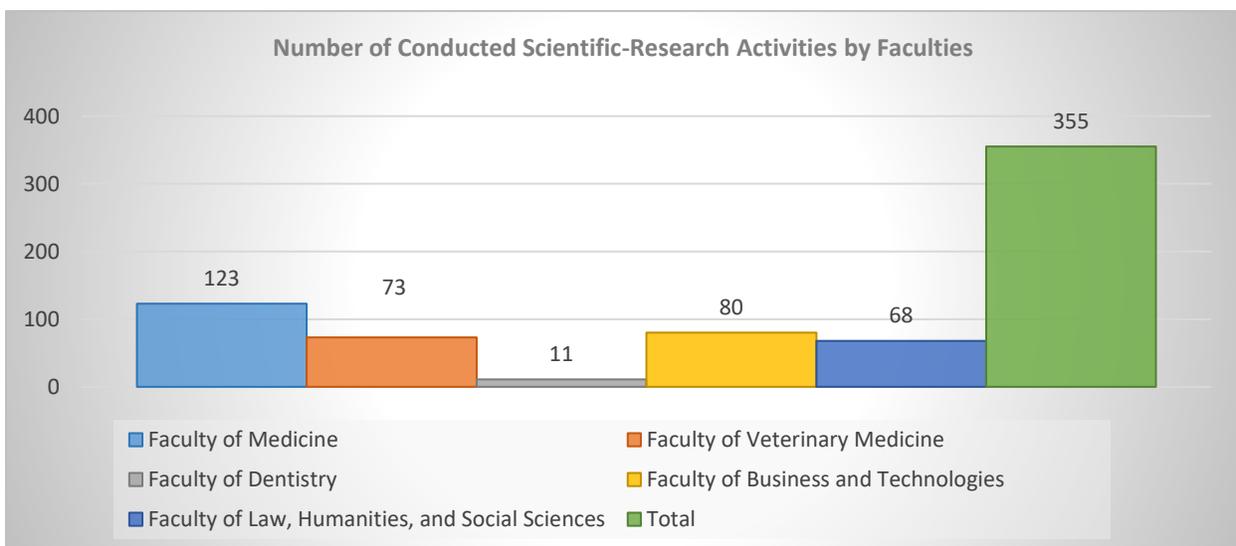
During the 2023-2024 academic year, the following scientific and research activities were carried out by the academic staff:

Scientific and research activities	Faculty of Law, Humanities, and Social Sciences	Faculty of Business and Technologies	Faculty of Medicine	Faculty of Dentistry	Faculty of Veterinary Medicine	Total
Articles in impact factor journals	0	4	8	3	1	16
Publishing articles in Google Scholar journals	12	16	13	4	5	50
Participation in international scientific conferences (presentation)	19	34	36	2	40	131
Participation in international scientific conferences (without presentation)	1	2	2	1	5	11
Participation in local scientific conferences (presentation)	5	2	8	1	0	16
Participation in local scientific conferences (without presentation)	0	0	0	0	0	0
Leadership of a funded grant research project	5	1	5	0	3	14
Participation in a funded grant	4	1	8	0	1	14

research project (key personnel)						
Invention/ patent	0	0	0	0	0	0
Publication of a monograph/han dbook abroad	0	0	1	0	0	1
Publication of a monograph/han dbook	10	6	0	0	1	17
Editorship of a scientific journal specified in the first paragraph	0	0	0	0	0	0
Review of a scientific journal specified in the first paragraph	1	2	0	0	0	3
Editorship of a Google Scholar journal	3	1	0	0	0	4
Review of a Google Scholar journal	1	3	0	0	0	4
Membership of the scientific committee of an international scientific conference	0	0	30	0	9	39
Membership of the scientific committee of a local scientific conference	0	0	0	0	0	0

Review of a textbook/monograph	1	1	0	0	0	2
Reviewing Master's thesis of students of European University	1	0	0	0	0	1
Supervision of papers of student conferences held abroad	0	0	2	0	0	2
Supervision of papers of local student conferences	5	7	10	0	8	30

In the 2023-2024 academic year, the following number of scientific and research activities were carried out by the academic staff of the European University within the faculties:



Based on the aforementioned scientific-research activities, the remuneration for European University's affiliated academic personnel in the 2023-2024 academic year amounted to 63,000 GEL.

The Scientific-Research Activity Promotion Center conducted a survey to determine academic personnel needs. The survey was conducted from November 22 to December 8, 2023. 92 academic and invited personnel from European University participated. The questions aimed to identify topics on which personnel would like to receive more information through workshops/trainings/informational meetings, as well as the areas where they needed retraining/preparation and what type of support they would like to receive from the Scientific-Research Activity Promotion Center. The survey results were analyzed, and based on the analysis, corresponding workshops/trainings/informational meetings were planned. Specifically, the survey revealed several directions (scientific ethics in teaching and research activities, student support, guidance and mentorship in teaching and research, mentoring and scientific work supervision, quantitative data analysis in SPSS, ethical use of artificial intelligence tools in the educational process, etc.) and appropriate trainings/workshops were planned for the 2023-2024 academic year.

The Scientific-Research Activity Promotion Center implemented various types of activities during the 2023-2024 academic year to support the scientific-research activities of university academic and invited personnel:

1. On December 15, 2023, an international conference "Education, Technologies, and Innovation" was organized by European University and Kutaisi University. The main speakers were international experts in the field of education: Simon Riley (University of Edinburgh), Gavin McCabe (University of Edinburgh), Fabio Nascimbeni (European Training Foundation (ETF)). Conference participants represented 7 countries: Georgia, United Kingdom, Italy, Lithuania, Bulgaria, Ukraine, Romania. Detailed information (conference program, photo gallery, abstract collection, etc.) can be found on the conference's official website: <http://iceti.eu.edu.ge/>.
2. From August 2023 to July 2024, the following information was shared with academic/invited personnel to promote scientific-research activities.
  - Writing Across Boundaries Program 2023 <https://sites.utexas.edu/creees/2023/08/18/writing-across-boundaries-program/#:~:text=Deadline%3A%20October%206%2C%202023&text=The%20Writing%20Across%20Boundaries%20Program,%2C%20peer%2Dreviewed%20professional%20journal>
  - Constructive Advanced Thinking (CAT) Programme 2024 – 2026 <https://www.paris-iaa.fr/en/apply/calls-for-applications/appel-a-candidature-programme-constructive-advanced-thinking-cat-2024-2026>
  - Participation in the annual event "Blue Policy of the Maritime Country"

- SRSNFG 2023 Publishing State Scientific Grant Competition <https://rustaveli.org.ge/geo/mimdinare-konkursebi/230714022321fondi-atshkadebs-sagamomtsemlo-sakhelmtsifo-sametsniero-grantebis-shesakheb-sagranto-konkurss>
- Mieroszewski Center Fellowship Program for Researchers
- Webinars offered by Elsevier for researchers [https://www.elsevier.com/hubs/central-and-eastern-europe-customer-hub/georgia?dgcid=RN\\_RSS\\_Sourced\\_400005497&utm\\_campaign=RN\\_RSS\\_Sourced\\_400005497&utm\\_medium=email&utm\\_dgroup=ML\\_RIS\\_EG\\_20230919\\_DL\\_100004404&utm\\_acid=275824262&utm\\_source=AC&utm\\_in=DM410455](https://www.elsevier.com/hubs/central-and-eastern-europe-customer-hub/georgia?dgcid=RN_RSS_Sourced_400005497&utm_campaign=RN_RSS_Sourced_400005497&utm_medium=email&utm_dgroup=ML_RIS_EG_20230919_DL_100004404&utm_acid=275824262&utm_source=AC&utm_in=DM410455)
- 8th International Scientific-Practical Conference "Aspects of Sustainable Development: Theory and Practice" <https://sites.google.com/view/conference-utena2024/en>
- Georgian Innovation and Technology Agency - "Technology Transfer Program" <https://gita.gov.ge/programs/teknologiebis-gadatsemis-programa-omkqy8B9p>
- Republic of Poland Lane Kirkland Scholarship and Research Programs - 2024-2025 <https://leadersofchange.pl/>
- The International Fellowships 2024 <https://www.thebritishacademy.ac.uk/funding/international-fellowships/>
- TWA Research Grants Programme in Basic Sciences: Individuals <https://twas.org/opportunity/twas-research-grants-programme-basic-sciences-individuals>
- The Postdoctoral Program "Social Sciences and Humanities in a Post-Crisis Period" <https://euinstitute.net/postdoc/>
- 1st RethinkBlue Conference - Zadar, Croatia <https://conference.unizd.hr/rethinkblue/>
- Accepting articles and translations for the interdisciplinary scientific journal - "Orbeliani"
- Caucasus University IX Annual International Scientific Conference - "Science for Sustainable Development 2024" <https://www.cu.edu.ge/ka/survey/international-scientific-conference-science-for-sustainable-development-2024>
- Competition of the Federal Ministry of Education and Research of the Federal Republic of Germany - "European Research Framework Programs and other European research initiatives (Bridge2ERA-EaP)" <https://bsu.edu.ge/sub-45/page/20156/index.html>
- MSCA COFUND Programme "Connect with Wallonia-Come 2 Wallonia" (C2W) <https://euraxess.ec.europa.eu/worldwide/australia-nz/news/30-postdoctoral-positions-available-various-domains-within-msca-cofund>

- 23rd Annual International Scientific Conference on "Information Technologies and Management" <https://ismaitm.lv/registration/>
- International Conference on "Modern Pharmacy: Issues, Challenges and Expectations 2024" <https://lsmu.lt/en/events/international-conference-contemporary-pharmacy-issues-challenges-and-expectations-2024/>
- 7th International Summer School "Georgian Manuscripts"
- XXV International Scientific Conference of Turiba University "THE AGE OF INSECURITY: FROM RISKS TO GROWTH" <https://www.turiba.lv/en/research/scientific-conference/history-of-scientific-conferences/xxv-international-scientific-conference-of-turiba-university-the-age-of-insecurity-from-risks-to-growth>
- CALPER Webinars- Advances in World Language Pedagogy <https://calper.la.psu.edu/professional-development/advances-in-world-language-pedagogy/2024-2/>
- Marie Skłodowska Postdoctoral Fellowship Program (Maria Skłodowska-Curie Actions (MSCA) Postdoctoral Fellowships 2024) <https://marie-sklodowska-curie-actions.ec.europa.eu/calls/msca-postdoctoral-fellowships-2024>
- 3rd International Spring School "Abkhazia: From Ancient Times to the Present Day (Historical and Cultural Aspects)" [https://docs.google.com/document/d/1SUDudG\\_Y1nLRSXeIEM0OesHNWwUTnVWA/edit?pli=1&urp=gmail\\_link](https://docs.google.com/document/d/1SUDudG_Y1nLRSXeIEM0OesHNWwUTnVWA/edit?pli=1&urp=gmail_link)
- International Scientific-Practical Conference "Eurointegration in Art, Science and Education: Experience, Development Perspectives" <https://www.ku.lt/en/events/international-scientific-practical-conference-eurointegration-in-art-science-and-education-experience-development-perspectives>
- 4th international scientific conference EVIDENCE-BASED PRACTICE: FROM HEALTH TO SOCIAL WELL-BEING <https://sites.google.com/view/ebpfhswb/home>
- Egyptology for not Egyptologists: base training in Archaeology, History and Language of Ancient Egypt <https://www.unipi.it/index.php/humanities/item/24464-egyptology-for-not-egyptologists>
- Gerda Henkel Foundation - General Research Grant: Scholarship <https://www.gerda-henkel-stiftung.de/en/researchscholarships>
- Czech Republic Scholarship Program for the 2024-2025 Academic Year <https://iec.gov.ge/%E1%83%9E%E1%83%A0%E1%83%9D%E1%83%92%E1%83%A0%E1%>

83%90%E1%83%9B%E1%83%94%E1%83%91%E1%83%98/2024-2025-  
%E1%83%A1%E1%83%90%E1%83%A1%E1%83%AC%E1%83%90%E1%83%95%E1%83%  
9A%E1%83%9D-%E1%83%AC%E1%83%94%E1%83%9A%E1%83%98/Czechia\_2024-2025

- SNU President Fellowship Program Fall 2024  
<https://en.snu.ac.kr/admission/overview/notice?md=v&bbsidx=145793>
- KiTE - Kiel Training for Excellence: A postdoc career development programme  
<https://www.uni-kiel.de/en/research/early-career-researchers/kite#>
- Ikerbasque Research Fellows 2024 <https://euraxess.ec.europa.eu/worldwide/australia-nz/news/20-long-term-postdoctoral-fellowships-available-all-research-fields>
- Chinese Government Scholarship "Youth of Excellence Scheme 2023-2024"  
[https://www.campuschina.org/content/details3\\_790440.html?fbclid=IwAR1mnGMt99aAOlQM5R-XPIX6qKtAM6R6imZ8hGM-NQNTGa3baLXoa3xEa4o](https://www.campuschina.org/content/details3_790440.html?fbclid=IwAR1mnGMt99aAOlQM5R-XPIX6qKtAM6R6imZ8hGM-NQNTGa3baLXoa3xEa4o)
- 4th international scientific conference EVIDENCE-BASED PRACTICE: FROM HEALTH TO SOCIAL WELL-BEING <https://sites.google.com/view/ebpfhswb/home>
- Shota Rustaveli Georgian National Science Foundation and German Academic Exchange Service Joint "Rustaveli-DAAD" Scholarship Program 2024 Grant Competition  
<https://rustaveli.org.ge/geo/siakhleebi/shota-rustavelis-saqartvelos-erovnuli-sametsniero-fondisa-da-germaniis-akademiuri-gatsvliis-samsakhuris-ertoblivi-Rustaveli-DAAD-is-sastipendio-programis-2024-tslis-sagranto-konkursi>
- Shota Rustaveli Georgian National Science Foundation 2024 Grant Competition for the Promotion of Scientific Research Projects and International Scientific Events in the Field of Caucasology <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshkadebs-2024-tslis-kavkasiologiis-mimartulebit-sametsniero-kvleviti-proeqtebis-khelshetskobisa-da-saertashoriso-sametsniero-ghonisdziebebis-sagranto-konkurss>
- Shota Rustaveli National Science Foundation of Georgia - Grant Competition for Supporting Scientific Research Projects and International Scientific Events Studying the Occupied Territories of Georgia 2024 <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshkadebs-2024-tslis-saqartvelos-okupirebuli-teritoriebis-shemstsavleli-sametsniero-kvleviti-proeqtebis-khelshetskobisa-da-saertashoriso-sametsniero-ghonisdziebebis-sagranto-konkurss>
- Shota Rustaveli National Science Foundation of Georgia - Competition for State Scientific Grants for Fundamental Research 2024 <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshkadebs-fundamenturi-kvlevebisatvis-sakhelmtsifo-sametsniero-grantebis-2024-tslis-konkurss>

- Joint Research Internship Program of the Shota Rustaveli Georgian National Science Foundation and the French Institute of Georgia Grant Competition <https://rustaveli.org.ge/geo/siakhleebi/shota-rustavelis-saqartvelos-erovnuli-sametsniero-fondisa-da-saqartvelos-franguli-institutis-ertoblivi-kvleviti-stajirebis-programis-sagranto-konkursi>
- 2024 Young Scientists Research Grant Funding Competition <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshadebs-2024-tslis-akhalgazrda-metsnierta-kvlevebis-grantit-dafinansebis-konkurs>
- Scholarship program announced by Japan <https://www.mif-japan.org/en/fellowship/announcement/>
- Grant programs announced by the Republic of Turkey <https://www.mes.gov.ge/content.php?id=13701&lang=geo>
- Fernand Braudel Senior Fellowships <https://www.eui.eu/apply?id=fernand-braudel-senior-fellowships>
- Lithuanian Language and Culture Summer School 2024 <https://balticsummeruniversity.com/>
- The scholarship program of “Advances Research Opportunities Programs” <https://www.rwth-aachen.de/cms/root/studium/Im-Studium/Stipendien-Foerderung/~fhgwb/Advanced-Research-Opportunities-Program/?lid=1>
- 28th Student Conference by the Department of International Economic Relations (Dimitar A. Tsenov Academy of Economics) <https://sites.google.com/view/mioconference>
- “Women in Science” - For exceptional achievements in biochemistry and molecular biology - 2024 Shota Rustaveli Georgian National Science Foundation Prize Competition <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshadebs-2024-tslis-shota-rustavelis-saqartvelos-erovnuli-sametsniero-fondis-premiis-konkurs-qalebi-metsnierebashigansakutrebuli-mightsevebisatvis-bioqimiisa-da-molekuluri-biologiis-mimartulebit>
- 2024 Grant Competition for the Promotion of Scientific Research Projects and International Scientific Events Studying the Border Regions of Georgia <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshadebs-2024-tslis-saqartvelos-sazghvrspiraregionebis-shemstsavleli-sametsniero-kvleviti-proeqtebis-khelshetskobisa-da-saertashoriso-sametsniero-ghonisdziebebis-sagranto-konkurs>
- Matsumae International Foundation Scholarship Program 2025 <https://www.mif-japan.org/en/fellowship/announcement/>

- National Scholarship Program of the Slovak Republic - 2024/25 Academic Year <https://www.scholarships.sk/en/main/programme-terms-and-conditions/foreign-applicants>
- DEMOCRACY COMMISSION SMALL GRANTS — EDUCATION FOR KNOWLEDGE-BASED ECONOMIC GROWTH <https://ge.usembassy.gov/demcomedu/>
- Second International Excellence School [http://iiq.gov.ge/wp-content/uploads/2024/04/Call-for-abstracts\\_2nd-IES.pdf](http://iiq.gov.ge/wp-content/uploads/2024/04/Call-for-abstracts_2nd-IES.pdf)
- Fourth International Scientific-Practical Conference (ISPC 2024) <https://eeu.edu.ge/portfolio/konferencia-7/>
- International Senior Fellowship Programme 2025/2026 <https://www.college-uaruhr.de/fellowship/application/call-for-applications>
- Grant Competition - Popularization of Science and Stimulation of Scientific Research in Schools in the Mountainous Regions of Georgia <https://rustaveli.org.ge/geo/mimdinare-konkursebi/fondi-atshadebs-2024-tslis-saqartvelos-mtiani-regionebis-skolebshimetsnierebis-popularizatsia-da-sametsniero-kvlevis-stimulireba-sagranto-konkurss>
- International Conference: "Akaki Chkhenkeli - 150" <https://www.tsu.ge/ka/news/%E1%83%A1%E1%83%90%E1%83%94%E1%83%A0%E1%83%97%E1%83%90%E1%83%A8%E1%83%9D%E1%83%A0%E1%83%98%E1%83%A1%E1%83%9D-%E1%83%99%E1%83%9D%E1%83%9C%E1%83%A4%E1%83%94%E1%83%A0%E1%83%94%E1%83%9C%E1%83%AA%E1%83%98%E1%83%90--%E2%80%9E%E1%83%90%E1%83%99%E1%83%90%E1%83%99%E1%83%98-%E1%83%A9%E1%83%AE%E1%83%94%E1%83%9C%E1%83%99%E1%83%94%E1%83%9A%E1%83%98---150%E2%80%9C->
- 2024 Conference Grants - Shota Rustaveli National Science Foundation of Georgia <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshadebs-sakonferentsio-grantebis-2024-tslis-konkurss>
- Joint competition of the Shota Rustaveli National Science Foundation and the Italian National Research Council (CNR) <https://rustaveli.org.ge/geo/siakhleebi/240515103610shota-rustavelis-erovnuli-sametsniero-fondisa-da-italiis-kvlevebis-erovnuli-sabchos-CNR-ertoblivi-konkursi>
- 2024 Black Sea and Coastal Region Research Grant Competition “Black Sea Blue Development” <https://rustaveli.org.ge/geo/siakhleebi/fondi-atshadebs-2024-tslis-shavi-zghvisa-da-zghvispira-regionis-kvlevebis-sagranto-konkurss-shavi-zghvis-lurdji-ganvitareba>
- International Conference ETECH 2024 <https://etech.eka.edu.lv/>

- International Student Conference "For the Regulation of Relations and Conflicts"  
<https://www.tsu.ge/ka/news/XIII-%C2%A0%E1%83%A1%E1%83%90%E1%83%94%E1%83%A0%E1%83%97%E1%83%90%E1%83%A8%E1%83%9D%E1%83%A0%E1%83%98%E1%83%A1%E1%83%9D-%E1%83%A1%E1%83%A2%E1%83%A3%E1%83%93%E1%83%94%E1%83%9C%E1%83%A2%E1%83%A3%E1%83%A0%E1%83%98-%C2%A0%E1%83%99%E1%83%9D%E1%83%9C%E1%83%A4%E1%83%94%E1%83%A0%E1%83%94%E1%83%9C%E1%83%AA%E1%83%98%E1%83%90>
- European Institute of Innovation and Technology Information Day (EIT)  
<http://horizoneurope.org.ge/ka/news/79>
- JRC-Summer School  
[https://joint-research-centre.ec.europa.eu/jrc-summer-school-sustainable-finance/summer-school-sustainable-finance-2024-06-27\\_en](https://joint-research-centre.ec.europa.eu/jrc-summer-school-sustainable-finance/summer-school-sustainable-finance-2024-06-27_en)
- Sul Khan-Saba Orbeliani International Week 2024  
<https://www.sabauni.edu.ge/ka/content/internatsionalizatsia/saertashoriso-kvireuli-2024>
- 2024 Doctoral Educational Programs Funding Competition  
<https://rustaveli.org.ge/geo/siakhleebi/fondi-atskhadebs-2024-tslis-doqtoranturis-saganmanatleblo-programebis-dafinansebis-konkurs>
- Association for European Cooperation in Science and Technology COST  
<https://rustaveli.org.ge/geo/anonsebi/metsnierebis-da-teqnologiebis-evropuli-tanamshromlobis-asotsiatsia>
- National Archives of Georgia - IX International Scientific Conference 2024  
<https://archive.gov.ge/ge/ix-saertashoriso-konferentsia-1>
- Seoul National University - Presidential Doctoral Scholarships for Spring Semester 2025  
<https://en.snu.ac.kr/admission/overview/notice?md=v&bbsidx=147651>
- Georgian National Defense Academy "South Caucasus and Black Sea Security Conference"  
<https://eta.edu.ge/ge/news/read/1489/saertashoriso-konferencia>
- Hegel Congress 2024 <https://hegel-kongress.gtu.ge/ge>
- European Research Council (ERC) Work Programme 2025 <https://erc.europa.eu/news-events/news/erc-work-programme-2025-adopted>
- Shota Rustaveli Georgian National Science Foundation and Oxford University Joint Research Grant Competition 2024 <https://rustaveli.org.ge/geo/siakhleebi/fondi-atskhadebs-shota->

### Academic Professional Development Activities Report (2024)

1. From February 19-23, 2024, an online workshop titled "Scientific Ethics in Educational and Research Activities" was conducted for the university's academic and invited personnel. The workshop was led by Maia Metreveli, Project Manager at Innovative Educational Connections. The meeting's objective was to provide participants with information about academic integrity policies, academic experiences, and preventive measures in educational and scientific domains. Participants were also informed about utilizing electronic scientific resources and publishing scientific works and journals.
2. On April 4, 2024, an online workshop titled "Student Support, Guidance, and Mentorship in Educational and Research Activities" was organized for the university's academic and invited personnel. The workshop was led by Kristi Praakle, Head of the Department of Veterinary Biomedicine and Food Hygiene at the Estonian University of Life Sciences, Institute of Veterinary Medicine and Animal Sciences. The workshop aimed to provide participants with essential knowledge and skills to become successful mentors for students.
3. From April 8 to May 31, 2024, an online course on "Quantitative Data Analysis in SPSS" was conducted for the university's academic and invited personnel. The course was led by Tsvata Berdzenishvili, an invited lecturer, statistician, and data analyst from the European University. The course's objective was to familiarize participants with fundamental methods of data processing and statistical analysis using the SPSS program.
4. On May 1-2, 2024, the Scientific Research Activity Promotion Center conducted informational meetings with the heads of the Medical Faculty departments to introduce scientific journal selection and publication stages. During these informational meetings, participants were introduced to the principles of selecting impact factor scientific journals and identifying "predatory" journals.
5. On May 28, 2024, an online workshop titled "Mentoring and Scientific Work Supervision" was conducted for the university's academic and invited personnel. The workshop was led by Ketevan Chomakhashvili, a lawyer, founder of "Success Hub" LLC, and a personal and professional development mentor. The workshop's objective was to acquaint participants with mentoring and supervision principles.
6. On June 17, 2024, an online webinar titled "Ethical Use of Artificial Intelligence Tools in the Educational Process" was conducted for the university's academic and invited personnel. The webinar was led by Giga Khositashvili, an assistant professor at Ilia State University's Faculty of

Business, Technology, and Education. The webinar aimed to introduce participants to ethical AI usage issues, highlight the challenges of detecting AI-generated texts, and share the latest scientific research findings on this topic.

7. The Center provides consultation to the university's academic, scientific, and invited personnel regarding the use of the electronic platform <https://www.turnitin.com/> for plagiarism checking.

For details on survey results, result analysis, and responses, see Appendix 18 - Reports on Personnel Development Support Activities, Survey Results of Personnel by the Scientific Research Activity Promotion Center, Result Analysis, and the Scientific Research Activity Promotion Center's Report on Events Conducted to Support Personnel Development.

### **3.2.2. Assessment of Academic and Invited Personnel Based on Professional Development and Academic Performance.**

The assessment of academic and invited personnel is conducted in accordance with the aforementioned personnel evaluation procedure, which includes evaluation based on their academic activities. This involves assessment by students, deans, program directors, examination center staff, and educational process management heads. These administrative personnel evaluate the academic and invited personnel's collaboration and proper management of academic processes using pre-developed questionnaires. Students, using similarly pre-developed questionnaires, assess aspects such as lecturer satisfaction, teaching and assessment methods, lecture presentation, explanation skills, knowledge transfer capabilities, and other related factors.

To ensure the survey process, the Quality Assurance Service utilizes the European University's electronic information system (<https://eunsis.eun.edu.ge/>) and the electronic platform <https://www.surveymonkey.com/>. The assessment results are aggregated by the Quality Assurance Service, establishing semester and annual rankings of academic and invited personnel by faculty.

In the final evaluations of academic personnel, a specific percentage is allocated to the results of scientific-research activities assessment (in accordance with the previously described procedure) and professional development assessment. For invited personnel, the evaluation focuses solely on professional development assessment results.

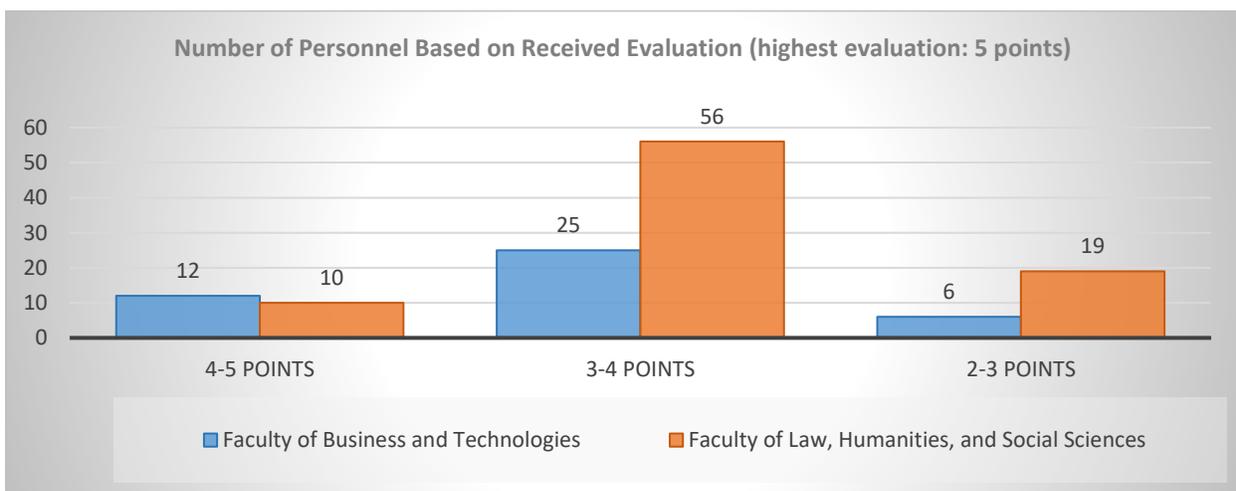
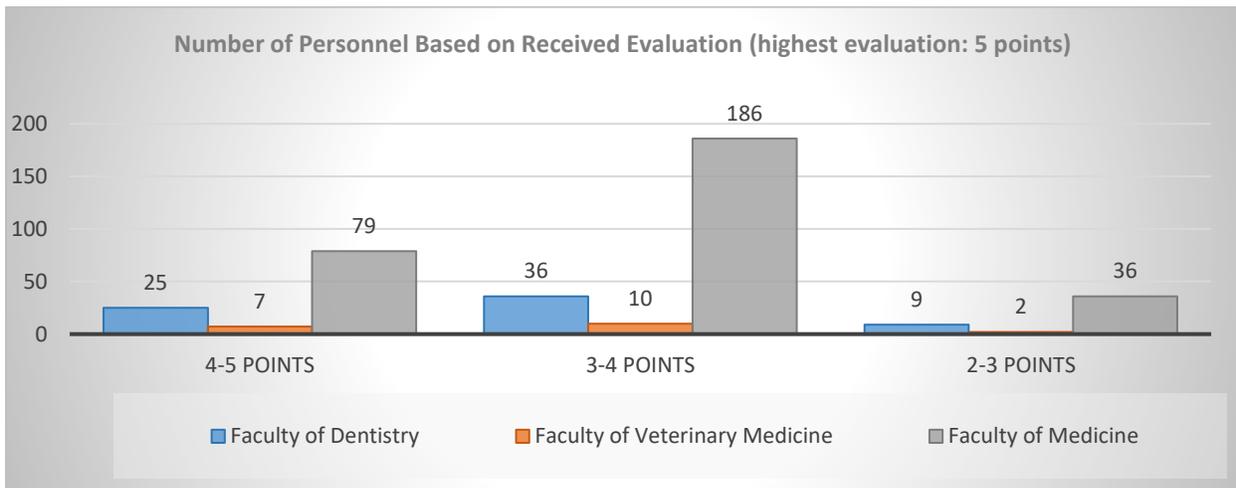
Within the quality assurance mechanisms, a specific form has been developed to assess professional development. This form defines possible professional development activities, with each activity assigned corresponding points based on its scale and significance. Personnel may also indicate activities not explicitly predetermined in the report form. In such cases, the point allocation is determined by a commission.

The Quality Assurance Service requests reports from academic and invited personnel. A commission approved by the rector initiates the analysis of received reports and determines the final results. These assessment results are considered in establishing the annual personnel ranking.

The final assessment results of program implementation personnel are used for personnel incentivization. Specifically, monetary awards are designated for the three top-performing academic and invited personnel members on each faculty.

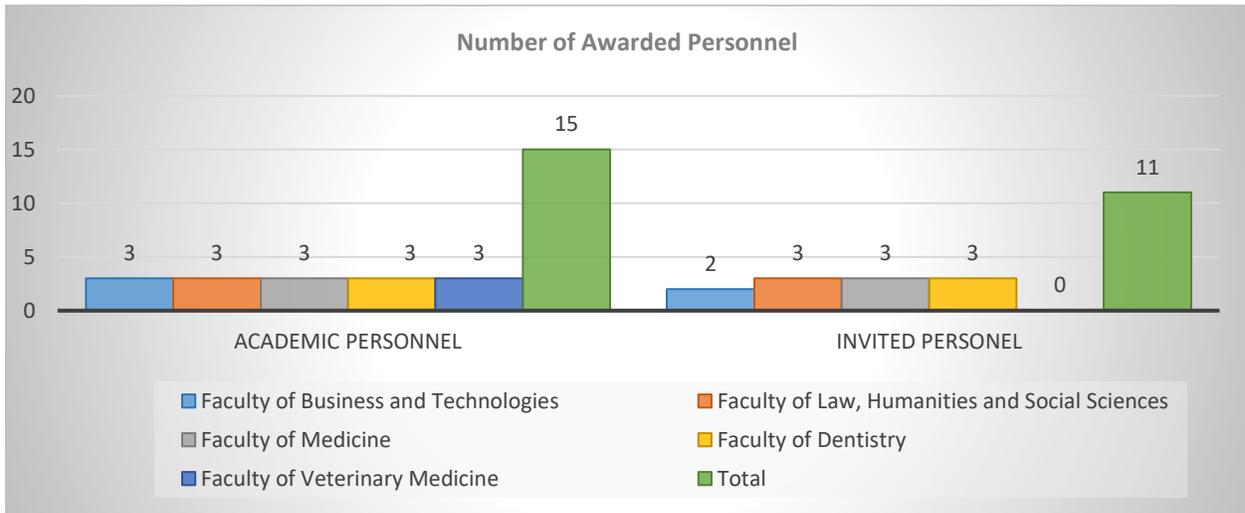
The professional development and academic activities of academic and invited personnel were evaluated at the end of the fall and spring semesters of the 2023-2024 academic year, with annual assessment results also being summarized.

The assessment results for program implementation personnel for the 2023-2024 academic year are predominantly positive and appear as follows:

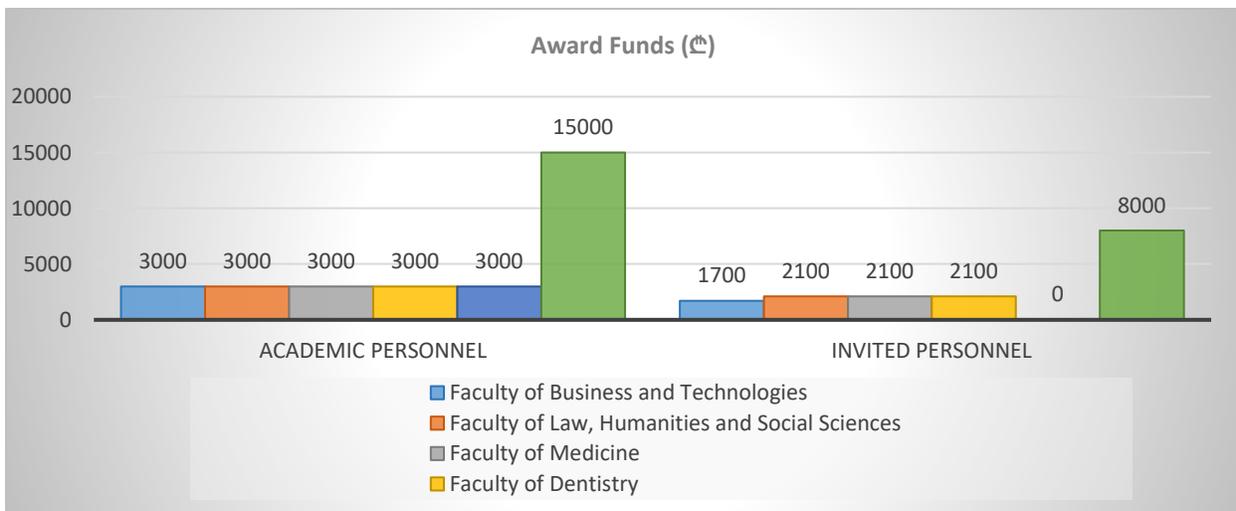


The final results of academic and invited personnel evaluations are used as follows:

1. The evaluation results were sent to program heads and deans for review and response. The faculty dean submits a response report to the Quality Assurance Service for monitoring and assessment of the response processes. The deans have presented response reports on the 2023-2024 academic year evaluation results. The report describes activities already implemented in collaboration with program managers and other structural units to improve notable results (e.g., communication with lecturers, individual meetings, changes in literature used within courses through communication with lecturers, syllabus revision, communication with students, assessment of classroom activities - lecture attendance, offering attendance at relevant academic modules organized by the Innovative Teaching Methods Training Center, etc.), as well as future response plans (for details, see Appendix 5 - Academic and Invited Personnel Evaluation Results, Response Reports on Evaluation Results).
2. Based on the ranking of the annual evaluation results of academic and invited personnel, the three best-performing academic and invited personnel in each faculty receive financial rewards for encouragement (Academic personnel: 1st place - 1500 GEL, 2nd place - 1000 GEL, 3rd place - 500 GEL; Invited personnel: 1st place - 1000 GEL, 2nd place - 700 GEL, 3rd place - 400 GEL). Financial rewards are not issued to academic and invited personnel who were not evaluated by students in any semester of the respective academic year, which emphasizes the importance of student participation in the evaluation process. Financial rewards are also not issued if the personnel's final annual evaluation is less than 4 points. Taking the above factors into account, based on the 2023-2024 academic year evaluation results, 15 academic personnel and 11 invited personnel with the best results were rewarded. The number of rewarded personnel by faculty is distributed as follows: 3 academic and 3 invited personnel with the best results from the Faculty of Medicine; 3 academic and 3 invited personnel with the best results from the Faculty of Dentistry; 3 academic and 3 invited personnel with the best results from the Faculty of Law, Humanities, and Social Sciences; 3 academic and 2 invited personnel with the best results from the Faculty of Business and Technology; and 3 academic personnel with the best results from the Faculty of Veterinary Medicine. In total, 26 academic and invited personnel implementing educational programs at European University were rewarded.



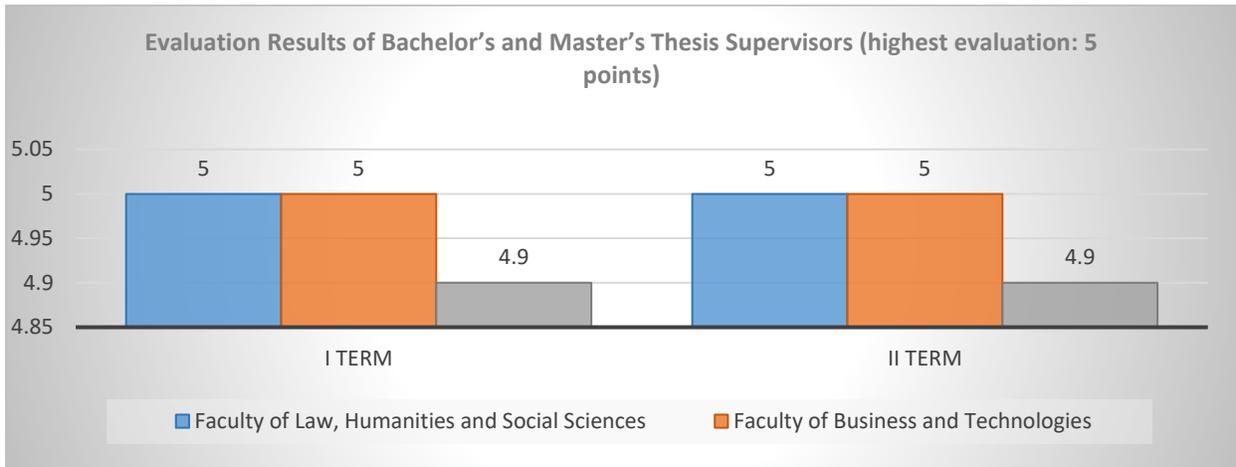
According to the 2023-2024 academic year evaluation results, the total amount for rewarding the academic and invited personnel implementing the program amounted to 23,000 GEL. The reward amounts by faculty are distributed as follows: Faculty of Law, Humanities, and Social Sciences personnel reward amount: 5,100 GEL (Academic personnel - 3,000 GEL and Invited personnel - 2,100 GEL); Faculty of Business and Technology personnel reward amount: 4,700 GEL (Academic personnel - 3,000 GEL and Invited personnel - 1,700 GEL); Faculty of Medicine personnel reward amount: 5,100 GEL (Academic personnel - 3,000 GEL and Invited personnel - 2,100 GEL); Faculty of Dentistry personnel reward amount: 5,100 GEL (Academic personnel - 3,000 GEL and Invited personnel - 2,100 GEL); Faculty of Veterinary Medicine personnel reward amount: 3,000 GEL (Academic personnel only).



**Note:** As already noted, financial rewards are not issued to academic and invited personnel who were not evaluated by students in any semester of the respective academic year, which emphasizes the importance of student participation in the evaluation process. Financial rewards are also not issued if

the personnel's final annual evaluation is less than 4 points. These reasons led to fewer personnel being rewarded compared to the number of personnel with high ratings in the ranking and fewer than the number defined by the rule. The 2023-2024 academic year evaluation results were posted by European University on the university's official website, and accordingly, this information is publicly available: Faculty of Law, Humanities, and Social Sciences academic and invited personnel ranking list: <https://eu.edu.ge/fakultetebi/samartlis-humanitarul-da-socialur-mecnerebata-fakulteti/wliuri-reitingi/>; Faculty of Business and Technology academic and invited personnel ranking list: <https://eu.edu.ge/fakultetebi/biznesisa-da-teqnologiebis-fakulteti/wliuri-reitingi/>; Faculty of Medicine academic and invited personnel ranking list: <https://eu.edu.ge/fakultetebi/medicinis-fakulteti/wliuri-reitingi/>; Faculty of Dentistry academic and invited personnel ranking list: <https://eu.edu.ge/fakultetebi/stomatologiis-fakulteti/wliuri-reitingi/>; Faculty of Veterinary Medicine personnel ranking list: <https://eu.edu.ge/fakultetebi/saveterinaro-medicinis-fakulteti/wliouri-reitingi/>. In the view of the university administration, the publicity of information increases both students' motivation to take active participation in surveys and polling processes conducted by the university, as well as increases personnel's motivation to improve student and administration satisfaction and evaluation results.

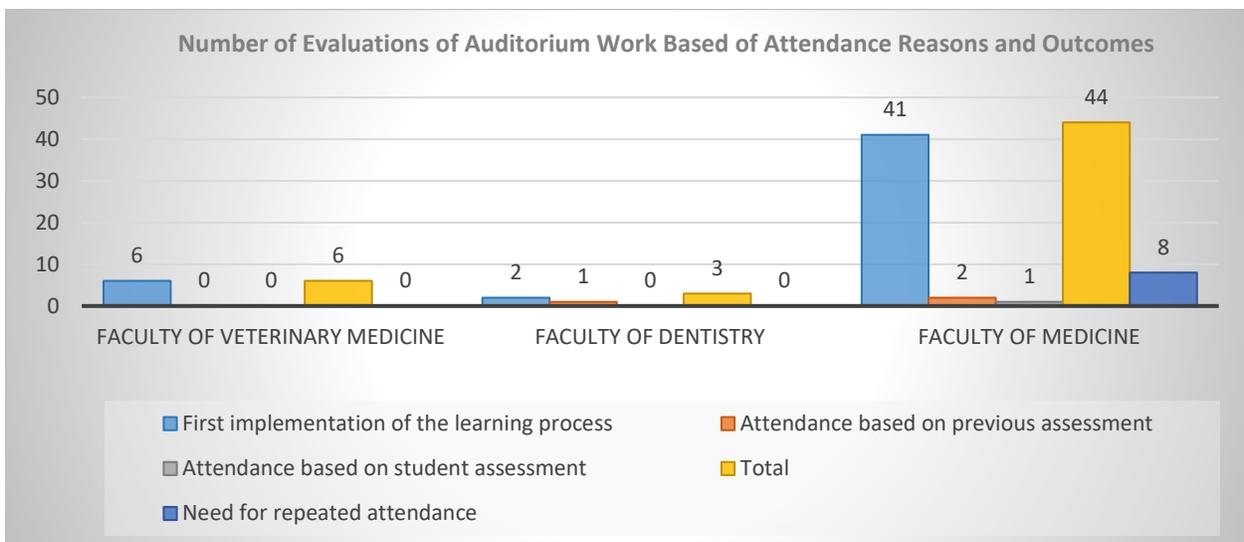
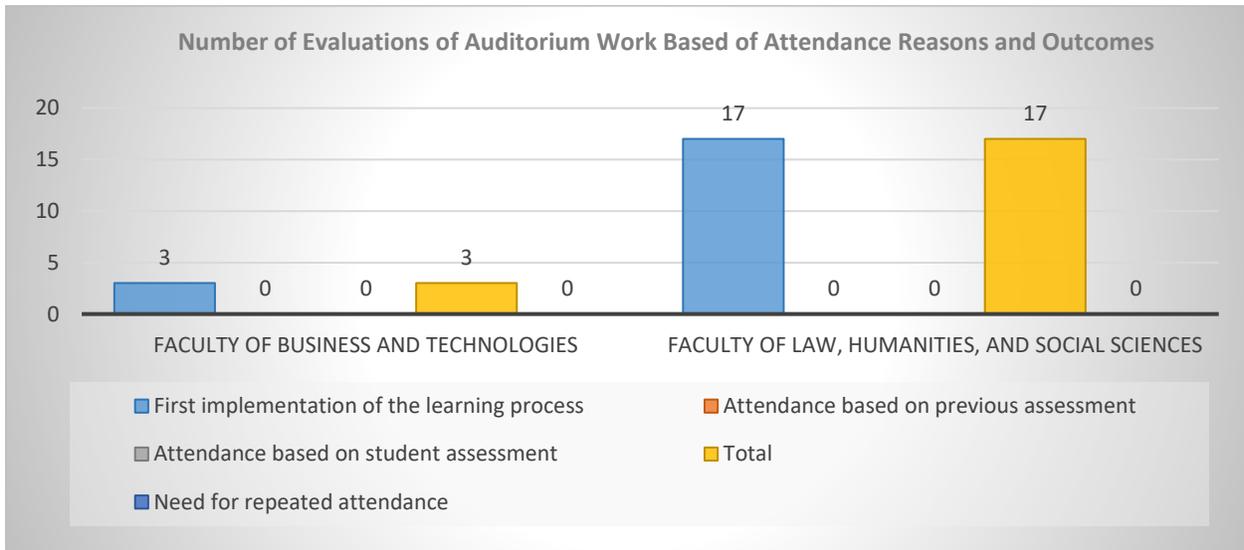
**3.2.3. Evaluation of thesis supervisors by students.** Starting from the 2020-2021 academic year, a student survey to evaluate the supervisors of undergraduate and graduate theses has been added to the mechanisms for ensuring student satisfaction, namely the guidelines for conducting satisfaction surveys. The purpose of this survey is to assess the students' work with their supervisor in several areas: fulfillment of the contact hours specified in the syllabus by the supervisor, provision of comprehensive information about the syllabus, goals, learning outcomes, and the evaluation system of the thesis, assistance in the planning of the thesis, the process of preparing the structure of the thesis, the process of determining the methodology and methods of the thesis research, providing directions on how to find the materials necessary for the thesis, providing information on the availability of scientific electronic databases and the possibilities of finding materials through them, providing regular feedback on the work performed, the importance of consultations, explanations, directions, assignments, notes received on completed assignments, explanations, and feedback received from the supervisor in the process of completing and refining the thesis, and the supervisor's focus on issues of academic integrity, citing sources, and plagiarism. The student also assesses the general satisfaction with working with the supervisor and has the opportunity to express additional opinions and comments. In order to ensure the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. In the 2023-2024 academic year, undergraduate and graduate students at European University participated in the aforementioned evaluation process, and the supervisors of undergraduate and graduate theses were evaluated accordingly. The results of the evaluation were analyzed and shared with the Dean of the Faculty.



The evaluation results are positive, however, in response to identified issues of concern, certain reactions were implemented, information about which was provided to the Quality Assurance Service by the dean in the form of a response report (for details, see Appendix 6 - Evaluation of Thesis Supervisors, Results Analysis, Response Report on Results).

**3.2.3. Evaluation of program implementation personnel through audit performance evaluation.** The evaluation of program implementing personnel is also carried out through the assessment of classroom activities. The evaluation process is regulated in accordance with European University's coursework Assessment Procedures (approved by University Rector's Order №85 of March 20, 2020). According to this document, assessment is carried out in several cases, including when personnel first implement pedagogical activities at the university, when needs are identified based on student surveys, and when issues of concern are recorded based on previous observations. The assessment is carried out with the involvement of a representative from the Quality Assurance Service, a specialist in the field or related field, the program head, and a representative from the Innovative Teaching Methods Training Center. The assessment is conducted individually by each evaluator. The summarized results and feedback are sent individually to the academic/invited personnel by the Quality Assurance Service. The most important goal of the assessment is to share best practices among colleagues and to support personnel's professional development. The results are also sent to the program head and dean for response if necessary. The dean and program heads analyze the assessment results and determine measures needed for professional development. If needed, the faculty collaborates with the Innovative Teaching Methods Training Center to organize and conduct relevant trainings for professional development. In case of identifying issues of concern, a reassessment may be planned. This assessment of classroom activities at European University was also carried out in the 2023-2024 academic year organized by the Quality Assurance Service. A total of 73 coursework assessments were carried out. Of these, in one case, attendance was due to student evaluations; in two cases, attendance was repeated based on areas for improvement identified as a result of previous classroom activity assessments; in all cases, assessment was carried out due to the first implementation of pedagogical activities at European

University. Based on the 2023-2024 academic year assessments, the need for repeated attendance was identified with several personnel: 8 cases at the Faculty of Medicine, while based on assessments carried out at other faculties, no need for repeated attendance was identified. The number of coursework assessments by faculty, taking into account the reasons for attendance and the results achieved, appears as follows:



The head of the Innovative Teaching Methods Training Center is actively involved in the assessment of coursework and response processes, with the aim of evaluating teaching-learning methods used in the teaching process or observing, identifying, and considering best practices highlighted in the assessment process. The summarized assessment reports are shared with the respective faculty dean and educational program head(s) for responses if necessary. Based on the 2023-2024 academic year assessments, training modules "Modern Teaching Methods in Higher Education," "Modern Assessment Methods in Higher Education," "Teaching with Cases and Dilemmas - Problem-Based Learning

Strategies," etc. were offered to personnel by the Innovative Teaching Methods Training Center, and in many cases, personnel used this opportunity (for details, see Appendix 7 - coursework Assessment Reports, Provided Feedback, Assessment Summary Reports, and Response Reports).

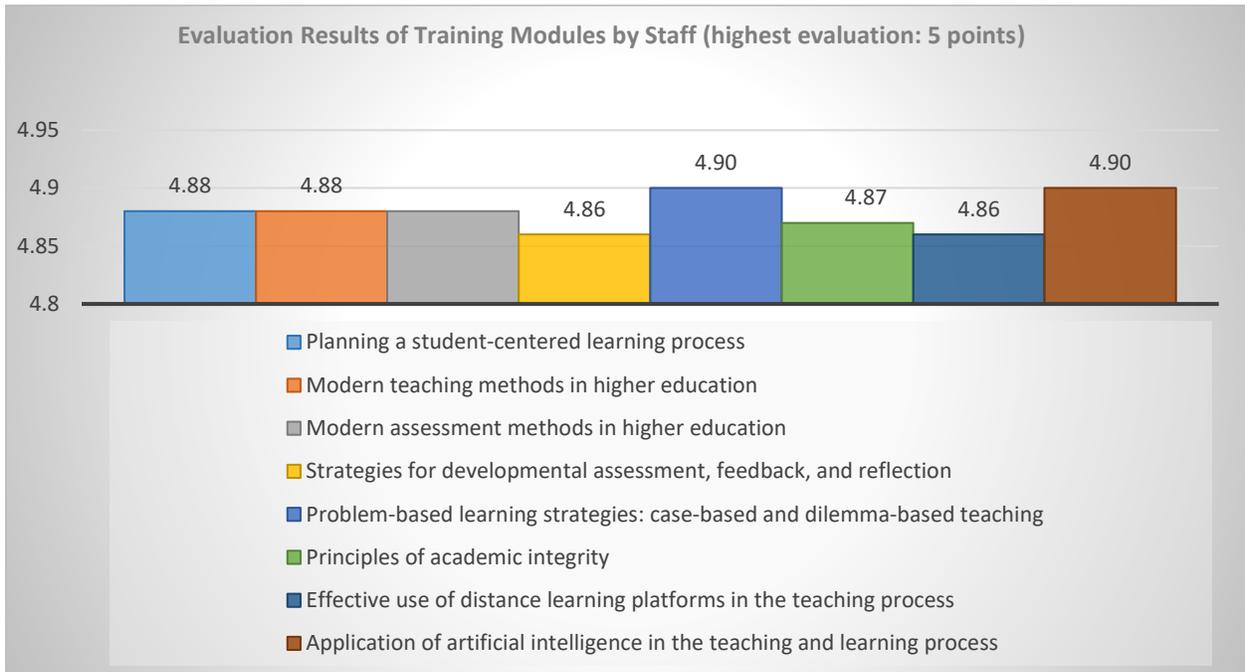
In general, the Innovative Teaching Methods Training Center operating at European University is actively organizing and conducting trainings related to teaching and assessment methods. Regular offerings of these training modules for personnel are ongoing based on various research or assessments carried out within the framework of internal quality assurance mechanisms, as well as according to personnel needs identified as a result of surveys conducted by the center itself. In the 2023-2024 academic year, this center regularly offered 8 different training modules for academic and invited personnel implementing educational programs, specifically:

1. **Planning Student-Centered Learning Processes:** The primary objective of this training module is to deepen participants' knowledge regarding the principles of effective student-centered course planning. The module aims to provide participants with information about contemporary approaches and technologies for effective course planning, as well as familiarize them with general and university accreditation standards. Additionally, the module demonstrates the correct methodology for defining course objectives, outcomes, content, and methods within a syllabus, thereby strengthening participants' practical skills in these areas.
2. **Contemporary Assessment Methods in Higher Education:** This training module aims to improve assessment methods within the university context and facilitate the implementation of modern methodologies through continuous professional development of academic and invited personnel. Participants will be introduced to the necessity and significance of diverse assessment methods, provided with information regarding fundamental assessment approaches, national standards, assessment principles, and key criteria. The module will assist participants in developing skills related to contemporary assessment methods.
3. **Modern Teaching Methods in Higher Education:** The purpose of this training module is to introduce participants to contemporary teaching methods, technologies, and instruments necessary for active learning. It seeks to promote the implementation of modern teaching methods at the university through continuous professional development of academic and invited personnel. The module deepens participants' knowledge about the necessity and importance of employing student-centered teaching methods, demonstrates the correct determination of learning methods oriented toward course objectives and outcomes, and strengthens attendees' practical skills.
4. **Effective Utilization of Distance Platforms in the Teaching Process:** This training module aims to familiarize participants with the latest electronic tools utilized in blended learning, highlighting the advantages of pre-selected electronic platforms, online courses, and applications, taking into

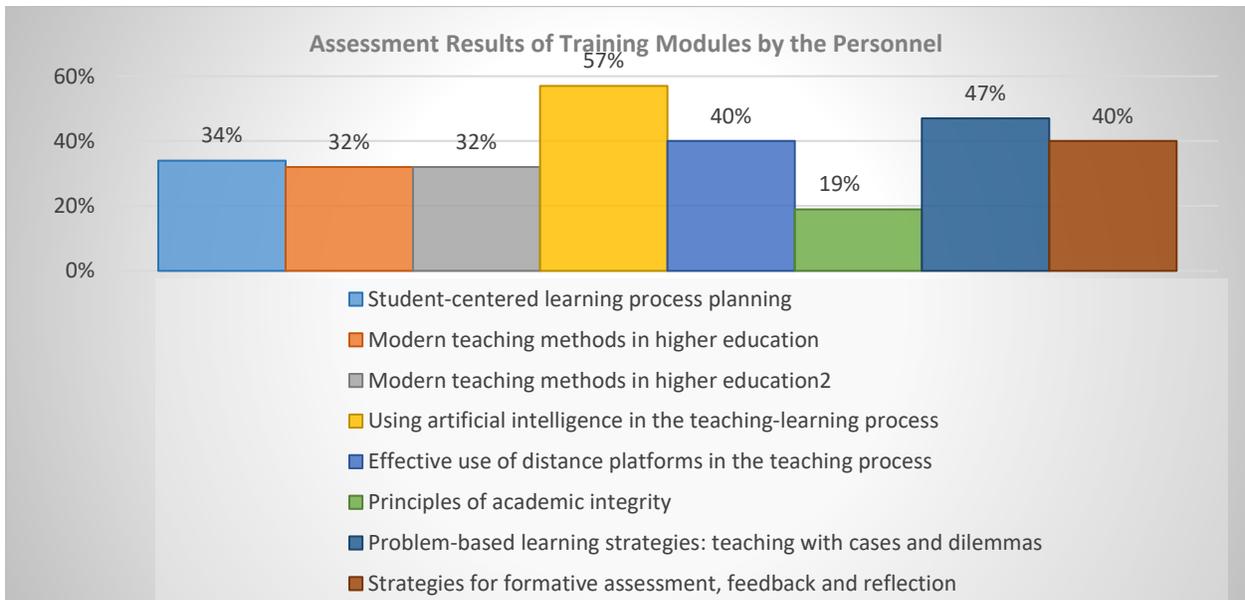
consideration the fundamental characteristics of face-to-face and online teaching. The module focuses on implementing these platforms within academic courses.

5. Principles of Academic Integrity: This training module focuses on the effective utilization of the plagiarism detection program Turnitin (<https://www.turnitin.com/>) in the teaching and assessment process.
6. Utilization of Artificial Intelligence in the Teaching-Learning Process: The objective of this training module is to introduce participants to artificial intelligence tools and mechanisms for their application in teaching and learning. Topics discussed during the training include: the nature of artificial intelligence, AI in education, chat-based AI tools and their application, and the utilization of various AI-based instruments.
7. Strategies for Formative Assessment, Feedback, and Reflection: This training module aims to examine contemporary assessment methods and facilitate their implementation in the educational process. Topics covered include: the purpose, types, and principles of assessment; the essence and importance of formative assessment; types of feedback and rules for provision; characteristics of effective feedback; and the significance and strategies of reflection.
8. Problem-Based Learning Strategies: Case Studies and Dilemmas: The objective of this training module is to develop students' analytical, creative, and critical thinking skills, as well as their ability to make independent decisions. The training addresses: the importance of teaching through case studies and dilemmas; types of cases; fundamental components of cases; stages of working with cases and dilemmas; characteristics and effectiveness of good case utilization; risks associated with case-based teaching and management strategies; and examples of cases and dilemmas.

The selection of these directions for training modules was determined by trends in the development of modern teaching and assessment methods in higher education and the necessity of using digital technologies in the educational process. As already noted, the Innovative Teaching Methods Training Center conducts annual staff surveys to evaluate the proposed training modules and research staff needs. The research provides an opportunity to evaluate the Training Center's activities, assess completed trainings and give recommendations about them, as well as suggest new training module topics. The survey was also conducted in the 2023-2024 academic year. 122 academic and invited personnel from the European University participated in the survey process, of which 111 (91%) attended training modules conducted by the center in the past academic year, therefore, their assessment was particularly valuable in the decision-making process regarding the modification or continued offering of existing training modules. The survey results were analyzed, and according to the analysis results, the personnel positively evaluates the eight training modules mentioned above and the need to offer them:



The need to offer the named training modules is also positively assessed, and the staff's assessments (percentages of respondents) regarding the needs for the modules are distributed as follows:



Accordingly, the Training Center continues to regularly offer the named training modules for the academic and invited personnel of the European University.

It is important to note that the training modules titled "Effective Use of Distance Platforms in the Teaching Process" were developed in the 2020-2021 academic year based precisely on the research of academic and invited personnel needs, while based on the conducted survey, the training module titled

"Modern Assessment Methods" will be delivered to the relevant personnel of the Faculty of Medicine in a modified format in the classroom space, where emphasis is placed on the practical component.

In the 2021-2022 academic year, in collaboration with the library, a topic on accessing scientific databases was added to the existing training module "Effective Use of Distance Platforms in the Teaching Process," where attention is focused on the use of electronic library resources. Thus, in the 2021-2022 academic year, the training module titled "Effective Use of Distance Platforms in the Teaching Process" was significantly updated.

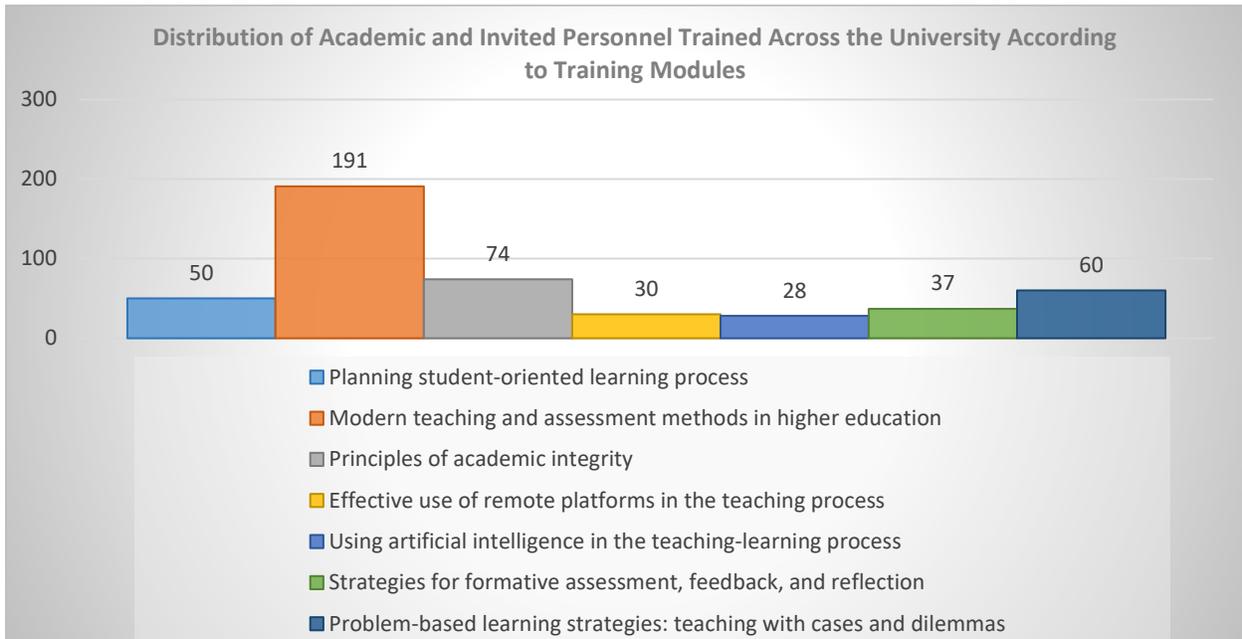
As a result of the survey conducted in the 2022-2023 academic year, personnel expressed a desire for the Training Center to develop and offer a new training module on the use of artificial intelligence in the teaching and assessment process. Consequently, the training module "Use of Artificial Intelligence in the Teaching-Learning Process" was developed and has been actively offered to personnel since the 2023-2024 academic year.

In the 2023-2024 academic year, the following new training modules were also offered to the academic and invited personnel of the European University: "Developmental Assessment, Feedback, and Reflection Strategies" and "Problem-Based Learning Strategies: Teaching with Cases and Dilemmas."

It is also noteworthy that based on the analysis of the 2023-2024 academic year research results on the needs of European University personnel and the modern challenges in the field of teaching and learning, the Innovative Teaching Methods Training Center offers 4 new training modules to personnel from the 2024-2025 academic year: "Use of Online Tools in the Teaching-Learning Process," "Media Literacy: Challenges and Opportunities of the Digital Era," "Game-Based Learning," and "Group Work-Based Learning." Based on the demand identified in the needs assessment, the development of another new training module for the Faculty of Medicine personnel is also planned: "On the Use of Simulation Programs in Medical Education Methodology."

In the 2023-2024 academic year, a total of 470 academic and invited personnel of the European University attended the trainings conducted by the Innovative Teaching Methods Training Center. The data on the retraining of academic and invited personnel by faculties is distributed as follows: in the 2023-2024 academic year, 96 academic and invited personnel from the Faculty of Law, Education, Business, and Technology were retrained in the above-mentioned training modules, 337 academic and invited personnel from the Faculty of Medicine, and 37 academic and invited personnel from the Faculty of Veterinary Medicine. It should be noted that personnel may be duplicated in the presented numbers, due to the same personnel attending multiple modules.

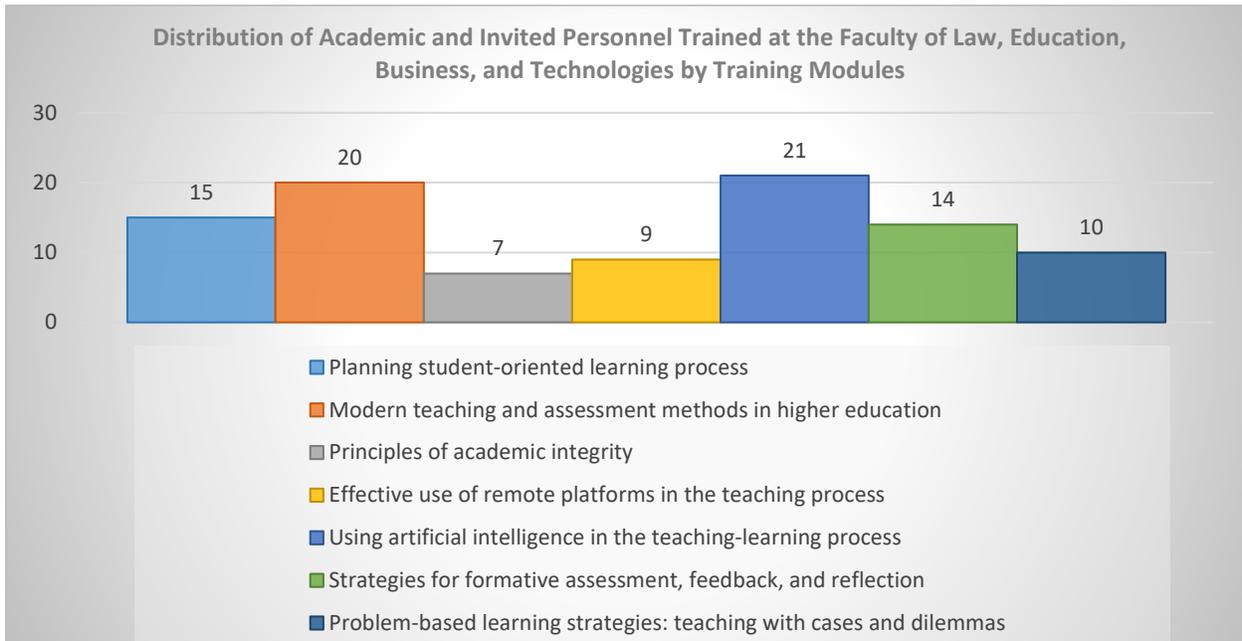
During the 2023-2024 academic year, personnel training by training modules at European University across the entire university looks as follows:



Name of the training modules	Number of attendees
Planning student-oriented learning process	50
Modern teaching and assessment methods in higher education	191
Principles of academic integrity	74
Effective use of remote platforms in the teaching process	30
Using artificial intelligence in the teaching-learning process	60
Strategies for formative assessment, feedback, and reflection	37
Problem-based learning strategies: teaching with cases and dilemmas	28

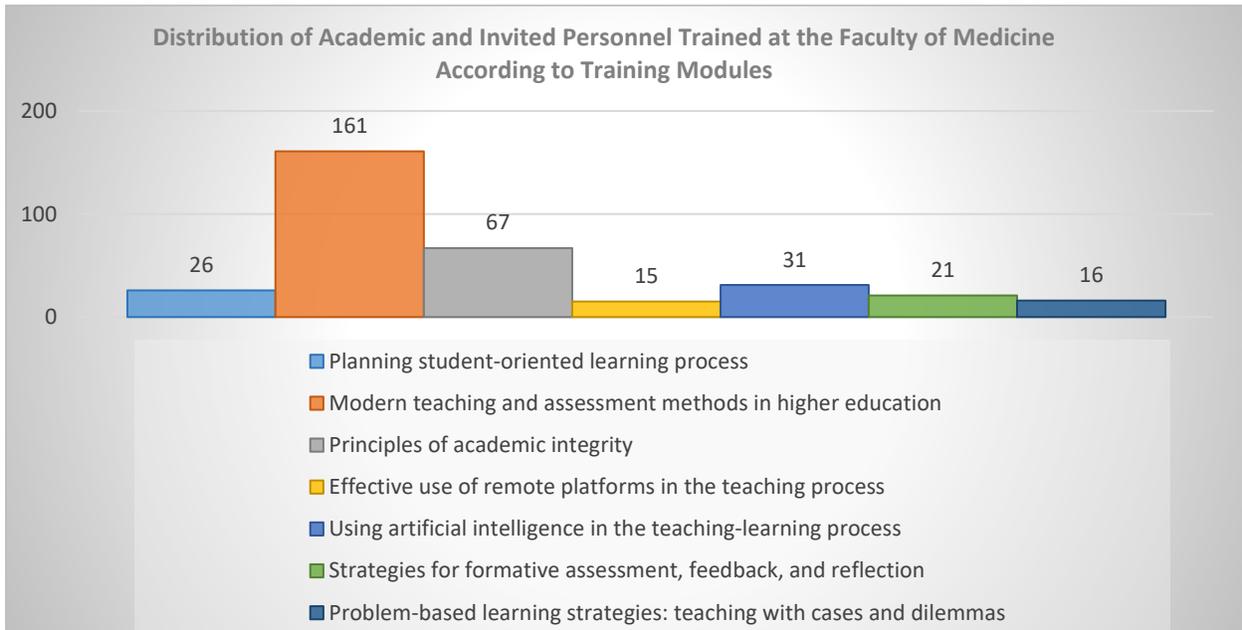
The retrained academic and invited personnel are distributed by faculties and training modules as follows:

Distribution of retrained academic and invited personnel at the Faculty of Law, Education, Business, and Technology according to training modules (the data includes information before the division of the faculty, therefore the presented numbers combine retraining data for personnel from both the Faculty of Law, Humanities, and Social Sciences, as well as the Faculty of Business and Technology):



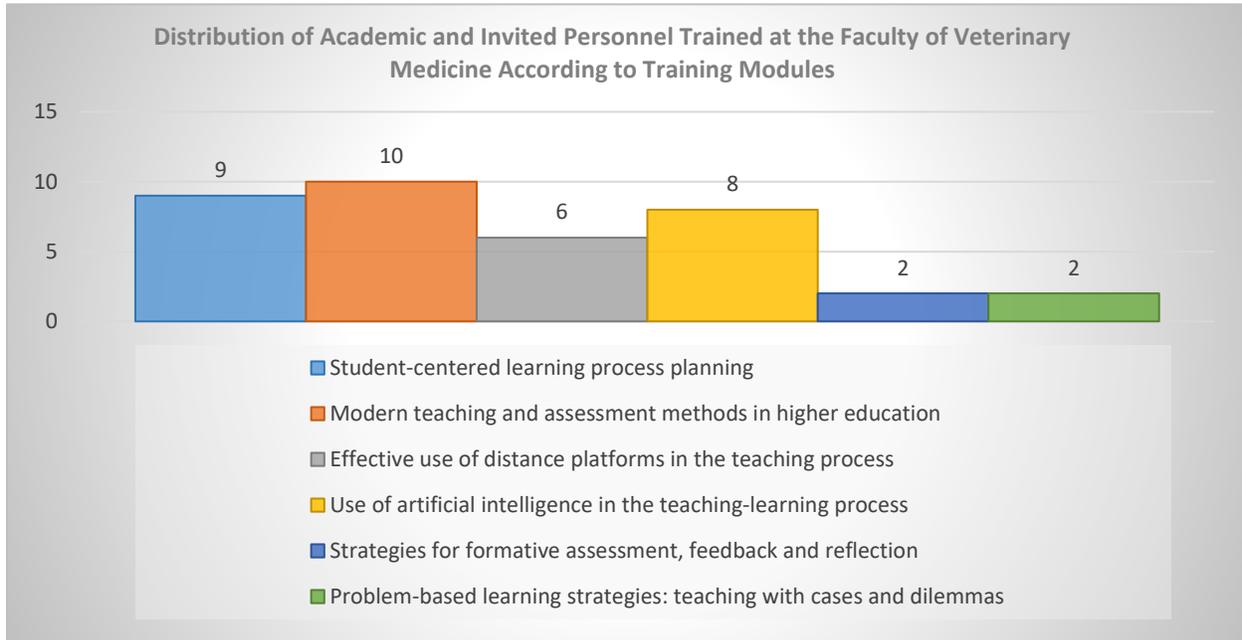
Name of the training modules	Number of attendees
Student-centered learning process planning	15
Modern teaching and assessment methods in higher education	20
Principles of academic integrity	7
Effective use of distance platforms in the teaching process	9
Use of artificial intelligence in the teaching-learning process	21
Strategies for formative assessment, feedback, and reflection	14
Problem-based learning strategies: teaching with cases and dilemmas	10

The retrained academic and invited personnel at the Faculty of Medicine are distributed according to training modules as follows (the data includes information before the division of the faculty, therefore, the presented numbers combine retraining data for personnel from both the Faculty of Medicine and the Faculty of Dentistry):



Name of the training modules	Number of attendees
Student-centered learning process planning	26
Modern teaching and assessment methods in higher education	161
Principles of academic integrity	67
Effective use of distance platforms in the teaching process	15
Use of artificial intelligence in the teaching-learning process	31
Strategies for formative assessment, feedback, and reflection	21
Problem-based learning strategies: teaching with cases and dilemmas	16

The retrained academic and invited staff of the Faculty of Veterinary Medicine are distributed according to training modules as follows:



Name of the training modules	Number of attendees
Student-centered learning process planning	9
Modern teaching and assessment methods in higher education	10
Effective use of distance platforms in the teaching process	6
Use of artificial intelligence in the teaching-learning process	8
Strategies for formative assessment, feedback and reflection	2
Problem-based learning strategies: teaching with cases and dilemmas	2

It is important to note that as a result of the research conducted in the 2023-2024 academic year, the personnel of the European University positively evaluates the training modules offered by the Innovative Teaching Methods Training Center in terms of applying the acquired knowledge and experience in the educational process. Positive evaluations were expressed in the following directions: better management of the educational process, more effective and student-oriented teaching, greater

consideration of students' individual abilities and needs, use of artificial intelligence tools in the educational process, greater use of cases in the educational process, refinement of the case assessment system, more effective communication with students, improvement of feedback approaches and mechanisms, greater use of distance platforms in the educational process, greater promotion of student self-development, communication and critical thinking, development of analytical skills, and generally conducting the educational process in a more interesting way, etc. This expresses and emphasizes the importance and value of the training modules offered by the Innovative Teaching Methods Training Center in the direction of promoting personnel professional development.

For details on the survey results, analysis of results, and responses, see Appendix 18 - Reports on Personnel Development Support Measures, Results of Personnel Surveys Conducted by the Innovative Teaching Methods Training Center, Analysis of Results, Report of the Innovative Teaching Methods Training Center on Trainings Conducted to Support Personnel Development.

It is important to note that as a result of the research conducted in the 2023-2024 academic year, the personnel of the European University positively evaluates the training modules offered by the Innovative Teaching Methods Training Center in terms of applying the acquired knowledge and experience in the educational process. Positive evaluations were expressed in the following directions: better management of the educational process, more effective and student-oriented teaching, greater consideration of students' individual abilities and needs, use of artificial intelligence tools in the educational process, greater use of cases in the educational process, refinement of the case assessment system, more effective communication with students, improvement of feedback approaches and mechanisms, greater use of distance platforms in the educational process, greater promotion of student self-development, communication and critical thinking, development of analytical skills, and generally conducting the educational process in a more interesting way, etc. This expresses and emphasizes the importance and value of the training modules offered by the Innovative Teaching Methods Training Center in the direction of promoting personnel professional development.

For details on the survey results, analysis of results, and responses, see Appendix 18 - Reports on Personnel Development Support Measures, Results of Personnel Surveys Conducted by the Innovative Teaching Methods Training Center, Analysis of Results, Report of the Innovative Teaching Methods Training Center on Trainings Conducted to Support Personnel Development.

### **3.3. Evaluation of the Learning Process**

Assessment of the proper functioning of the educational process is provided in several directions:

#### **3.3.1. Student Contingent Planning and Monitoring Methodology**

The university has developed and is implementing a student contingent planning methodology (approved by the Rector's Order No. 82 of March 20, 2020). According to the methodology, the material

resources of educational programs are evaluated (number and capacity of auditoriums according to contact hours to be conducted within educational programs), human resources (both personnel involved in program administration and program implementing personnel, according to benchmarks established by the methodology), as well as the university's library resources (considering the number of places in the library and the average time spent by students in the library), the capacity of practice bases (considering the number of facilities/clinics and the maximum number of students to be admitted simultaneously as defined by agreements), and in the case of relevant educational programs (one-cycle Medical Doctor and Dentistry, Veterinary Integrated Master's, and integrated (Bachelor's-Master's) educational programs for Chemistry, Physics, Biology teachers of basic/secondary level), laboratory capacity is also assessed (considering the number of laboratories, their possible hourly workload, and hours to be conducted in the laboratory within the educational program), while in the case of One-Cycle Medical Doctor and Dentistry educational programs, the capacity of the simulation center is also evaluated (considering the number of simulation rooms in the center, their possible hourly workload, and hours to be conducted in the simulation center within the educational program). Information about the requirements defined by the methodology, established target benchmarks, and assessment methods for each resource is described in detail in the above-mentioned methodological document.

According to this methodology, based on the assessment of educational program resources, the number of students that the university will be able to serve with quality and efficiency within the educational program is calculated. The numbers established according to the methodology, along with other data (such as the number of students with active status, the number of graduating students in the academic year) are taken into consideration when announcing places for applicants through Unified National Examinations / Common Master's Examinations / for candidates for the Teacher Training Program, announcing places for students through external mobility, and when giving consent for enrollment of persons without passing the Unified National Examinations / Common Master's Examinations, in order to monitor the university's defined threshold numbers.

Within the mechanisms of the Quality Assurance Service, a student contingent monitoring procedure has also been developed and is in effect (approved by the Rector's Order No. 91 of March 21, 2020). The procedure provides for monitoring the number of students in the decision-making process regarding the above-mentioned cases of announcing places.

Thus, according to the student contingent planning methodology, the European University determines the number of students who, considering program resources, can be provided with quality education, while the student contingent monitoring procedure and the mechanisms provided by the procedure ensure the maintenance and monitoring of the numbers defined by the methodology within the program.

It is important to note the changes to the student contingent planning methodology in the 2022-2023 academic year, which relate to the assessment of the capacity of laboratories and simulation centers existing at the university in the case of relevant programs, specifically, the assessment of these resources was added to the methodology. The assessment of resources and capacity of laboratories and simulation centers used in the teaching process within educational programs was considered particularly important for the purpose of pre-verifying/assessing the possibilities of properly providing the teaching process with these resources and, consequently, ensuring the quality implementation of educational programs.

Within the framework of the above-mentioned changes, the assessment of the capacity of practice facilities was also added to the methodology, and the approaches to evaluating the capacity of clinics were clarified. The methodology combines the assessment of providing students admitted to the program with the practice component, taking into account the maximum number of students to be admitted to practice bases and the number of practice facilities, and in the case of the One-Cycle Educational Program of Medical Doctor, the assessment of providing students with clinics needed for the implementation of each clinical study course, taking into account the number of partner clinics and the resources of the program implementing personnel employed in the clinic. These changes and clarifications were also considered particularly important for the purpose of pre-verifying/assessing the possibilities of providing educational programs with practical components and, consequently, ensuring the quality implementation of programs.

The university's existing threshold number of students (5,330 students) is calculated according to this methodology. Consequently, the existence of appropriate resources and the possibility of properly serving students with existing resources has been confirmed in accordance with the updated methodology mentioned above.

It should also be noted that during the 2023-2024 academic year, when announcing places for applicants through Unified National Examinations / Common Master's Examinations, announcing places through mobility, and giving consent for enrollment of persons without passing the Unified National Examinations / Common Master's Examinations, the university was guided by student contingent monitoring procedures and used the form defined by the document to control the number of students (for details, see Appendix 21 - Determining and Monitoring Student Contingent: Tables for Determining Student Numbers and Monitoring Student Numbers).

**3.3.2. General Satisfaction Surveys: Survey of Students and Program Implementing Personnel.** To assess the progress of the educational process within the quality assurance mechanisms, satisfaction surveys are conducted, particularly a general satisfaction survey of program implementing personnel and a student general satisfaction survey. The survey processes, as already mentioned, are regulated according to the Satisfaction Survey Guidelines (approved by the University Rector's Order №95 of March 23,

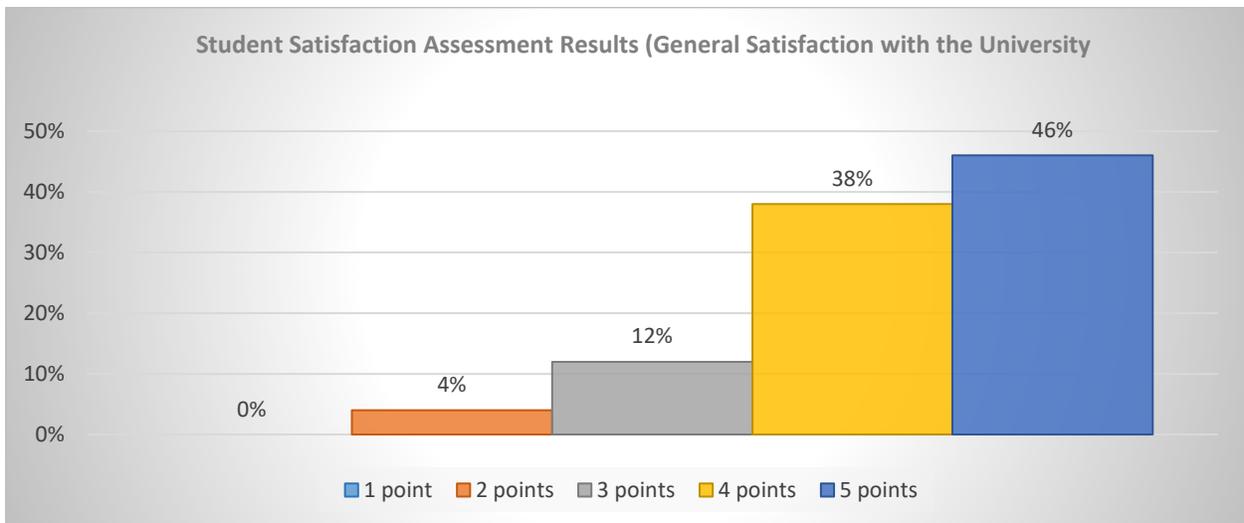
2020). Through this survey, academic and invited staff evaluate the university's material and technical base, the university's support for their professional development, management style, compensation issues, etc. The student general satisfaction survey aims to receive feedback from students on issues such as the educational process, university infrastructure, procedures, student services, and others. For implementing the above-mentioned surveys, the Quality Assurance Service uses the European University's electronic information system: <https://eunsis.eun.edu.ge/>.

The above-mentioned studies at European University, organized by the Quality Assurance Service, were also conducted in the 2023-2024 academic year.

As a result of the survey conducted for student satisfaction in the 2023-2024 academic year, it was revealed that the surveyed students were mostly satisfied with the university overall, and general satisfaction with the university was evaluated positively in total:

#### Faculty of Law, Humanities, and Social Sciences

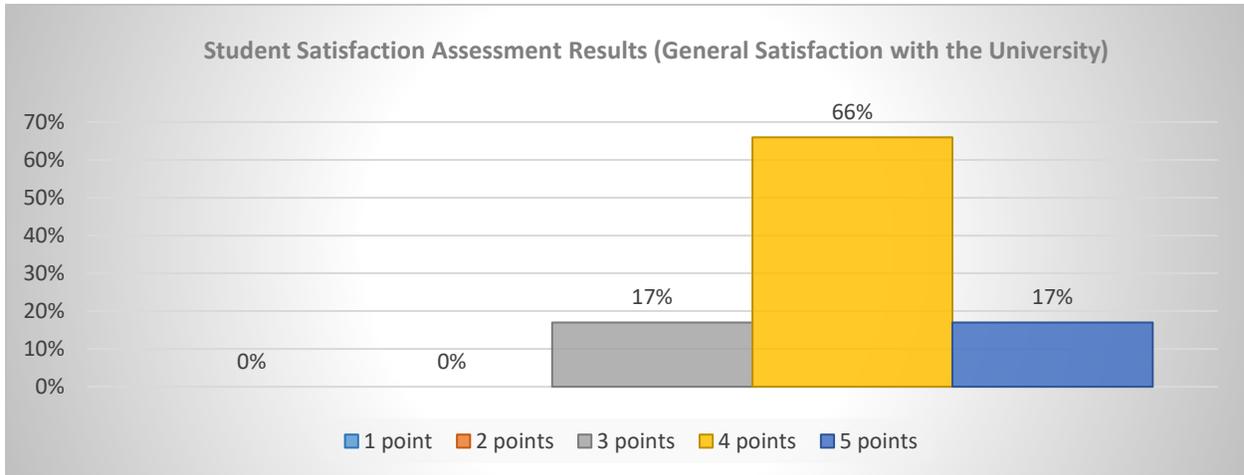
To the question *"How would you rate your overall satisfaction with the university?"*, the average rating of students of the Faculty of Law, Humanities, and Social Sciences is 4.3 points out of 5. The results of the assessment are as follows: 46% of the surveyed students rate their satisfaction with the university with 5, 38% - with 4 points, 12% - with 3 points, and 4% - with 2 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with the university	0%	4%	12%	38%	46%	4.3 points

### Faculty of Business and Technology

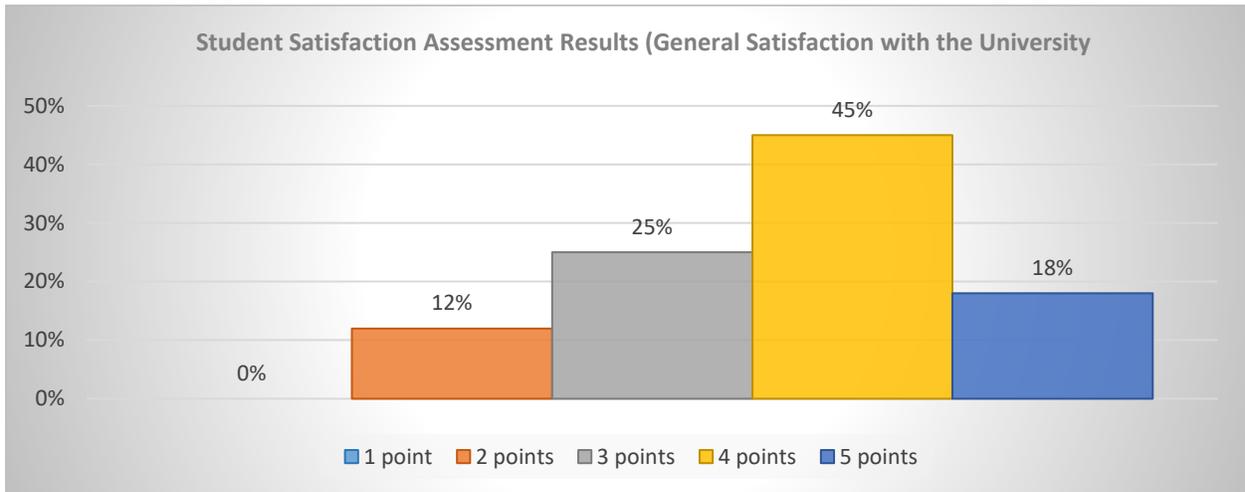
To the question *"How would you rate your general satisfaction with the university in total"*, the assessment of the students of the Faculty of Business and Technology according to the survey results is an average of 4.0 points out of the highest 5 points. The assessment results in more detail look as follows: 17% of the surveyed students rate their satisfaction with the university with the highest 5 points, 66% - with 4 points, and 17% - with 3 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with the university	0%	0%	17%	66%	17%	4.0 points

### Faculty of Medicine

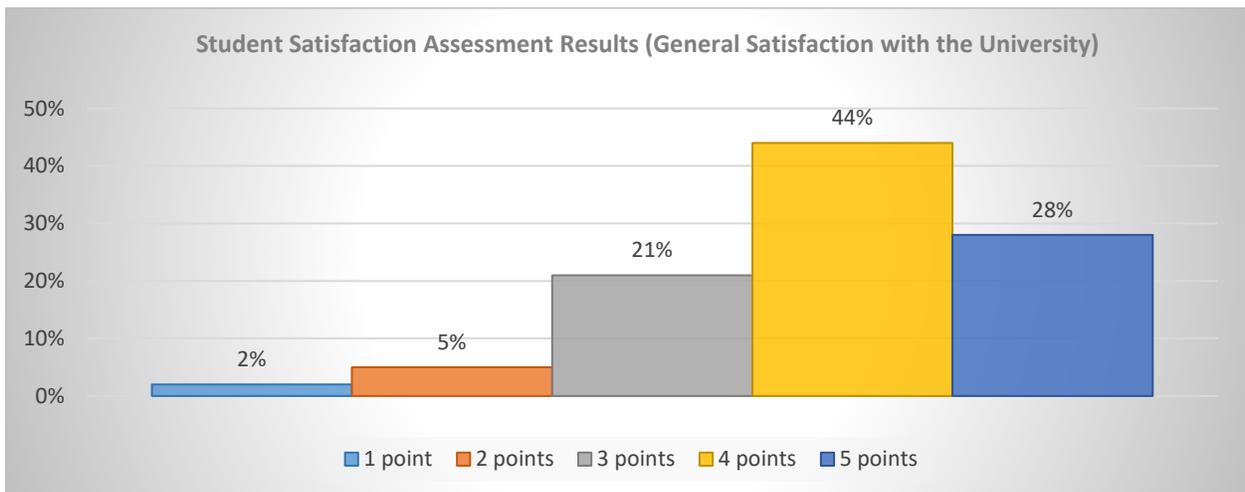
To the question *"How would you rate your general satisfaction with the university in total"*, the assessment of the students of the Faculty of Medicine according to the survey results is an average of 3.8 points out of the highest 5 points. The assessment results in more detail look as follows: 18% of the surveyed students rate their satisfaction with the university with the highest 5 points, 45% - with 4 points, 25% - with 3 points, and 12% - with 2 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with the university	0%	12%	25%	45%	18%	3.8 points

### Faculty of Dentistry

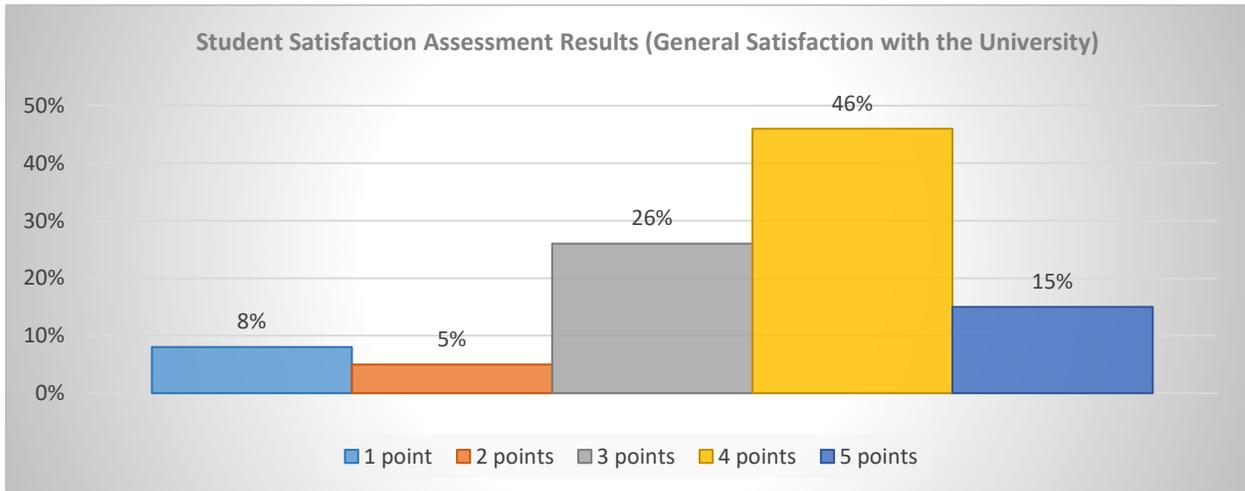
To the question "How would you rate your general satisfaction with the university in total", the assessment of the students of the Faculty of Medicine according to the survey results is an average of 3.9 points out of the highest 5 points. The assessment results in more detail look as follows: 25% of the surveyed students rate their satisfaction with the university with the highest 5 points, 44% - with 4 points, 21% - with 3 points, 5% - with 2 points, and 2% (1 respondent) - with 1 point:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with the university	2%	5%	21%	44%	28%	3.9 points

### Faculty of Veterinary Medicine

To the question "*How would you rate your general satisfaction with the university in total*", the assessment of the students of the Faculty of Veterinary Medicine according to the survey results is an average of 4.2 points out of the highest 5 points. The assessment results in more detail look as follows: 40% of the surveyed students rate their satisfaction with the university with the highest 5 points, 45% - with 4 points, 10% - with 3 points, 0% - with 2 points, and 5% (1 respondent) - with 1 point:



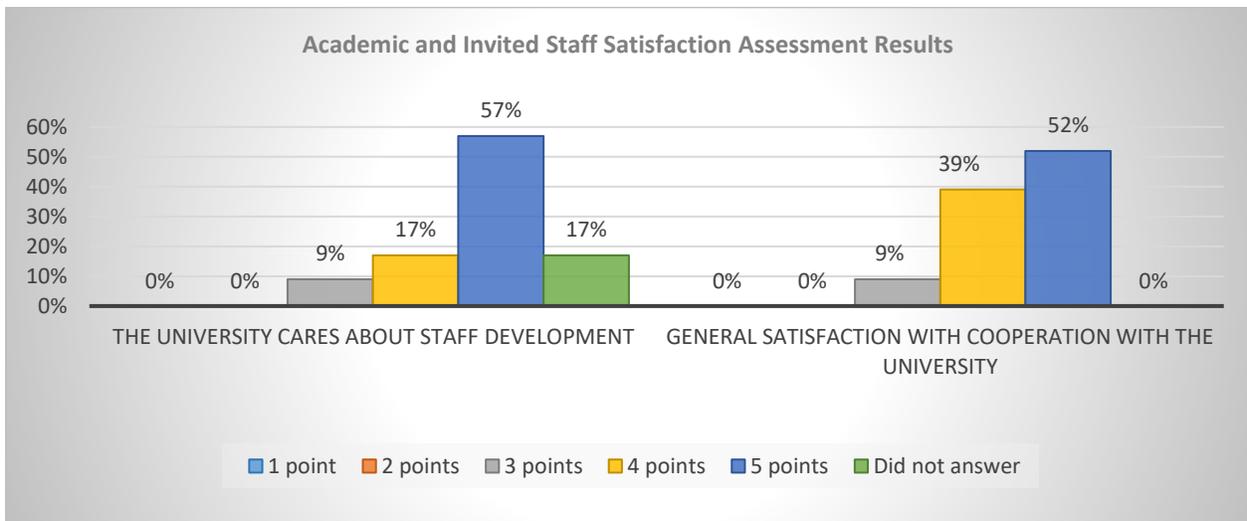
	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with the university	5%	0%	10%	45%	40%	4.2 points

The questionnaire developed for determining student satisfaction is structured in such a way that during the survey process, it is possible for respondents to record additional comments and explanations, opinions, and recommendations, in order to enable the university to properly analyze the results, draw appropriate conclusions, and respond to improve outcomes, which was utilized by some of the surveyed students in certain cases.

According to the results of the survey conducted in the 2023-2024 academic year to assess the satisfaction of program implementing personnel, it is evident that the surveyed personnel are satisfied with the support for personnel development and their collaboration with the university:

### Faculty of Law, Humanities, and Social Sciences

The assessment of the “Research and Development Support System at the University” by the program implementing personnel participating in the survey, according to the results of the survey, is on average 4.6 points out of the highest 5 points. The results of the assessment are as follows in more detail: 57% of the surveyed personnel assess the support provided by the university with the highest 5 points, 17% - with 4 points, 9% - with 3 points, and the remaining 17% of the respondents did not answer the question. To the question “How would you rate your overall satisfaction with cooperation with the university”, the respondents’ assessment is on average 4.4 points out of the highest 5 points. The results of the evaluation are as follows in more detail: 52% of the surveyed personnel rate their satisfaction with the university with 5 points, 39% of respondents - with 4 points, and 9% - with 3 points:

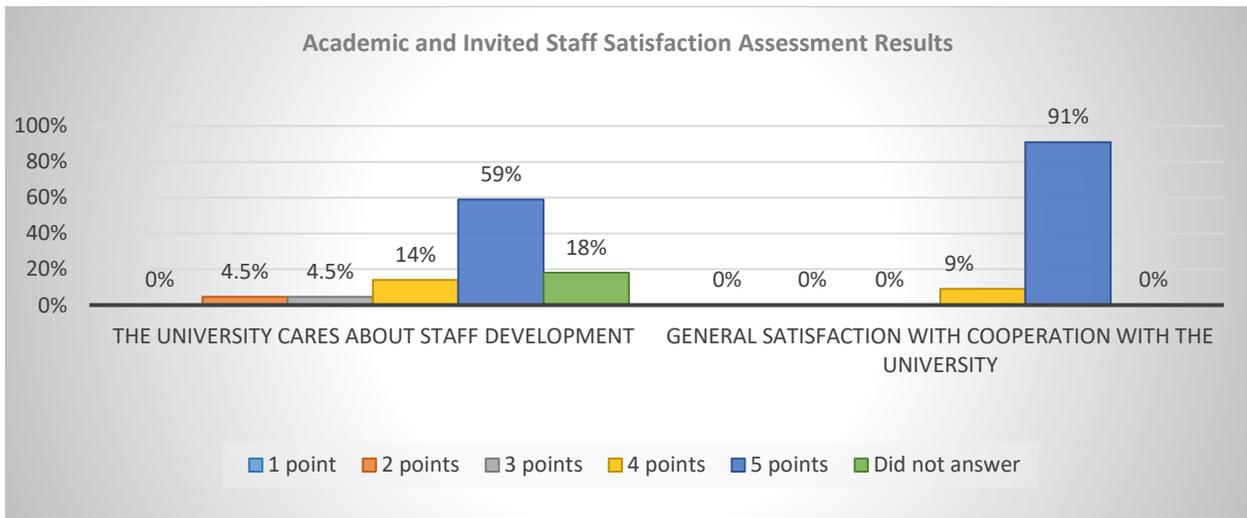


	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
The university cares about staff development	0%	0%	9%	17%	57%	17%	4.6 points

	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
Student satisfaction assessment results (general satisfaction with the university)	0%	0%	9%	39%	52%	0%	4.4 points

### Faculty of Business and Technology

The assessment of the “Research and Development Support System at the University” by the program implementing personnel participating in the survey process is on average 4.6 points out of the highest 5 points. The assessment results are as follows in more detail: 59% of the surveyed personnel assess the support provided by the university with the highest 5 points, 14% - with 4 points, 4.5% (1 respondent) - with 3 points, as well as 4.5% (1 respondent) - with 2 points, and the remaining 18% of the respondents did not answer the question. To the question “*How would you rate your overall satisfaction with cooperation with the university*”, the respondents’ assessment is on average 4.9 points out of the highest 5 points. The results of the evaluation are as follows in more detail: 91% of the surveyed personnel rate their satisfaction with the university with 5 points, while 9% of respondents rate it with 4 points:

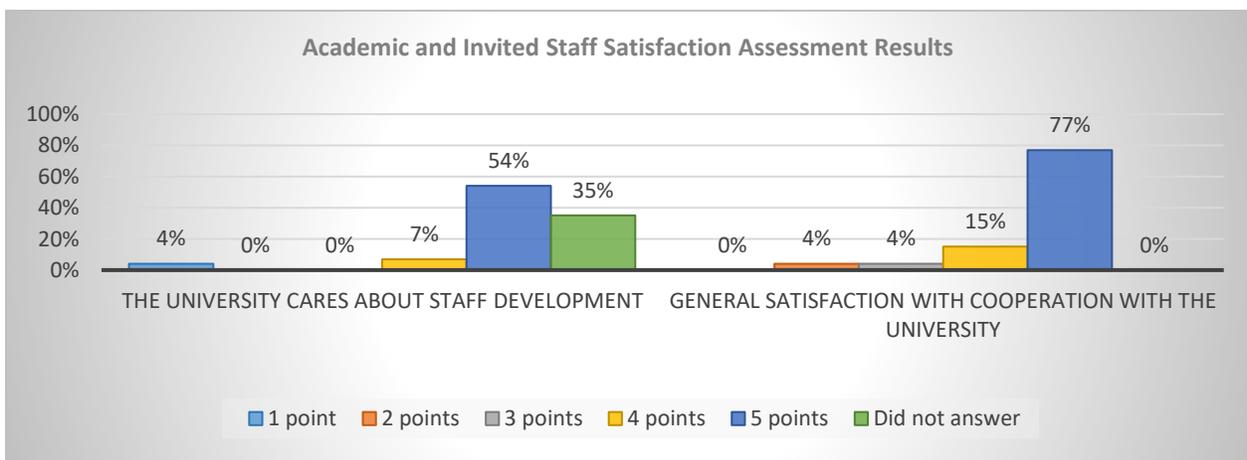


	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
The university cares about staff development	0%	4.5%	4.5%	14%	59%	18%	4.6 points

	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
Overall satisfaction with cooperation with the university	0%	0%	0%	9%	91%	0%	4.9 points

### Faculty of Medicine

The assessment of the "Research and Development Support System at the University" by the program implementing personnel participating in the survey, according to the results of the survey, is on average 4.7 points out of the highest 5 points. The results of the assessment are as follows in more detail: 54% of the surveyed personnel assess the support provided by the university with the highest 5 points, 7% - with 4 points, 4% (1 respondent) - with 1 point, and the remaining 35% of the respondents did not answer the question. To the question "How would you rate your overall satisfaction with cooperation with the university", the respondents' assessment is on average 4.7 points out of the highest 5 points. The results of the evaluation are as follows in more detail: 77% of the surveyed personnel rate their satisfaction with the university with the highest evaluation of 5, 15% of the respondents - with 4 points, 4% (1 respondent) - with 3 points, and also 4% (1 respondent) - with 2 points:

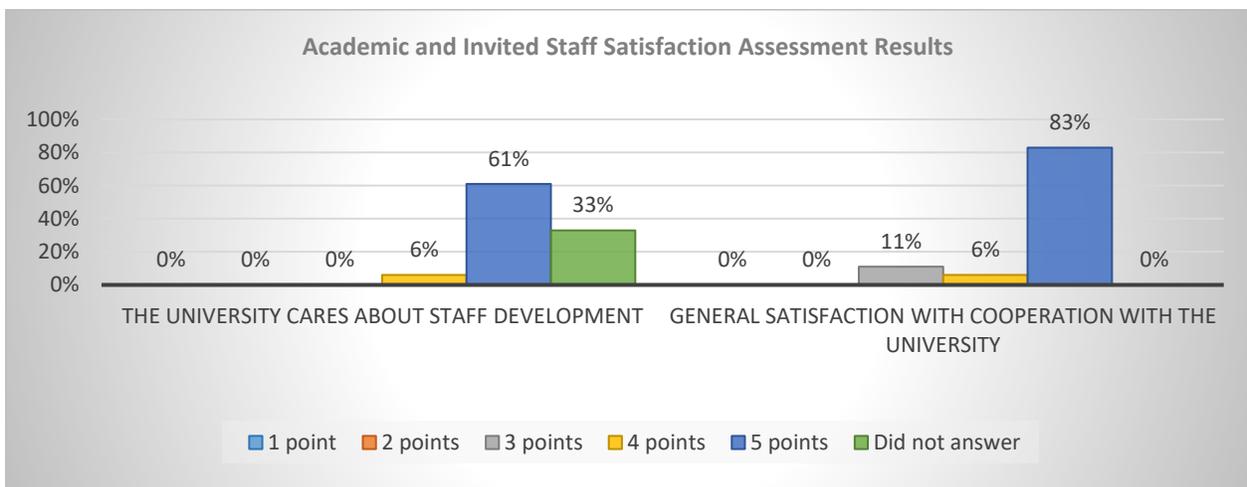


	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
The university cares about staff development	4%	0%	0%	7%	54%	35%	4.7points

	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
Overall satisfaction with cooperation with the university	0%	4%	4%	15%	77%	0%	4.7 points

### Faculty of Dentistry

The assessment of the "Research and Development Support System at the University" by the program implementing personnel participating in the survey, according to the results of the survey, is on average 4.9 points out of the highest 5 points. The results of the assessment are as follows in more detail: 61% of the surveyed personnel assess the support provided by the university with the highest 5 points, 6% - with 4 points, and the remaining 33% of the respondents did not answer the question. To the question "How would you rate your overall satisfaction with cooperation with the university", the respondents' assessment is on average 4.7 points out of the highest 5 points. The results of the evaluation are as follows in more detail: 83% of the surveyed personnel rate their satisfaction with the university with the highest evaluation of 5, 6% of the respondents - with 4 points, and 11% - with 3 points:

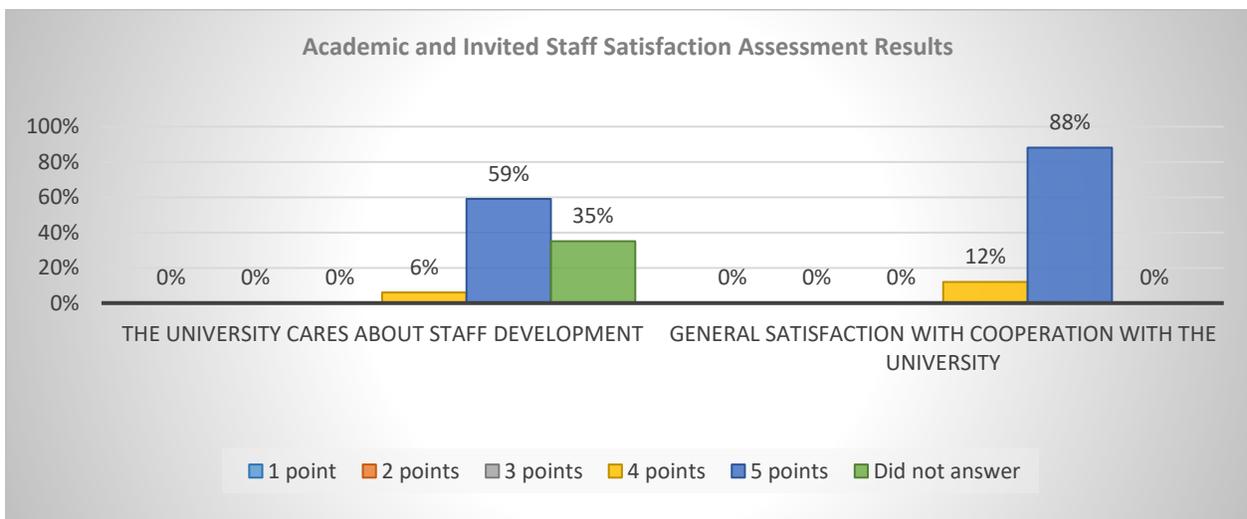


	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
The university cares about staff development	0%	0%	0%	6%	61%	33%	4.9 points

	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
Overall satisfaction with cooperation with the university	0%	0%	11%	6%	83%	0%	4.7 points

### Faculty of Veterinary Medicine

The assessment of the “Research and Development Support System at the University” by the program implementing personnel participating in the survey process is on average 4.9 points out of the highest 5 points. The results of the assessment are as follows in more detail: 59% of the surveyed personnel assess the support provided by the university with the highest 5 points, 6% - with 4 points, and the remaining 35% of the respondents did not answer the question. To the question “*Overall, how would you rate your general satisfaction with cooperation with the university*”, the respondents’ assessment is on average 4.9 points out of the highest 5 points. The results of the assessment are as follows in more detail: 88% of the surveyed personnel assess their satisfaction with the university with the highest 5 points, and 12% of the respondents - with 4 points:



	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
The university cares about staff development	0%	0%	0%	6%	59%	35%	4.9 points

	1 point	2 points	3 points	4 points	5 points	It's hard to answer the question	Average evaluation
Overall satisfaction with cooperation with the university	0%	0%	0%	12%	88%	0%	4.9 points

The questionnaire developed to determine staff satisfaction is designed in such a way that respondents have the opportunity to provide additional comments, explanations, opinions, and suggestions during the survey process. This ensures that the university can properly analyze the results, draw relevant conclusions, and take necessary actions to improve outcomes, which, in certain cases, has been utilized by some of the surveyed staff.

The survey results are significantly more diverse, detailed, and comprehensive, both in the case of student surveys and surveys of program-implementing staff. The analyzed assessment results are categorized by the Quality Assurance Service according to structural units and departments. Each structural unit and department, including Faculty Administration, the Library, the Human Resources Management Service, the Student and Alumni Services Center, the Procurement and Material-Technical Support Service, the Scientific-Research Support Center, the Training Center for Innovative Teaching Methods, the Examination Center, the International Relations Office, and others, receives an analysis of the survey results and key issues for in-depth study and response.

Structural units, in collaboration with all the interested parties, respond to the identified issues and take specific steps to improve the outcomes. Reports on the responses, including already implemented or planned activities, are submitted to the Quality Assurance Service for reporting and evaluation. These surveys are conducted annually at European University.

It is important to note that, as a result of the aforementioned surveys, several key issues were identified in the 2023-2024 academic year, which were shared with the relevant structural units and individuals by the Quality Assurance Service. In response, structural units have undertaken various significant activities. Informational meetings have been held with students and program-implementing staff to address important issues identified during the evaluation process. The hourly remuneration of

program-implementing staff has been increased. A new computer lab has been added based on the needs of educational programs. A laboratory equipped with the latest-generation Alienware-brand computers under a new conceptual design has been established. All classrooms have been equipped with smart boards as part of the modernization and upgrading of educational infrastructure. Educational programs and academic courses have been modified. Various training sessions and workshops have been organized and conducted for academic and invited staff involved in program implementation. An examination module has been piloted, and written exams have been conducted electronically, enabling faster access to evaluation results. The classroom activities of staff have been assessed. A staff member has been assigned to monitor clinical courses in affiliated clinics. The internet infrastructure in the library has been upgraded by replacing networking equipment and wiring computers with internet cables for improved technical resources. Faculties have organized important proposals, competitions, and activities to develop students' practical skills. Opportunities for extracurricular clinical practice abroad in Spain and Germany have been offered. Clinical internship opportunities at the Estonian University of Life Sciences in Tartu, Estonia, have been provided. Students have also been enabled to undertake clinical practice at Bezmialem Vakif University Hospital in Turkey, among other initiatives.

Reports on these activities have been shared with and positively evaluated by the Quality Assurance Service. For further details, refer to Appendix 9 - General Satisfaction Survey Results of Program-Implementing Staff and Students, Results Analysis, and Response Reports on Key Issues.

**3.3.3. Student Satisfaction Survey through Meetings with Students.** In the spring semester of the 2023-2024 academic year, the Quality Assurance Service conducted a general student satisfaction survey through direct meetings with students and discussions on specific issues. The series of meetings was primarily held in person, although in some cases, online sessions were conducted via the Google Meet platform. These meetings were organized with groups of students from each educational program, and all students interested in participating were invited.

During the meetings, students from each educational program were provided with information about their communication opportunities with the Quality Assurance Service. They were also briefly introduced to key issues regulated by internal legal acts that are important for students, and they were informed about the availability of these documents on the university's website. Additionally, they received explanations on the type of information contained in these documents, particularly regarding their rights and obligations within the university.

Another goal of the meetings was to gather students' general evaluations of educational programs, program-implementing staff, teaching and examination processes, material and technical resources, and infrastructure. These meetings also aimed to share information with students about the university's responses and the steps taken to address recommendations, comments, and feedback provided by

students in previous periods. Students had the opportunity to freely express their opinions on any issue and ask questions.

The results of these meetings were summarized and analyzed, highlighting both positive feedback and key concerns raised by students. The analysis was sent to faculty administrations and all relevant structural units that had been mentioned in connection with the identified issues. Faculties and structural units were requested to plan and implement response measures and to submit reports on their actions to the Quality Assurance Service for evaluation and review.

The Quality Assurance Service assessed the steps taken in response, which included various measures such as organizing informational meetings between structural units, students, and program-implementing staff to discuss key issues identified in the evaluation process, modifying educational programs and academic courses, organizing and conducting public lectures on topics of interest to students, and arranging a variety of sports, cultural, educational, and entertainment events for students. Additional literature, including both Georgian and English-language books, was acquired for the library to support students' academic and personal development. The university also upgraded its turnstile system, allowing students to enter the university's academic facilities using individual QR codes. Infrastructure improvements were made, such as equipping additional classrooms with smart boards, establishing a new computer lab, and creating a laboratory equipped with state-of-the-art computers.

The Quality Assurance Service provided students with detailed feedback regarding how faculties and structural units addressed their concerns. This initiative aimed to increase student motivation to actively participate in future surveys by demonstrating the tangible results of their feedback and the university's responses. For further details, see Appendix 10 – Summary Reports on Meetings with Students and Reports on Structural Units' Responses to Evaluation Results.

**3.3.4. Student Evaluation of Examination Processes.** As part of its activities, the Quality Assurance Service also organizes the assessment of examination processes by students. To achieve this, student surveys are conducted after the completion of both midterm and final exams. During the survey process, students evaluate various aspects of exam organization, including the alignment of exam questions with the syllabus content and the tasks defined by the syllabus, the provision of necessary instructions during exams, and the organization and professionalism of exam proctors. This allows the Quality Assurance Service to assess the overall execution and organization of exam processes, gauge student satisfaction, identify areas for potential improvement, and implement necessary enhancements.

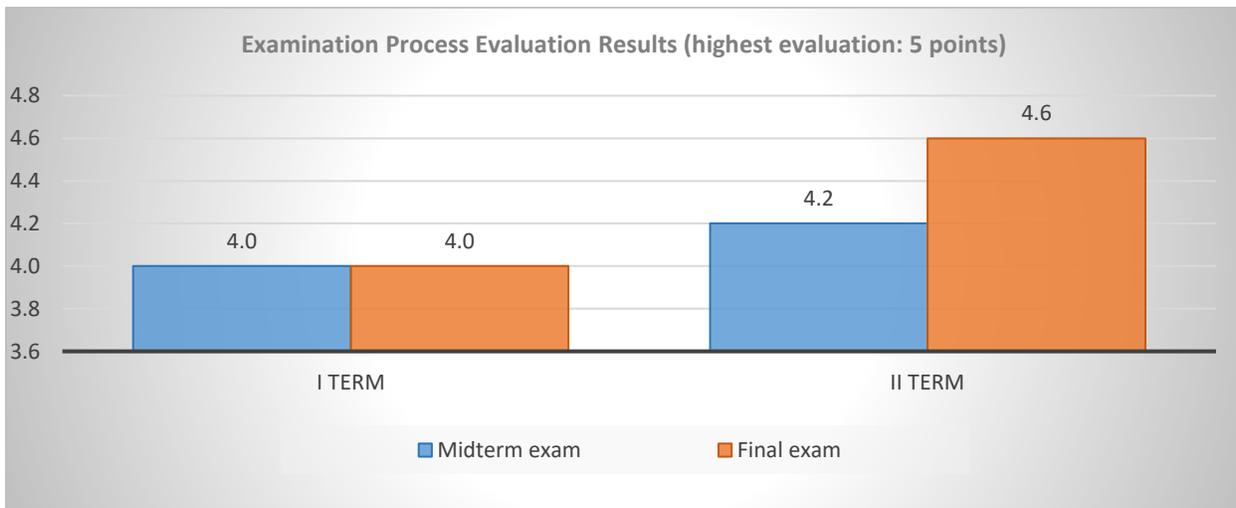
To facilitate the survey process, the Quality Assurance Service utilizes the European University's electronic information system (<https://eunisis.eun.edu.ge/>) and the online survey platform (<https://www.surveymonkey.com/>).

In the 2023-2024 academic year, students from all five faculties evaluated the organization and execution of both midterm and final exams. Specifically, for the faculties of Medicine and Dentistry, the objective structured practical exams (OSPE) and objective structured clinical exams (OSCE) were also assessed in terms of their organization and implementation. In the case of OSPE and OSCE exams, the evaluation was conducted not only by students but also by examiners.

Overall, students provided positive feedback on the organization and execution of the examination process. In response to the question, *“Overall, were the exams well-organized?”*, the majority of surveyed students responded positively. The average evaluation given by students from all five faculties for both midterm and final exams was 3.9 out of a maximum of 5 (combined average for both semesters). The distribution of assessment results by faculty is as follows:

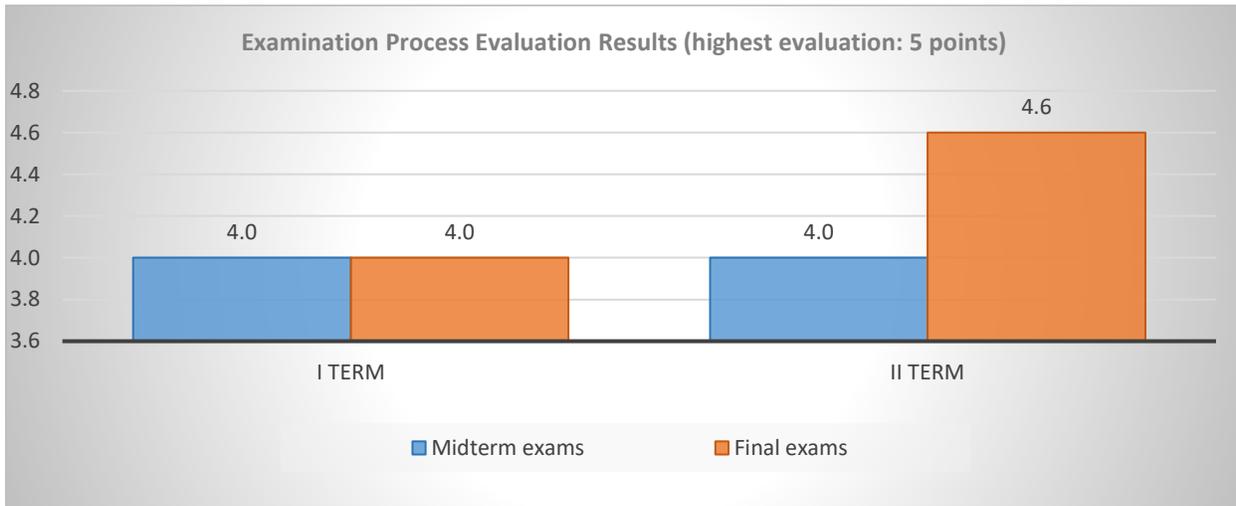
### Faculty of Law, Humanities, and Social Sciences

The general satisfaction with the organization of the examination processes of students of the Faculty of Law, Humanities, and Social Sciences was assessed with an average of 4.1 points out of 5 points (average evaluation of both semesters) in the case of midterm exams, and with an average of 4.3 points (average evaluation of both semesters) in the case of final exams. The results of the assessment are distributed according to the midterm and final exams and semesters in the Faculty of Law, Humanities, and Social Sciences as follows:



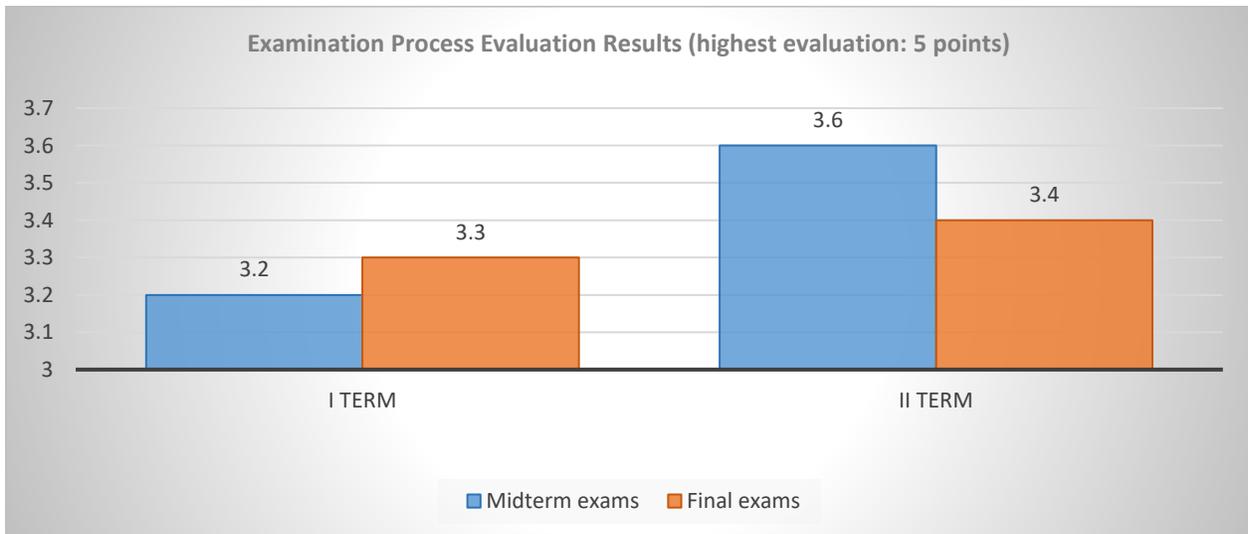
### Faculty of Business and Technologies

The overall satisfaction of students with the organization of the examination processes of the Faculty of Business and Technologies was assessed with an average of 4.0 points out of 5 (average evaluation of both semesters) in the case of midterm exams, and with an average of 4.3 points (average evaluation of both semesters) in the case of final exams. The results of the assessment are distributed according to midterm and final exams and semesters in the Faculty of Business and Technologies as follows:

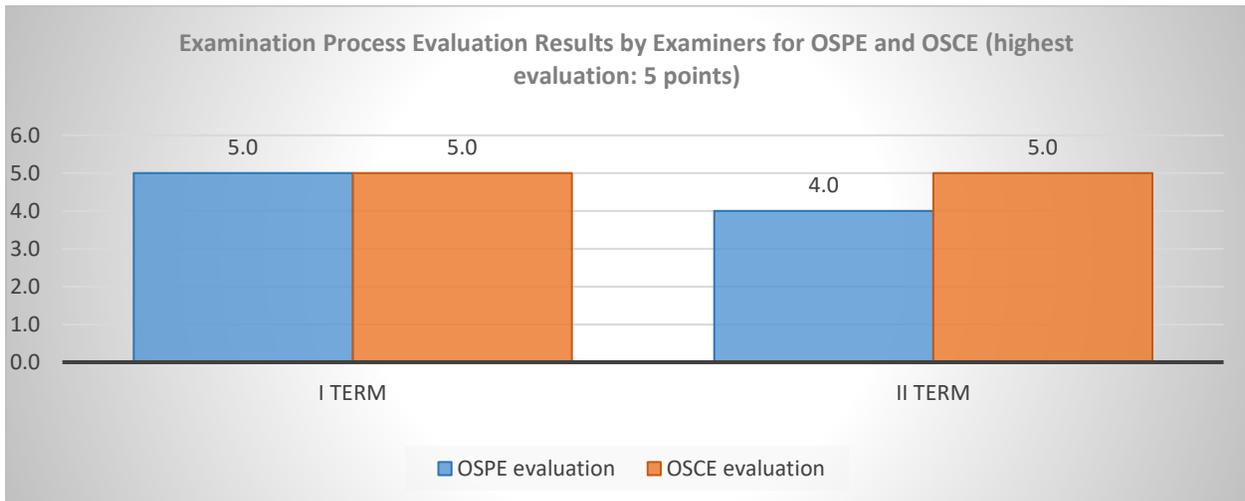
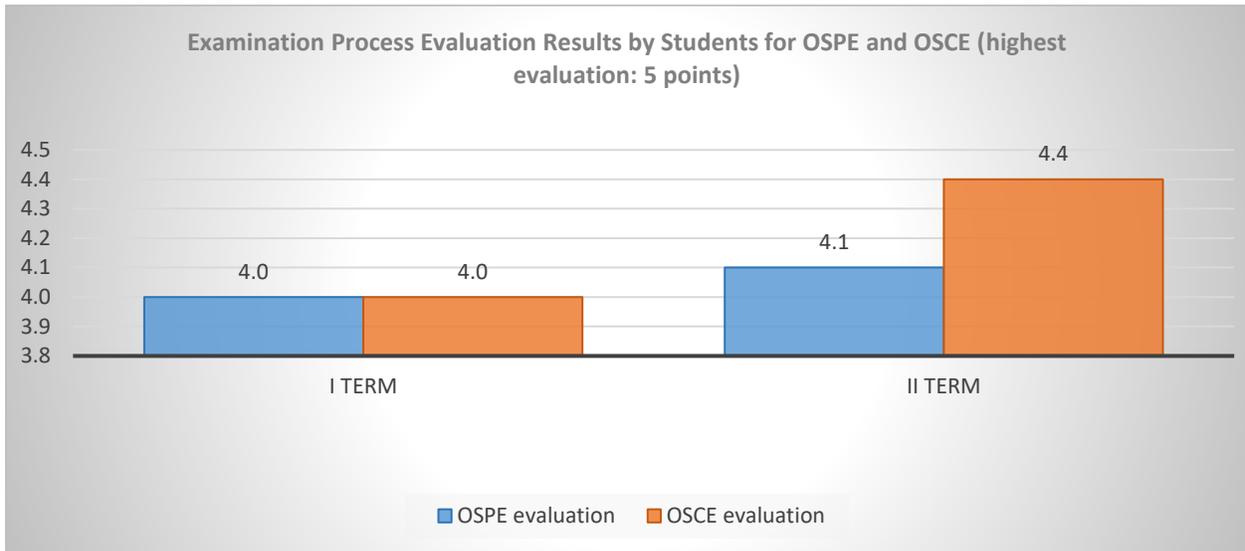


### Faculty of Medicine

The overall satisfaction of medical faculty students with the organization of examination processes was assessed with an average evaluation of 3.4 out of 5 for midterm exams (average evaluation across both semesters) and 3.4 out of 5 for final exams (average evaluation across both semesters). The distribution of assessment results for midterm and final exams across different semesters in the medical faculty is as follows:

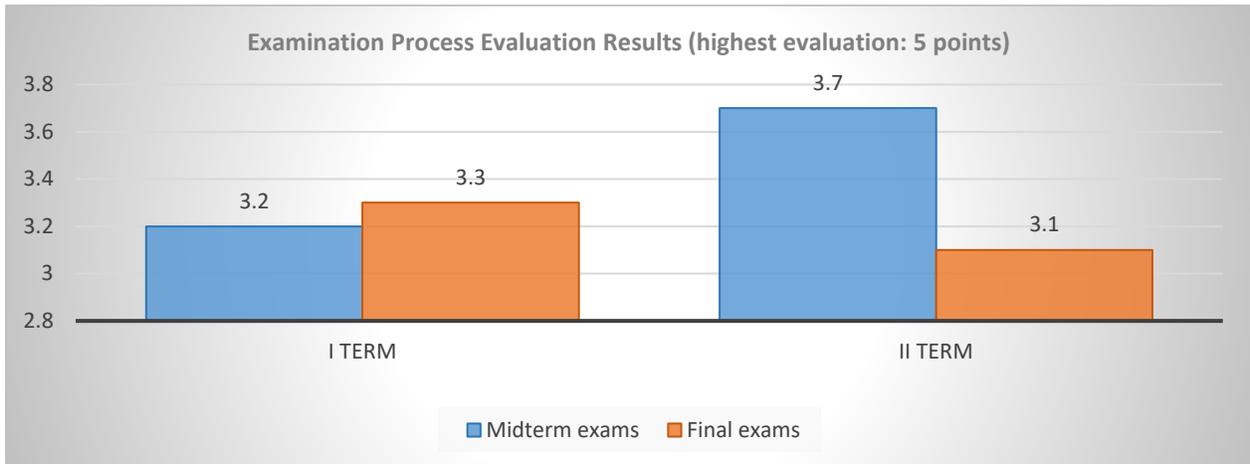


In the case of the Faculty of Medicine, as previously mentioned, the examination processes—specifically the organization and execution of OSPE and OSCE exams—were evaluated by both students and examiners. The assessment results were positive and are as follows:

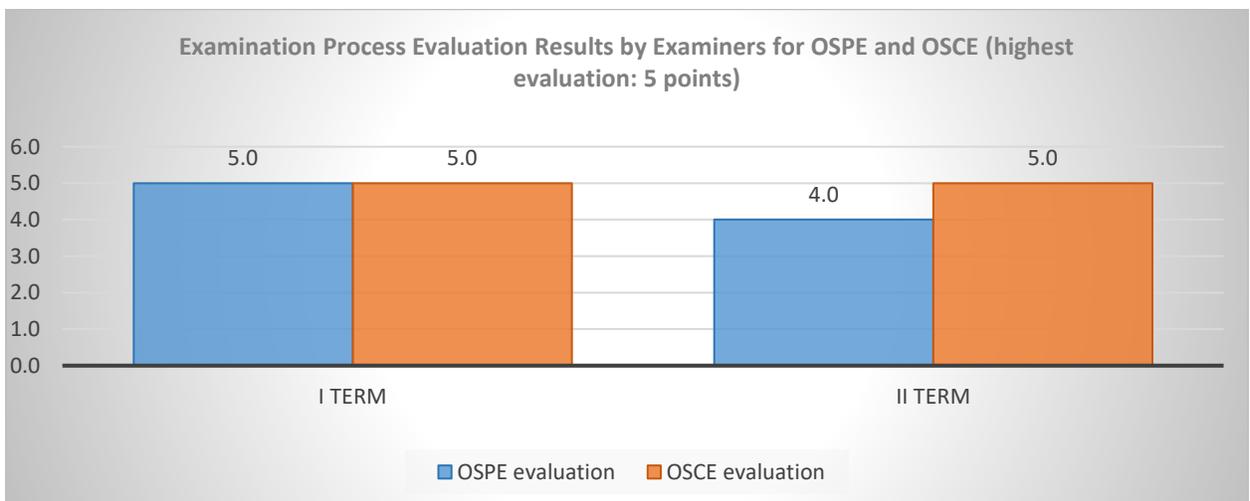
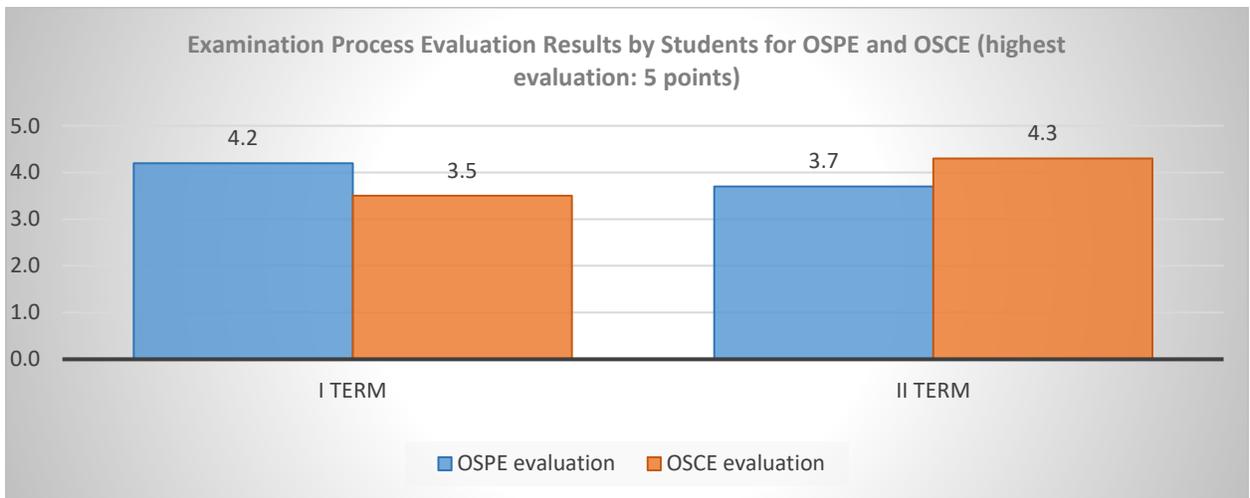


### Faculty of Dentistry

The overall satisfaction of dentistry faculty students with the organization of examination processes was assessed with an average evaluation of 3.5 out of 5 for midterm exams (average evaluation across both semesters) and 3.2 out of 5 for final exams (average evaluation across both semesters). The distribution of assessment results for midterm and final exams across different semesters in the dentistry faculty is as follows:

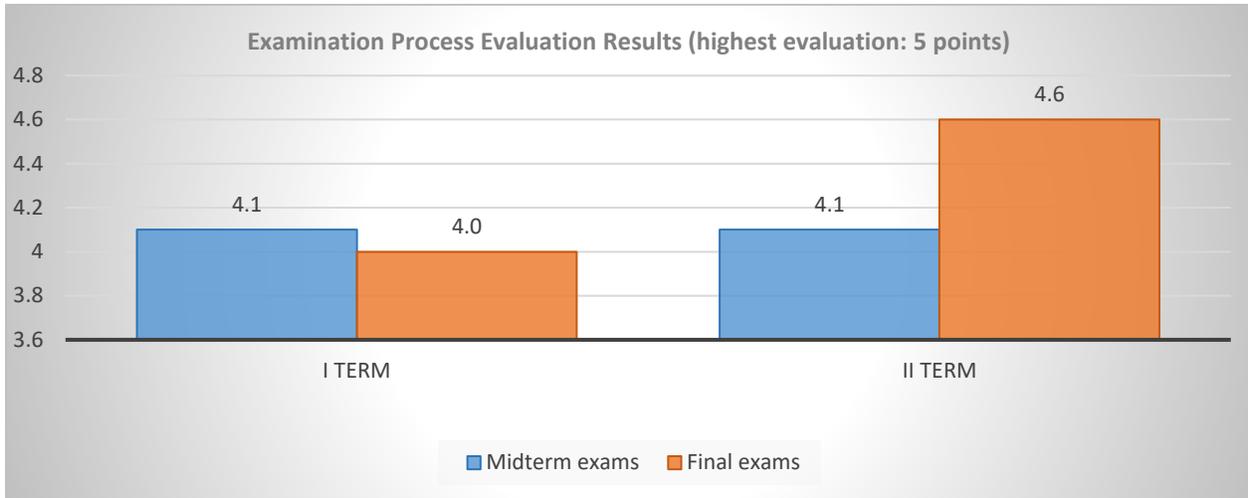


In the case of the Faculty of Dentistry, as previously mentioned, the examination processes—particularly the organization and execution of OSPE and OSCE exams—were evaluated by both students and examiners. The assessment results were positive and are as follows:



### Faculty of Veterinary Medicine

The overall satisfaction of veterinary medicine faculty students with the organization of examination processes was assessed with an average evaluation of 4.1 out of 5 for midterm exams (average evaluation across both semesters) and 4.3 out of 5 for final exams (average evaluation across both semesters). The distribution of assessment results for midterm and final exams across different semesters in the veterinary medicine faculty is as follows:



**Note:** The overall satisfaction with the organization of the examination processes of students of the Faculty of Veterinary Medicine was assessed with an average of 4.1 points out of 5 (average evaluation of both semesters) in the case of midterm exams, and with an average of 4.3 points (average evaluation of both semesters) in the case of final exams. The results of the assessment are distributed according to the midterm and final exams and semesters at the Faculty of Veterinary Medicine as follows.

The analysis of the obtained results, along with the key issues identified, is sent to the Examination Center, the Faculty, and, in the case of OSCE exams, the Simulation Center for further action. To improve student satisfaction and enhance the outcomes, the Examination Center, faculty members, and Simulation Center staff submit reports to the Quality Assurance Service regarding the steps taken and planned activities, enabling monitoring and evaluation of the measures implemented.

As a result of the survey conducted to assess the organization and execution of midterm and final exams for the 2023-2024 academic year, certain key issues were identified in some cases. Significant steps have been taken to address these concerns throughout the academic year by the Examination Center, the Faculty, and the Simulation Center. Additionally, continuous work is being carried out by all relevant structural units to further improve the results. Reports on the already implemented responses and planned activities have been submitted to the Quality Assurance Service by the Dean of the Faculty, the Head of the Examination Center, and the Head of the Simulation Center for evaluation. It is also worth noting that, in some cases, no significant issues requiring response were identified (for further

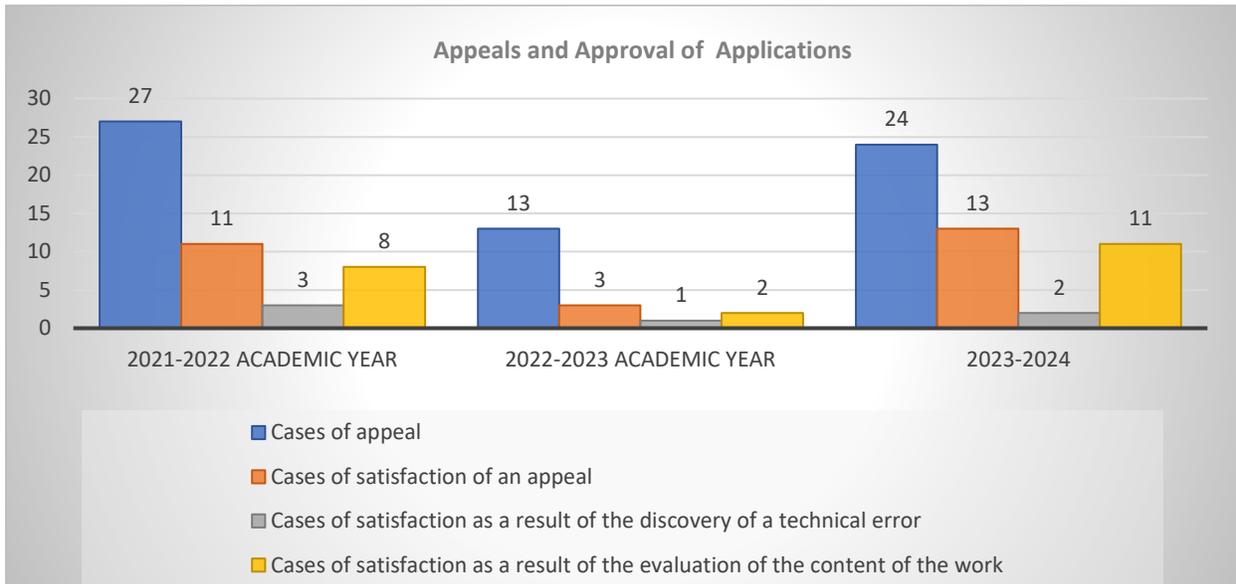
details, see Appendix 13 – Evaluation Results of the Examination Processes, Analysis of the Results, and Reports on Responses to the Evaluations).

After the completion of midterm and final exams, the Quality Assurance Service requests a report from the Examination Center regarding cases of student disqualification from exams, reasons for disqualification, student appeals related to examination results, decisions on appeals (whether approved or rejected), and the justification for these decisions. The Examination Center submits supporting documents, including official protocols detailing the review and outcomes of student appeals. This report allows the Quality Assurance Service to regulate the processes and assess the extent to which student interests are taken into consideration.

For the 2023-2024 academic year, according to reports submitted by the Examination Center, there were several documented cases of student disqualification from exams for justified reasons, as well as instances where students submitted appeals regarding their examination results. Some of these appeals were approved based on valid justifications, while others were denied.

According to the reports provided by the Head of the Examination Center, the number of appeals and their respective outcomes for the academic years 2021-2022, 2022-2023, and 2023-2024 were as follows:

- In the 2021-2022 academic year, a total of 27 appeals were submitted regarding midterm, final, and additional exams. The Appeals Commission approved 11 cases, including 3 cases where technical errors in grading were identified and 8 cases where the appeal was approved after a substantive review of the student's work.
- In the 2022-2023 academic year, a total of 12 appeals were submitted. The Appeals Commission approved 2 cases, including 1 case involving a technical grading error and 1 case where the appeal was approved after a substantive review of the student's work.
- In the 2023-2024 academic year, a total of 24 appeals were submitted. The Appeals Commission approved 13 cases, including 2 cases involving technical grading errors and 11 cases where the appeal was approved after a substantive review of the student's work:



**Notes:** According to the report of the Head of the Examination Center and the protocols submitted by the commission, the cases of non-satisfaction of the appeal request are related to the following circumstance: the assessments were checked by the commission, however, the commission did not consider it appropriate to satisfy the appeal and increase the assessment, since the work did not provide a basis for increasing the assessment.

The above-mentioned data confirm the knowledge and use of the mechanisms available at the university regarding appeals by students, and the data also confirm the objective response to appeal cases. The trend of decreasing appeal cases is also noted. Thus, no noteworthy issues were identified as a result of the above-mentioned assessments in the 2023-2024 academic year, and accordingly, there was no need to request any type of response from the Quality Assurance Service (see Appendix 14 - Examination Center Reports on Cases of Removal of Papers from Assessment and Appeals).

### 3.3.5. Student evaluation of the practice component

The evaluation of the practice component is carried out by students after the completion of the practice component. The evaluation of the practice component by the student serves to investigate the student's satisfaction with the knowledge and skills acquired within the practice component and also to assess the achievement of the learning outcomes defined by the educational program's practice component. As a result of the research, the student evaluates the organizational issues provided by the university and the practice site, the supervision of the practice by the practice supervisor, the supervision of the practice process by the mentor, the receipt of necessary instructions from the mentor, the mentor's assistance in ensuring the acquisition of knowledge and skills within the practice, the knowledge and skills related to the main field of study acquired by the student within the practice, and the mentor's assurance of the implementation of the activities and contact hours defined by the syllabus. As a result

of the research, the student also identifies and evaluates the reasons that hinder the development of the knowledge and skills defined by the practice syllabus, if any.

In the case of educational programs for certified doctors and dentistry, the evaluation of the practice site (clinic) and clinical academic courses is carried out by students after the completion of the clinical academic courses. The evaluation of the clinic and clinical academic courses by the student serves to investigate the student's satisfaction with the knowledge and skills acquired within the clinical academic courses and also to assess the achievement of the learning outcomes defined by the educational program's clinical academic courses. As a result of the research, the student evaluates the organizational issues provided by the practice site (clinic), the equipment necessary for the effective conduct of the educational process, the knowledge and skills related to the main field of study acquired by the student within the clinical academic courses, the student's assurance of demonstrating the knowledge and skills acquired within the clinical academic course under the supervision of the lecturer on a patient/mannequin, and the lecturer's assurance of the implementation of the time defined by the syllabus. As a result of the research, the student also identifies and evaluates the reasons that hinder the development of the knowledge and skills defined by the clinical academic courses syllabus, if any.

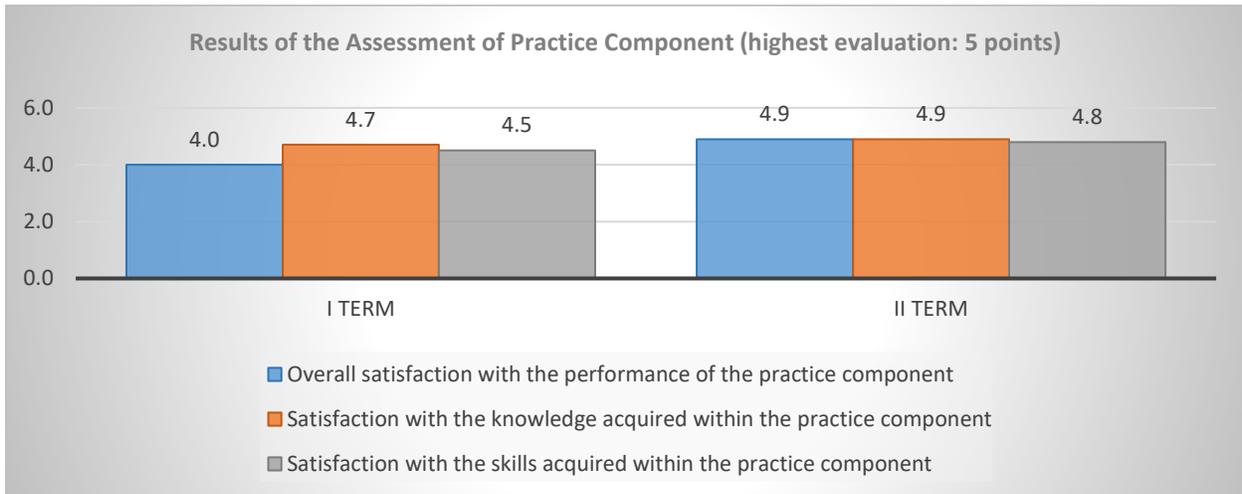
To ensure the above-mentioned survey processes, the Quality Assurance Service uses the electronic platform: SurveyMonkey.

In the 2023-2024 academic year, the evaluation of the practice component by students was carried out in both faculties, within the framework of the educational programs operating in the faculties of law, education, business and technology, and medicine.

#### **Faculty of Law, Humanities, and Social Sciences**

The results of the evaluation of the internship component and internship sites within the educational programs of the Faculty of Law, Humanities, and Social Sciences are unequivocally positive. In response to the question, *"Please assess how satisfied you are with the overall implementation of the internship component of the educational program,"* students participating in the survey rated their satisfaction at an average of 4.5 out of 5 across both semesters.

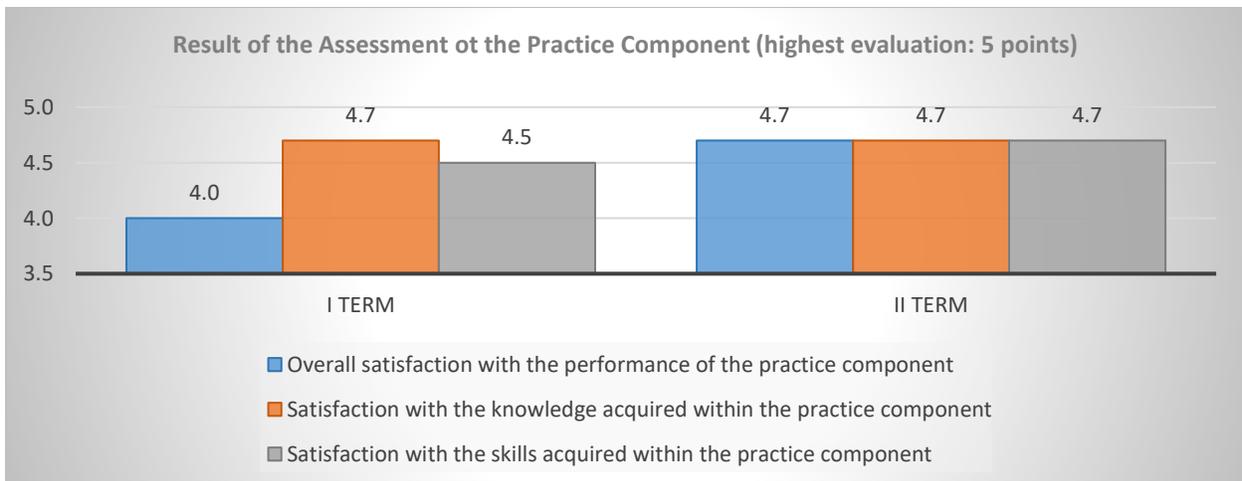
Similarly, positive evaluations were recorded regarding the following key aspects: *"Please assess the knowledge related to your major field of study (specialization) that you acquired through the completion of the internship component"* and *"Please assess the skills related to your major field of study (specialization) that you developed through the completion of the internship component."* The knowledge gained through the internship component was rated an average of 4.8 out of 5 across both semesters, while the skills developed through the internship component received an average rating of 4.7 out of 5:



### Faculty of Business and Technologies

The results of the evaluation of the internship component and internship sites within the educational programs of the Faculty of Business and Technology are also positive. In response to the question, *"Please assess how satisfied you are with the overall implementation of the internship component of the educational program,"* students participating in the survey rated their satisfaction at an average of 4.4 out of 5 across both semesters.

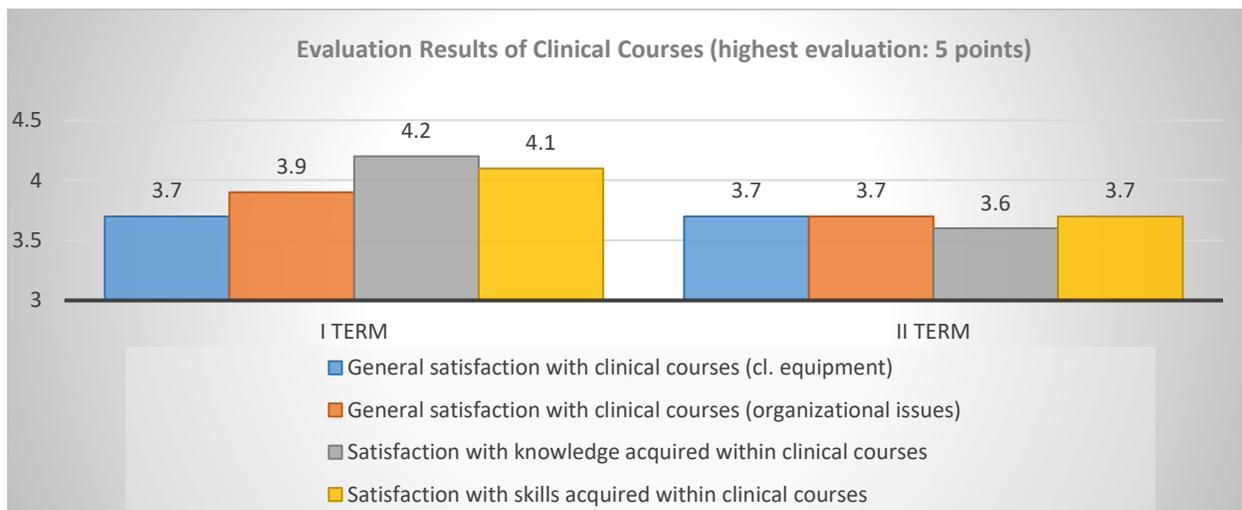
Similarly, positive evaluations were recorded regarding the following key aspects: *"Please assess the knowledge related to your major field of study (specialization) that you acquired through the completion of the internship component"* and *"Please assess the skills related to your major field of study (specialization) that you developed through the completion of the internship component."* The knowledge gained through the internship component was rated an average of 4.7 out of 5 across both semesters, while the skills developed through the internship component received an average rating of 4.6 out of 5:



## Faculty of Medicine

The results of the evaluation of clinical academic courses within the one-cycle educational programs of Medical Doctor at the Faculty of Medicine are also mostly positive. In response to the question, *"How satisfied are you with the equipment available in the clinics necessary for the effective conduct of the learning process (projectors, computers, training mannequins)?"* students participating in the survey rated their satisfaction at an average of 3.7 out of 5 across both semesters.

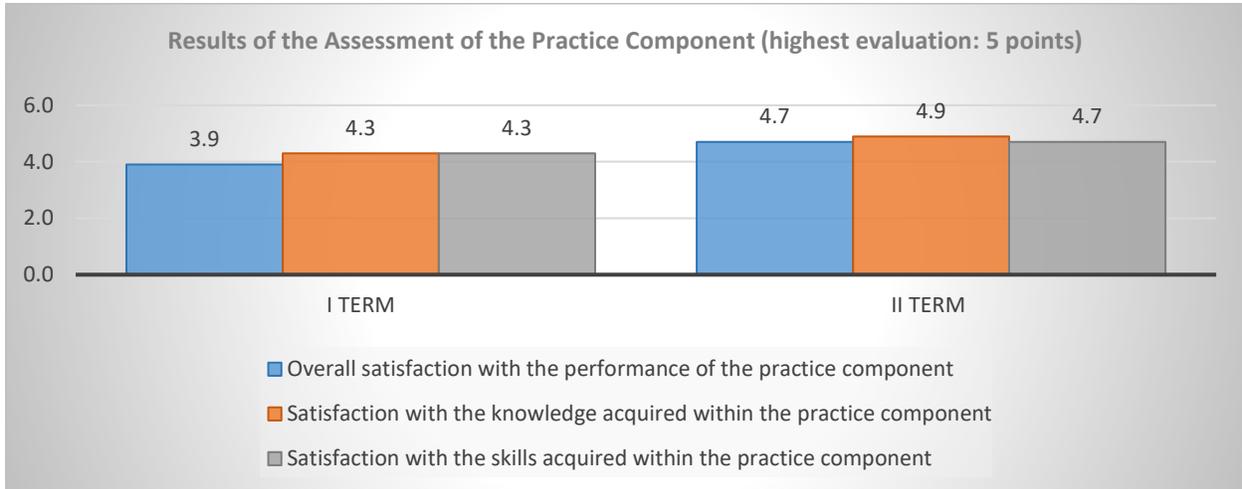
Regarding the implementation of clinical academic courses, the assessment of satisfaction with the organizational aspects managed by the clinics averaged 3.8 out of 5 across both semesters. Similarly, mostly positive evaluations were recorded regarding the following key aspects: *"Please assess the knowledge related to your major field of study (specialization) that you acquired through the clinical academic courses"* and *"Please assess the skills related to your major field of study (specialization) that you developed through the clinical academic courses."* The knowledge gained through clinical academic courses was rated an average of 3.9 out of 5 across both semesters, while the skills developed through these courses received the same average rating of 3.9 out of 5:



The results of the evaluation of the internship component and internship sites within the Bachelor's educational program in Psychology at the Faculty of Medicine are unequivocally positive. In response to the question, *"Please assess how satisfied you are with the overall implementation of the internship component of the educational program,"* students participating in the survey rated their satisfaction at an average of 4.3 out of 5 across both semesters.

Similarly, positive evaluations were recorded regarding the following key aspects: *"Please assess the knowledge related to your major field of study (specialization) that you acquired through the completion of the internship component"* and *"Please assess the skills related to your major field of study (specialization) that you developed through the completion of the internship component."* The knowledge gained through the internship component was rated an average of 4.6 out of 5 across both

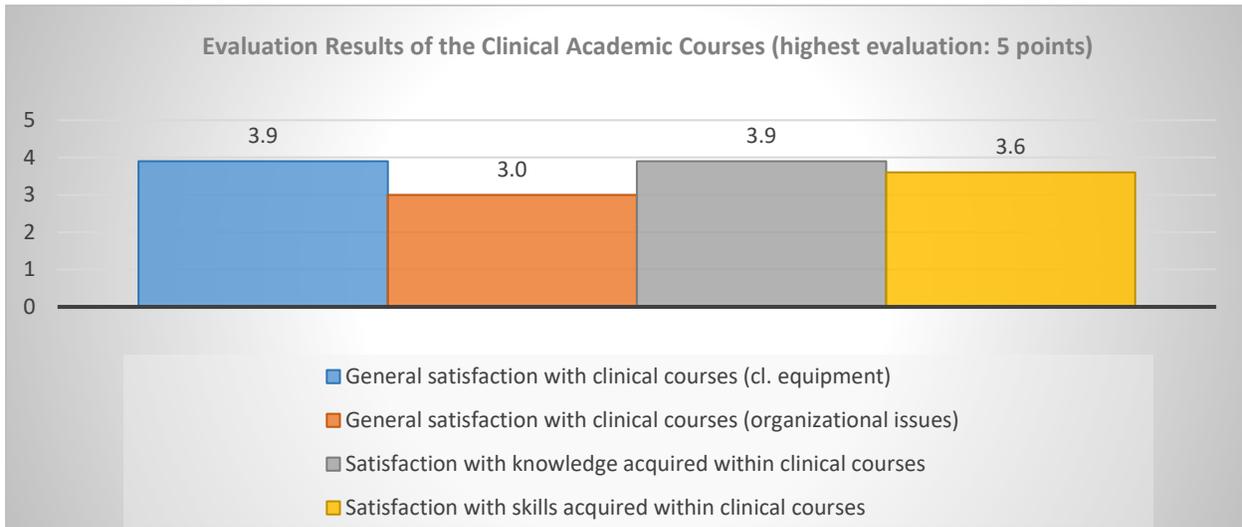
semesters, while the skills developed through the internship component received an average rating of 4.5 out of 5:



### Faculty of Dentistry

The results of the evaluation of clinical academic courses and clinics within the one-cycle educational programs in Dentistry are also mostly positive. In response to the question, *"How satisfied are you with the equipment available in the clinics necessary for the effective conduct of the learning process (projectors, computers, practice mannequins)?"* students participating in the survey rated their satisfaction at an average of 3.9 out of 5. Since the Faculty of Dentistry was separated from the Faculty of Medicine in the second semester of the 2023-2024 academic year, only the results from the second semester are presented.

Regarding the implementation of clinical academic courses, the assessment of satisfaction with the organizational aspects managed by the clinics averaged 3.0 out of 5. Similarly, mostly positive evaluations were recorded regarding the following key aspects: *"Please assess the knowledge related to your major field of study (specialization) that you acquired through the clinical academic courses"* and *"Please assess the skills related to your major field of study (specialization) that you developed through the clinical academic courses."* The knowledge gained through clinical academic courses was rated an average of 3.9 out of 5, while the skills developed through these courses received an average rating of 3.6 out of 5:



**Note:** The Faculty of Dentistry separated from the Faculty of Medicine in the second semester of the 2023-2024 academic year. Consequently, for this faculty, only the evaluation results of clinics and clinical academic courses from the second semester are presented.

### Faculty of Veterinary Medicine

Since only first- and second-year students were enrolled in the Integrated Master's Program in Veterinary Medicine during the 2023-2024 academic year, and the corresponding semesters (first, second, third, and fourth) did not include the implementation of the internship component according to the curriculum, the evaluation of the internship component and internship sites was not conducted for the Faculty of Veterinary Medicine in the 2023-2024 academic year.

Based on the evaluation results from the 2023-2024 academic year survey, certain noteworthy issues were identified. Consequently, an analysis of the evaluation results was conducted, and the identified issues were shared with the faculty administration. The Quality Assurance Service requested a response report to assess and monitor the reactions and feedback provided by the relevant parties regarding the identified issues. The faculty has submitted these response reports, which outline both the actions already taken and the planned future measures, along with corresponding observations (see Appendix 8 – Evaluation Results of the Internship Component, Analysis of Results, and Response Reports).

### 3.3.6. Evaluation of international academic mobility by students, program staff, and administrative staff.

The evaluation of student participation in the international academic mobility program is conducted after the students return from their mobility period. The purpose of the survey is to assess students' satisfaction with their participation in the international academic mobility program, specifically their satisfaction with the organizational support provided by both the sending and host universities, their primary interests in joining the program, the knowledge and experience gained, and other relevant

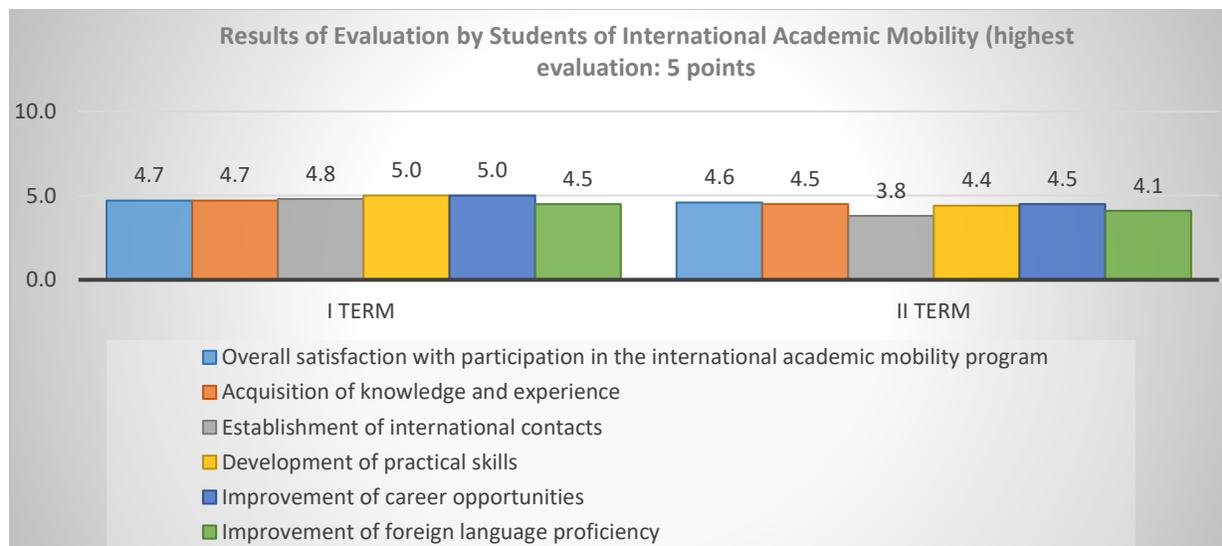
outcomes. The survey also serves as a platform for students to provide both positive and negative feedback regarding their experience with the sending and host higher education institutions.

Similarly, staff members participating in the international academic mobility program evaluate their experience upon returning. The survey aims to assess their satisfaction with the program, particularly with the organizational aspects managed by the sending and host universities, their primary interests in participation, the impact on their qualifications and professional experience, and the application of newly acquired knowledge in the teaching process. The survey also allows staff members to provide additional feedback, both positive and negative, regarding their experience with the institutions involved.

To ensure the implementation of these survey processes, the Quality Assurance Service uses an electronic platform: <https://www.surveymonkey.com/>.

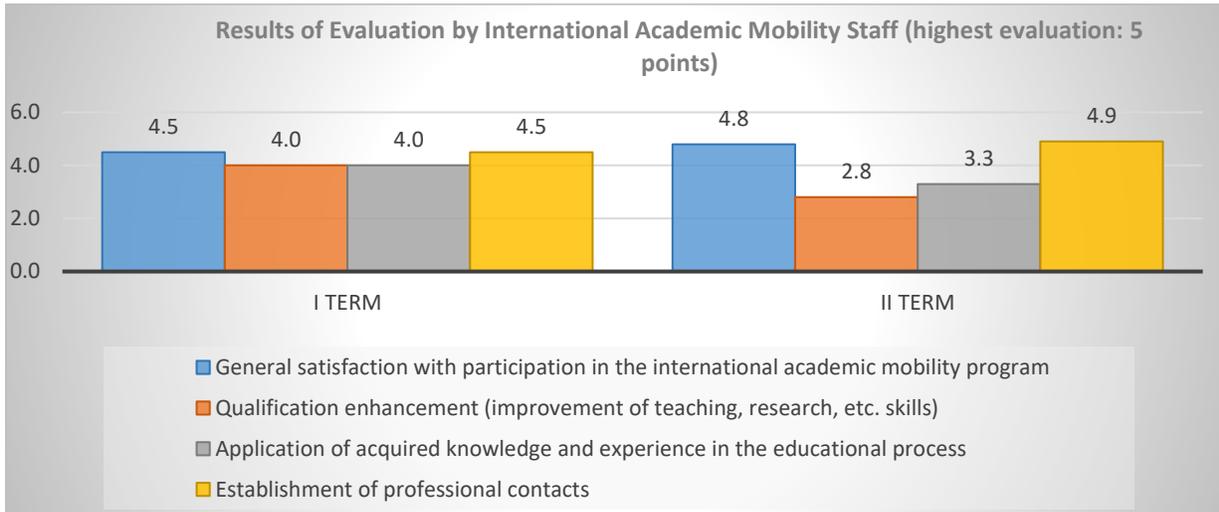
During the 2023-2024 academic year, students from all five faculties of European University participated in international academic mobility, and they were surveyed based on the above-mentioned criteria. The results were positive: in response to the question, *"How satisfied are you with your participation in the international academic mobility program?"* students rated their satisfaction at an average of 4.7 out of 5 across both semesters. Regarding the question, *"Please assess the knowledge and experience gained through your participation in the exchange program,"* students provided an average rating of 4.6 out of 5 across both semesters.

Additionally, other aspects of participation were positively evaluated, including the establishment of international contacts, the development of additional practical skills, improved career opportunities, and enhanced foreign language proficiency. These factors received an average rating of 4.3 or higher out of 5 across both semesters. The distribution of satisfaction results among students remained consistent between semesters:

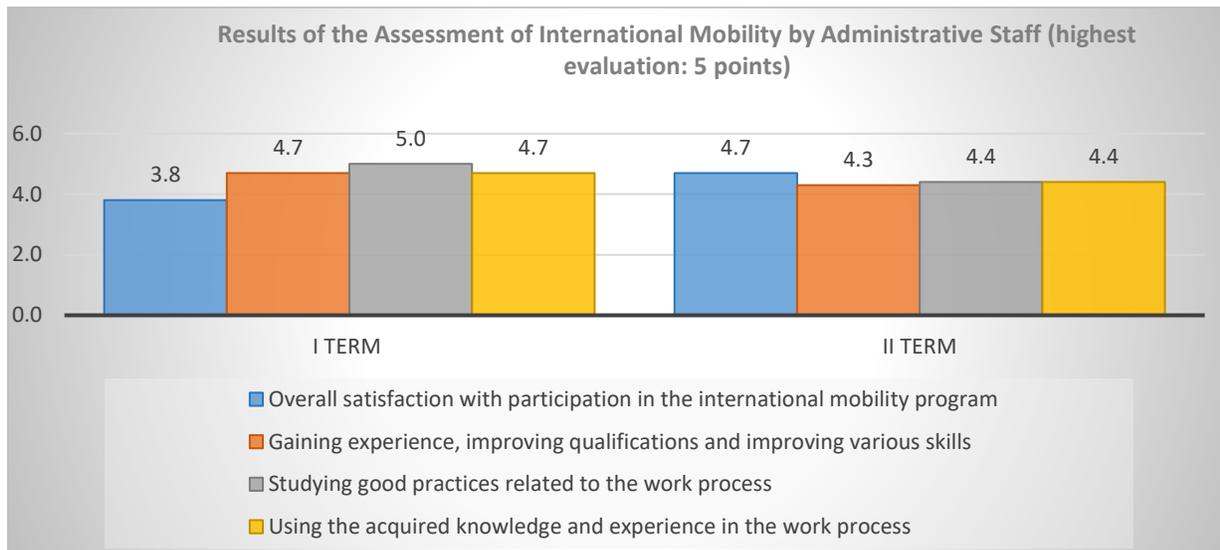


During the 2023-2024 academic year, the academic staff of European University’s educational programs also participated in international academic mobility. Their feedback was collected to assess the same key aspects as with students. The survey results were again positive: in response to the question, *“How satisfied are you with your participation in the international academic mobility program?”* the surveyed staff rated their satisfaction at an average of 4.7 out of 5 across both semesters.

Additionally, staff members positively evaluated the benefits of participation, such as professional development (including improvements in teaching, research, and other academic skills), the application of acquired knowledge and experience in the teaching process, and the establishment of professional contacts. These aspects received an average rating of 3.4 or higher out of 5 across both semesters. The distribution of satisfaction results among the participating staff remained consistent between semesters:



In the 2023-2024 academic year, the administrative staff of European University also benefited from international mobility. The survey results in this case are also positive: in response to the question *‘How satisfied are you with participation in the international academic mobility program?’*, the average rating from surveyed staff was 4.3 points out of a maximum of 5 points based on results from both semesters. The staff also positively evaluated outcomes gained through international academic mobility, such as gaining experience, improving qualifications and various skills, establishing professional contacts, learning good practices related to work processes, applying acquired knowledge and experience in the work process, etc. These aspects were rated by the administrative staff participating in international mobility with an average of 4.3 or more points out of a maximum of 5 points, according to the evaluation results from both semesters of the 2023-2024 academic year. The results of the satisfaction survey regarding international mobility among administrative staff are distributed as follows.



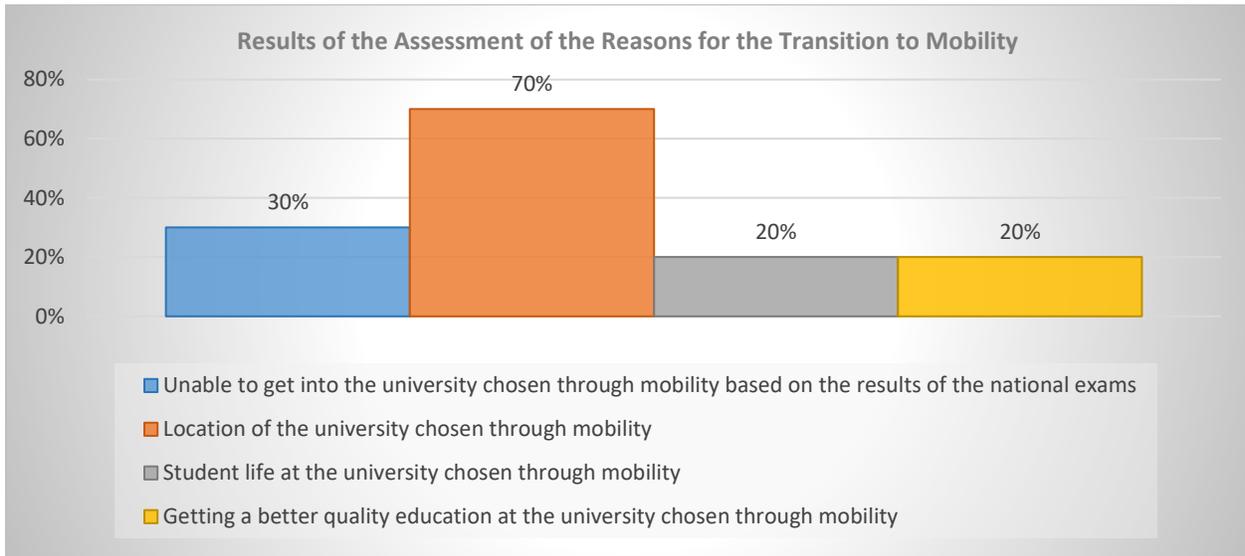
According to the results of surveys and evaluations conducted in the 2023-2024 academic year, in most cases, no significant issues of concern were reported by students, program implementers, or administrative staff, and consequently, there was no need for the Quality Assurance Service to request a response. In such cases, the evaluation results were sent to the relevant department for information. However, in several cases, certain issues of concern were identified based on analysis of the survey results. These evaluation results were sent to the International Relations Department for response. The Quality Assurance Service has received response reports describing actions taken to address the identified issues of concern, as well as planned future activities or responsive opinions (see Appendix 12 - International Academic Mobility Assessment Results and Analysis of Results).

**3.3.7. Survey of students transferred by mobility and students transferred to mobility.** "As part of quality assurance mechanisms, surveys of students who have transferred from European University and those who have transferred to European University are conducted during each mobility period, in order to investigate the reasons for students leaving European University for other universities and for transferring to European University. The university uses the electronic platform <https://www.surveymonkey.com/> to research the satisfaction of students participating in mobility. This survey was also conducted at European University during the 2023-2024 academic year. Ten students who transferred from European University to other higher education institutions participated in the survey process. Below is a summary of the reasons with high percentage indicators (more than 10%) for transferring from European University.

According to the survey results, students cited several issues as reasons for transferring to other higher education institutions: Based on the combined results of surveys from both semesters, the largest portion of respondents, 70%, cited the location of their chosen university as the reason for transferring to another higher education institution. 30% cited the fact that they were unable to get into their

university of choice during national examinations. 20% each cited opportunities for higher quality education and better student life as reasons for transferring to other higher education institutions.

It should be noted that the questionnaire allows respondents to select multiple reasons for transfer. The reasons for mobility transfers from European University are distributed among respondents as follows.

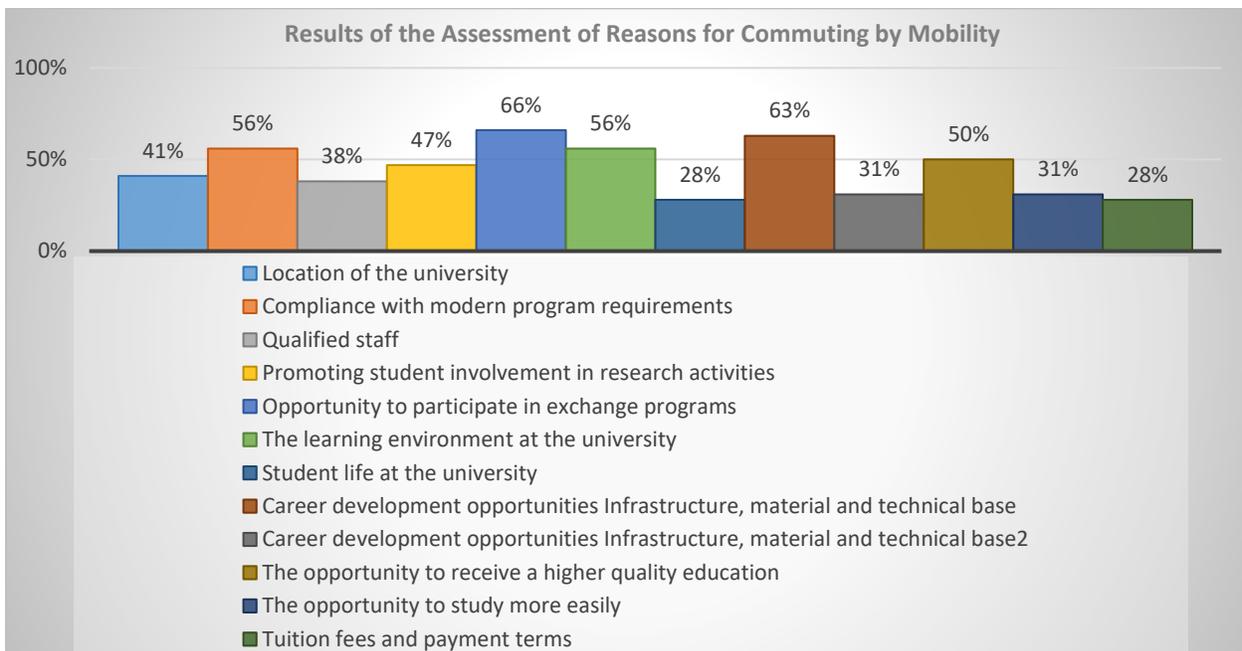


The questionnaire provided respondents with the opportunity to record additional comments and explanations, in order to identify additional issues of concern or further clarification on issues already mentioned. The survey results highlight several important aspects that students participating in mobility name as strengths of European University: compliance of educational programs with modern requirements (program content, teaching-learning and assessment methods, educational literature, etc.), the learning environment at the university (communication with staff, student-oriented learning environment, etc.), qualified personnel implementing educational programs, opportunities to participate in exchange programs, university infrastructure, material and technical resources, student life at the university, tuition fees and payment conditions, as well as opportunities for career development and student involvement in research projects, and the university's location. Additionally, the survey and evaluations revealed several issues of concern, specifically the reasons for transfer cited by students participating in the survey process. However, it's noteworthy that certain reasons for transfer noted by respondents are simultaneously identified by some respondents as strengths of the university. It's important to emphasize that the aforementioned strengths, as already noted, are cited by students who transferred through mobility, which gives special significance and value to these assessments. It should also be noted that the survey results were shared with the faculty, and the faculty's responses and positions regarding the mentioned issues are presented.

32 students who transferred to European University from other higher education institutions participated in the survey process of students who transferred to European University through

mobility. Below is a summary of reasons with high percentage indicators (more than 25%) for transferring to the university. The survey of transfer students reveals that their move to European University was motivated by several reasons: compliance of the university's educational programs with modern requirements (program content, teaching-learning and assessment methods, educational literature, etc.), implementation of European University's educational programs by qualified personnel, the learning environment at the university (communication with staff, student-oriented learning environment, etc.), more opportunities to participate in exchange programs, career development opportunities, European University's infrastructure and material-technical base, opportunities to receive higher quality education at European University, support for student involvement in research activities, student life at European University, opportunities for easier learning at the university, the university's location, and favorable conditions for tuition payment.

It should be noted that the questionnaire allows respondents to select multiple reasons for transfer. The reasons for mobility transfers to European University are distributed among respondents as follows:



The survey also identified certain issues of concern, such as citing easier learning as a reason for transferring to European University. However, it's important to note that a large portion (50%) of those transferring to European University cite the opportunity to receive higher quality education as their reason for transfer. Additionally, a large portion (56%) cite the greater compliance of European University's educational programs with modern requirements as their reason for transfer, and a fairly large portion of respondents (38%) cite the implementation of educational programs by qualified personnel as their reason for transferring to European University.

Therefore, the evaluations carried out by students who transferred from European University through mobility and those who transferred to it are mainly positive. However, naturally, the Quality Assurance Service analyzed the received evaluation results and sent certain issues of concern identified through the analysis to the relevant structural units for review and response. The structural units have shared information about implemented responses or planned responsive activities/responsive opinions with the Quality Assurance Service through appropriate reports for reporting and evaluation purposes (for details, see Appendix 11 - Survey Results of Students Participating in Mobility, Analysis of Results, and Response Reports).

## **Chapter 4. Research**

The evaluation of research activities is another direction of internal quality assurance mechanisms and involves the assessment and analysis of the academic staff's scientific productivity.

### **4.1. Assessment of the productivity of academic staff's scientific and research activities**

For the purpose of evaluating research activities, the Quality Assurance Service cooperates with the Center for the Promotion of Scientific and Research Activities. The Center requests an annual report on scientific and research activities from the academic staff of the university. Within the framework of the personnel evaluation rule, possible scientific and research activities of academic staff are predetermined and an assessment is intended for each activity. The scientific and research activity report is filled out by academic staff annually and submitted to the Center for the Promotion of Scientific and Research Activities, together with evidence of the implementation of activities. Reports on scientific and research activities carried out by academic staff and confirmed by the Center for the Promotion of Scientific and Research Activities are provided to the Quality Assurance Service. The Center for the Promotion of Scientific and Research Activities, together with the Quality Assurance Service, analyzes the results and identifies the needs of academic personnel, as well as plans and organizes future activities to promote the scientific and research activities of academic personnel.

The above-mentioned rule determines the minimum requirements (minimum amount of points) for each academic position. In case of meeting the established minimum requirements and satisfaction, the affiliated personnel of the university receives remuneration in the amount established by the rule, which is considered financial support for their scientific and research activities by the university. The evaluation of the scientific and research activities of academic staff was carried out at the European University in accordance with the above procedure at the end of the 2023-2024 academic year (for details on the evaluations carried out, the results obtained, and the activities carried out by the Center to promote scientific and research activities, see Section 3.2.1 of this report - Evaluation of Academic Staff According to the Scientific and Research Activities Carried Out).

#### 4.2. Evaluation of personnel's scientific and research productivity through participation in grant competitions

In order to determine the needs for supporting scientific research activities and assess the scientific research productivity of the university's academic staff, the Quality Assurance Service will request a report from the head of the Center on the participation of the European University staff in international grant competitions, local grant competitions, and university grant competitions. The report assesses the activity of the academic staff in participating in grant competitions. Recommendations may be issued in this direction regarding greater information sharing by the Center, provision of relevant consultations, and/or more intensive planning of activities (see Appendix 16 - Report of the Head of the Center for Supporting Scientific Research Activities on the Participation of University Staff in Grant Competitions). According to the report submitted to the Quality Assurance Service by the Center for the Promotion of Scientific and Research Activities in the 2023-2024 academic year, the Faculties of Law, Humanities and Social Sciences, Business and Technology, Medicine and Veterinary Medicine, and in some cases their constituent research institutes, submitted a number of applications for participation in both international and local grant competitions. More specifically, the faculties submitted 2 applications for participation in the international grant competition, 13 applications for participation in the local grant competition, and one application for participation in the individual international grant competition. In total, 16 applications were submitted in the 2023-2024 academic year, 2 of which were funded, 5 are pending, and a negative result is known in the case of 9 applications. Most of the submitted applications (12 applications) passed the selection stage:

#	Grant Title/Topic	Application	Foundation/Organization where the grant application was submitted	Faculty/ Educational Program	Passed the qualifying round	Status
<b>Application for participation in the international grant competition</b>						
1.	Supporting the digital transition and ecosystem development in Georgia and Armenia		Horizon Europe – Excellence Hubs	Faculty of Law, Humanities, and Social Sciences, and Faculty of Business and Technologies	Yes	Not funded
2.	Archaeometry for the sustainability and development of cultural heritage		European Association for Cooperation in Science and Technology (COST)	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Archaeology	Yes	Not funded

Application for participation in the local grant competition					
1.	Protection of consumer interests in the field of electronic communications: current situation, prospects and challenges in Georgia	Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences and Faculty of Business and Technologies	Yes	Pending
2.	International legal aspects of the 2008 Russian-Georgian armed conflict	Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences	Yes	Pending
3.	Digital laboratory of law	USAID Rule of Law Program	Faculty of Law, Humanities, and Social Sciences and Faculty of Business and Technologies	Yes	Not funded
4.	Parliamentary control mechanisms in the context of new constitutional amendments	Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Law	Yes	Pending
5.	Methodology of contract drafting in private law	USAID Rule of Law Program	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Law	Yes	Not funded
6.	Contract law in theory and practical examples	USAID Rule of Law Program	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Law	Yes	Not funded
7.	Peculiarities of participation of minors in legal relations (Grant program - Support for the implementation of innovative services in the system of the Ministry of Justice of Georgia,	Ministry of Justice	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Law, Institute of Law	No	Not funded

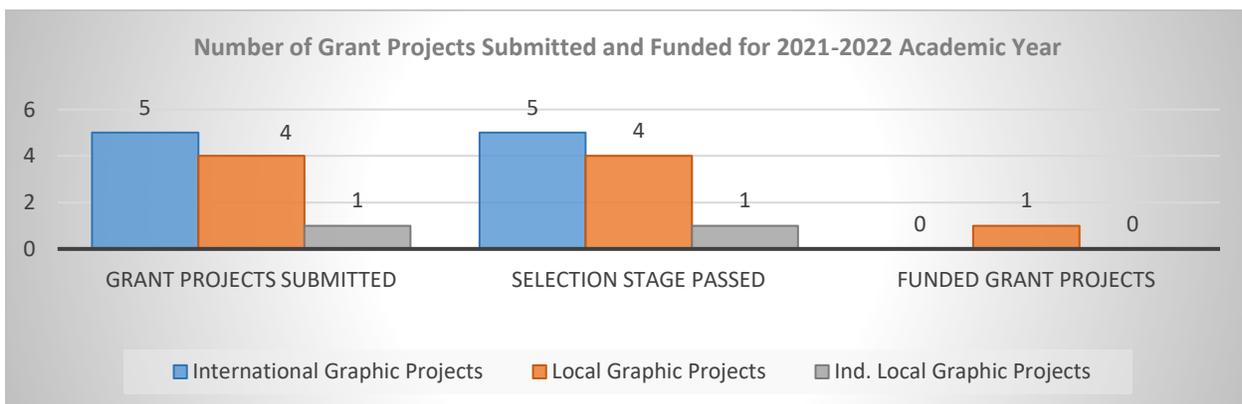
	strengthening human rights protection and strengthening legal security)				
8.	Research on the processes of toxin inhibition using adsorbent nanocomposites	Shota Rustaveli National Science Foundation of Georgia	Faculty of Veterinary Medicine/Integrated Master's Degree Program in Veterinary Medicine	Yes	Pending
9.	Principles of research methods in medicine	Shota Rustaveli National Science Foundation of Georgia Publishing House on State Scientific Grants Grant Competition	Institute of Medical Research	Yes	Funded
10.	Teaching clinical skills in medicine	Shota Rustaveli National Science Foundation of Georgia Publishing House on State Scientific Grants Grant Competition	Faculty of Medicine	Yes	Funded
11.	Early and late postoperative period in cariosurgical patients	Shota Rustaveli National Science Foundation of Georgia, Fundamental Research Competition	Institute of Medical Research	No	Not funded
12.	Study of biomarkers of peak periods of oxidative stress	Shota Rustaveli National Science Foundation of Georgia, Fundamental Research Competition	Faculty of Medicine	Yes	Pending
13.	Tskaltubo radonized mineral water The Influence of Inhalation on the Development and	Shota Rustaveli National Science Foundation of Georgia, Targeted	Faculty of Medicine	Yes	Not funded

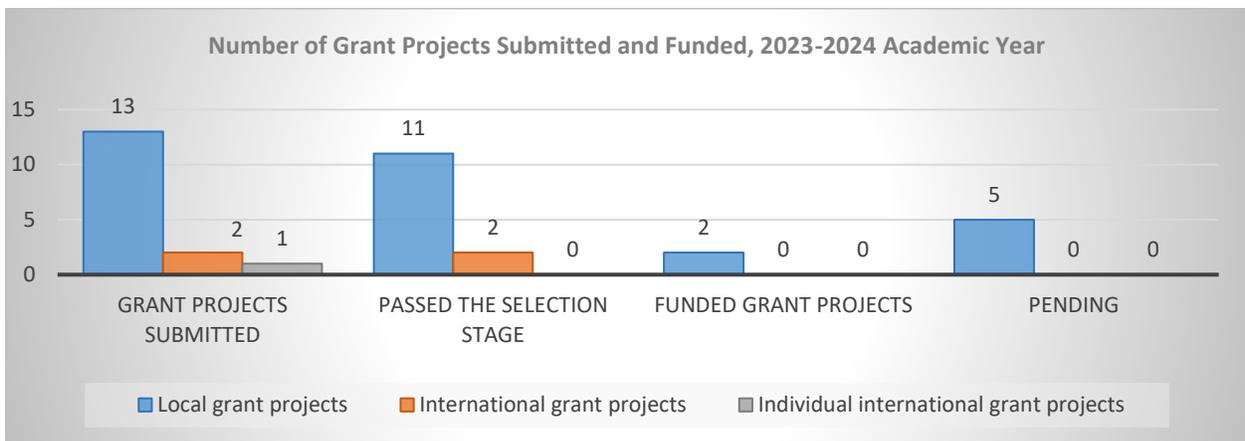
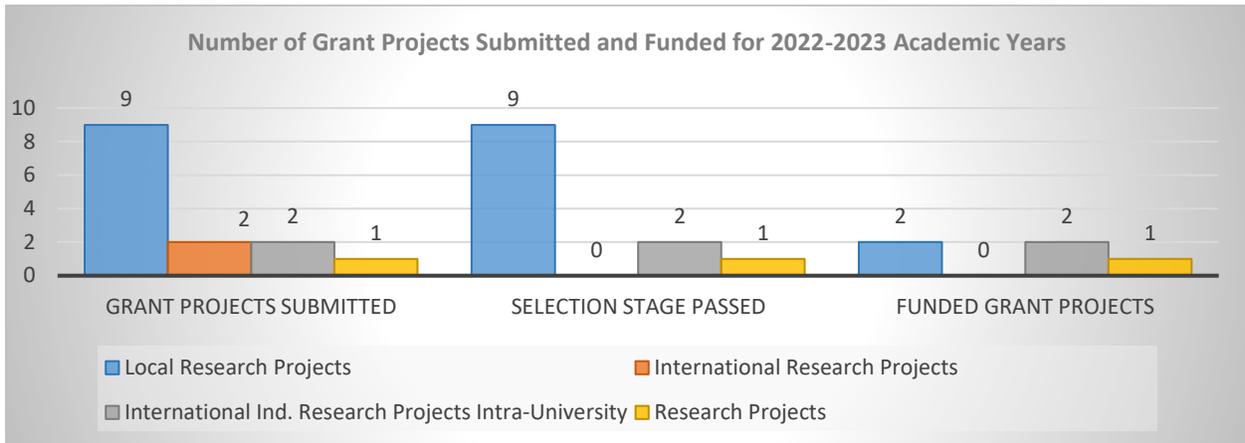
	Progression of Convulsive Reactions Sunday School in Medical Research Methods	Grant Competition for the Popularization of Science			
<b>Application for Participation in the Individual International Grant Competition</b>					
1.	Competition for the Preparation of Legal Textbooks and Legal Study Materials	United States Agency for International Development (USAID) and East-West Management Institute (EWMI).	Faculty of Law, Humanities, and Social Sciences, Bachelor's Degree Program in Law	No	Not funded

Based on the report presented by the Center for Supporting Scientific-Research Activities, there is considerable activity from the faculties aimed at participating in both local and international grant competitions. It's important to emphasize that the Center for Scientific-Research Activities, both in the aforementioned cases and generally during participation in grant competitions, conducts intensive collaboration and consultations with relevant parties and grant application authors at the application preparation stage, with the aim of supporting them and more specifically, to help properly structure and fully prepare grant applications.

It's notable that over the last few years, there have been frequent cases of grant project funding, both during participation in international and local grant competitions. During the 2022-2023 academic year, five grant projects participating in local and international grant competitions were funded. As already mentioned, during the 2023-2024 academic year, two grant projects participating in local grant competitions were funded, which represents significantly improved results.

The data regarding grant project applications submitted by European University personnel and their funding appears as follows:





#### 4.3. Evaluation of the Importance of Grant Project Progress and Results by the Scientific Research Support Center

For the purpose of evaluating the progress of funded grant projects by the Scientific Research Support Center and analyzing the significance of project results for the university, the European University has developed a quarterly reporting form for assessing grant project progress. The Scientific Research Support Center has analyzed the results of ongoing and completed university projects during the 2023-2024 academic year and evaluated the significance of project results for the university. This assessment was carried out by the Scientific Research Support Center based on reports received from faculties regarding the progress/completion of grant projects. These reports allow for the evaluation of projects' scientific productivity, for example, whether publications were published within the project framework, or other types of products or results were obtained, and whether the results obtained within the project were disseminated through various events. The report also provides an opportunity to assess the main achievements of the project, the practical value of the project, and/or plans for using the results in educational processes (for details, see Appendix 17 - Research Grant Project Progress Reports). According to the evaluation of submitted reports, the results of ongoing and completed internal university projects in the 2023-2024 academic year are as follows:

**Grant project "Georgian Competition Law and Policy in the Digital Economy Era."** Project duration: 2 years (24 months). Project budget: 117,400 GEL. Status: ongoing. Project Scientific Supervisor: Ioseb Kelenjeridze, academic personnel of the Faculty of Law, Humanities, and Social Sciences at European University.

The research objective is to identify and study issues hindering the effective enforcement of competition law and policy in the digital economy era, and based on the analysis of best practices and academic literature, to prepare recommendations for solving emerging problems to ensure effective enforcement of competition law and policy in the digital economy era. Consideration of these recommendations will contribute to the development of a market economy and innovation in the country, creating a healthy competitive environment, protecting free and fair competition from unlawful restrictions, promoting free trade, and developing a competitive market.

Regarding the summary of activities carried out within the research project/research results and the project's main achievements, the project is ongoing, and final results will be formulated by the end of the project. However, based on academic literature and court decisions collected according to the research content, a scientific paper has been written: "Georgian Competition Law in the Digital Era - Georgian Practice and Existing Challenges," which paid significant attention to the main business models of the technological era and the main technological challenges of competition policy: DOI: <https://doi.org/10.36475/10.2.15>.

The research has the following significance and values: Literature created as a result of the research in competition law can be actively used in the educational process; additionally, the research has practical value: a textbook created within the project on international practical cases can be used by judges and practicing lawyers when studying similar cases in practice. More specifically, the main product of the research project is the preparation of a research document that will, on one hand, create scientific novelty in terms of understanding Georgian competition policy in the context of the digital economy, and on the other hand, will be used for educational purposes as a guide on competition law or digital economy issues. From a practical perspective, creating a guidebook will help the Georgian National Competition Agency, representatives of the Parliament of Georgia, the government, and the judiciary to understand the challenges posed by technological achievements in the field of competition and make appropriate decisions to ensure the adaptation of competition policy and law in Georgia to the reality created by the digital economy. In the long term, this document will, on one hand, serve as a guide for decision-making public agencies in the process of studying possible violations of competition rules in online markets, and on the other hand, will be a practice-based guide for business entities operating in the digital market. The research is also important in terms of harmonizing Georgian legislation with European legislation and is relevant both in terms of dynamic approximation of Georgian law with European law (EU *acquis*) and, in a longer-term perspective, in terms of Georgia's integration into the European family.

**Grant project "Clinical Skills Training in Medicine".** Project duration: 6 months. Project budget: 6,930 GEL. Status: completed. Project Scientific Supervisor: Natia Jojua, academic personnel of the Faculty of Medicine at European University.

The project aimed to create a Georgian-language work that would help medical faculty students develop clinical skills, be useful for personnel involved in teaching clinical skills, and also be of interest to medical specialists. With the involvement of European University academic personnel, a Georgian-language monograph "Teaching Clinical Skills in Medicine" (373 pages) was prepared and published within the project: <https://monographs.4science.ge/index.php/ss/catalog/book/139>. The monograph describes various medical clinical manipulations, their significance, performance techniques, and in some cases, interesting historical facts about certain manipulations, taking into account modern approaches and standards. The monograph has been assigned a DOI (DOI: <https://doi.org/10.52340/9789941337956>). The electronic version of the monograph is available on the European University website and in the electronic library database. The printed version was sent to the National Parliamentary Library of Georgia, the Georgian National Scientific Library, and higher education institutions implementing Georgian-language Medical Doctor programs in Tbilisi and the regions. A presentation was organized at European University to introduce the monograph, which was attended by academic and invited personnel from various clinical fields: <https://eu.edu.ge/ge/news/2528-evropis-universitetshi-shota-rustavelis-sakartvelos-erovnulisametsniero-pondis-grantis>.

Medical education and improving healthcare quality are relevant issues of state importance. Patient safety remains one of the current problems of modern medicine; accordingly, training highly qualified personnel is a primary task. The field characteristics of higher medical education in Georgia were updated in 2022 and reflect the knowledge, skills, and competencies necessary for graduates of the one-cycle Medical Doctor program. One of the field skills is performing practical procedures. Georgian-language literature needed for teaching clinical skills is very scarce, almost non-existent, which is a serious challenge for both students and lecturers, while foreign-language literature in this direction is diverse and constantly updated. Therefore, the work "Teaching Clinical Skills in Medicine," which is written in Georgian and includes discussion of all manipulations provided by the field characteristics and description of performance techniques, will be interesting and actively used by students and lecturers of the Georgian-language Medical Doctor program, and will also be useful for any person involved in medical education and medical specialists.

**Grant project "Principles of Research Methods in Medicine."** Project duration: 8 months. Project budget: 4,980 GEL. Status: ongoing. Project Scientific Supervisor: Zaza Avaliani, academic personnel of the Faculty of Medicine at European University.

The project aims to publish a monograph on scientific research methods in the field of medicine. The monograph will be handed over to the National and Scientific Libraries of Tbilisi. For dissemination of results, the monograph will also be distributed to various higher education institutions and placed in the European University library. The monograph will create more opportunities for both teachers and students to better study scientific approaches in medicine.

This monograph is intended for Georgian students and academic personnel; the monograph is a novelty in the field of medicine, as a Georgian-language textbook with such content on research methods does not currently exist. The monograph reviews scientific research methods, which is directly related to the scientific community. It will have wide use both among students and in scientific circles.

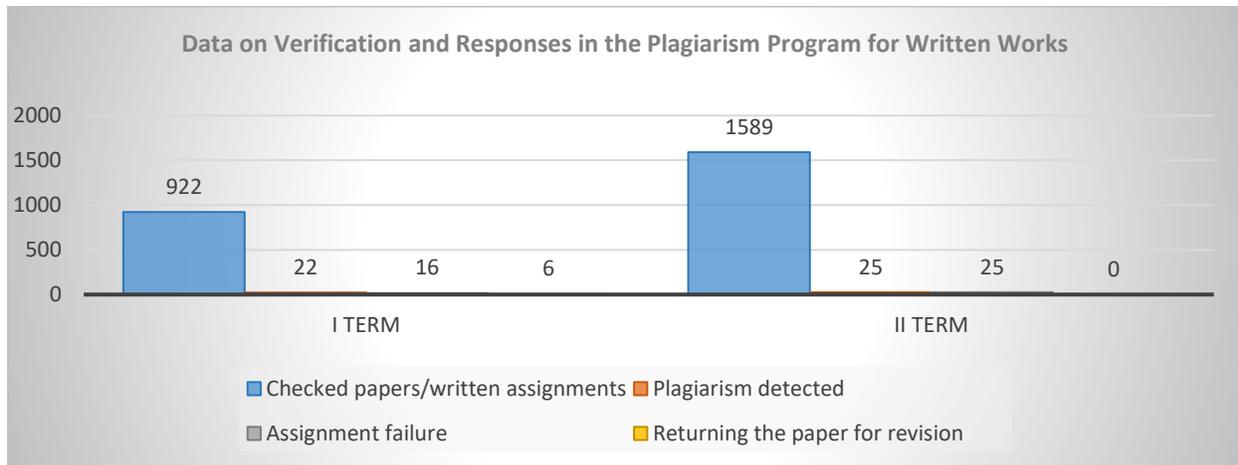
Based on the above, the named projects have both theoretical and practical value for interested persons involved in the educational process.

#### 4.4. Evaluation of Plagiarism Cases

The European University has developed a document “Procedures and Mechanisms for Detecting, Preventing, and Responding to Plagiarism Cases” (approved by the Order of the University Rector No. 63 of March 13, 2020), which serves to ensure the objective implementation of teaching and research at the university, establish the principles of academic integrity, and also contributes to raising the level of scientific and academic activity and responsibility at the university, the prestige of the university in the university community, and the regulation of norms of behavior and the establishment of forms of responsibility for the implementation of high academic standards. The requirements of the document apply to academic, invited and scientific personnel employed at the university, as well as to university students and persons involved in scientific conferences and publications organized by the university. In order to detect plagiarism and evaluate papers in this regard, the European University uses an electronic program: <https://www.turnitin.com/>. It is worth noting that according to the university's internal regulations, the program is used not only for checking bachelor's and master's theses, but is also widely used in the educational process to check all written assignments (essays, abstracts, projects, etc.), where the course implementation staff requires reference to the material and sources used in the assignment. The course implementation staff is obliged to automatically zero out the assignment evaluation if signs of plagiarism are found in written assignments, and if signs of plagiarism are found in bachelor's and master's theses, the work is returned to the student by the supervisor for processing.

As part of the internal quality assurance mechanisms, a report on checking and responding to plagiarism in the program of students' written works has been developed. The Quality Assurance Service will request a completed report from the faculties at the end of each semester in order to assess the implementation of the above-described regulations in the educational programs. The report was completed and submitted to the Quality Assurance Service by the faculty at the end of both semesters

of the 2023-2024 academic year. The data on checking works in the plagiarism program are as follows by semester:



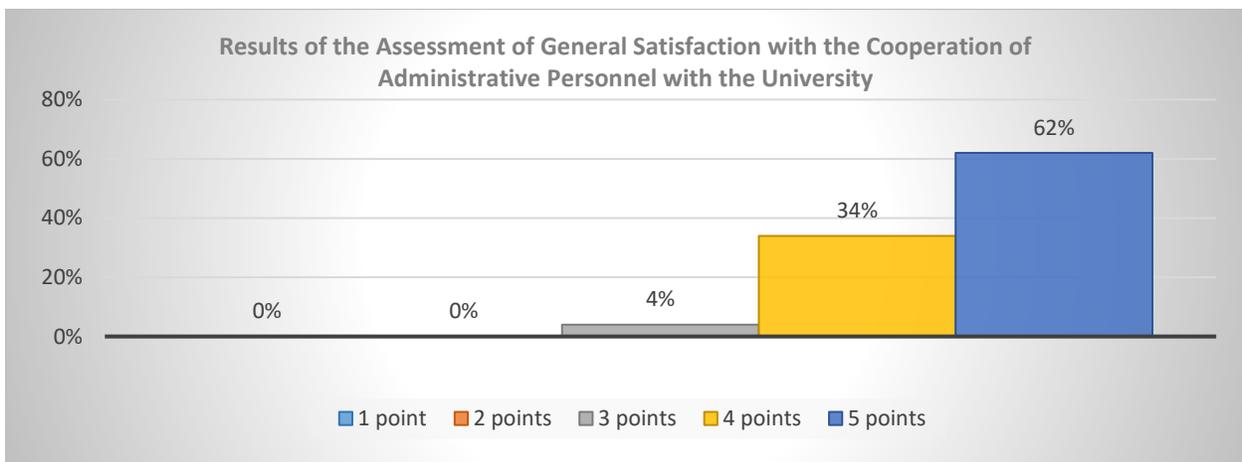
According to the reports submitted by the faculties, there is no case of a student appealing the validity of the thesis. According to the reports, the students, who were found to have signs of plagiarism, were provided with feedback from the lecturers regarding the performance of the thesis in compliance with academic integrity, in order to further increase their awareness in this direction.

Based on the evaluation of the completed reports, it was confirmed that the faculty has complied with the regulations in this direction within the framework of educational programs. Thesis/written assignments are checked within the framework of various educational programs (where necessary and possible). Bachelor's theses/projects and various types of written assignments within the framework of educational courses are checked for signs of plagiarism, including essays, research projects, abstracts, research concepts, theoretical issues, open-ended questions. Based on the assessment of the reports submitted by the faculty, no noteworthy issues were identified, and accordingly, no response was required from the Quality Assurance Service (for details, see Appendix 15 - Reports on Verification and Response to Plagiarism in the Student Written Works Program).

## Chapter 5. Management Processes

Assessment of management processes is another direction of internal quality assurance mechanisms and involves a survey of administrative staff satisfaction and an assessment of the effectiveness of university management processes in this regard. The survey process, as already noted, is regulated in accordance with the Guidelines for Conducting Satisfaction Surveys (approved by Order No. 95 of the Rector of the University of Tbilisi dated March 23, 2020). As a result of the survey, the strengths and weaknesses of structural units and services are identified, each employee assesses the functions and goals of the structural units and services to which they belong, the administrative staff names factors

that would increase the effectiveness of their functions. In addition, administrative employees share their opinions, advice and recommendations regarding ensuring the effective functioning of structural units and services. The assessment of management processes allows assessing the effectiveness of the work of the university's structural units and departments, identifying issues of concern and areas for improvement related to this. In order to ensure the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. As a result of analyzing the results obtained, recommendations may be developed for specific departments and structural units, including management, in order to improve the results obtained and increase the efficiency of the work of departments/structural units. The results of the analysis and recommendations are sent to the relevant structural units/departments and individuals for study and response. The survey was conducted at the European University at the end of the 2022-2023 academic year, and the results were analyzed. 70 administrative staff of the European University participated in the survey process. The survey conducted to study the satisfaction of administrative personnel revealed that they were generally satisfied with their cooperation with the university: to the question "Overall, how would you rate your general satisfaction with your cooperation with the university?", the average rating of administrative personnel is 4.6 points out of 5. The results of the assessment are as follows: 62% of the personnel rate their general satisfaction with their cooperation with the university with a maximum of 5 points, 34% - with 4 points, and 4% - with 3 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
Overall satisfaction with cooperation with the university	0%	0%	4%	34%	62%	4.6 points

As a result of the survey, the administrative staff identifies important positive evaluations and numerous strengths regarding university management: unhindered and effective communication, continuity of development and incentive mechanisms, constant focus on increasing motivation, well-

organized structural units and work processes, discipline, fairness, student support, high responsibility and mutual respect, care for teaching quality, competence, good attitude towards employees, opportunity for coordinated work, ability to quickly exchange information and respond promptly, harmonious relationships both with each other within the service and with administrative, academic personnel and students, implementation of innovations, dedication to work, good workspace and environment, focus on development, which positively affects employee motivation, the university is tailored to the needs of both students and employees and actively considers their opinions, financial incentives, quick response to identified problems, effective communication with various structural units, timely and efficient communication and response, unconditional support in solving problematic issues, support for implementing various initiatives, teamwork, collegiality, etc.

The questionnaire provides the opportunity to share additional recommendations, opinions, and comments on specific issues, so that appropriate structural units/persons could make appropriate responses to increase management effectiveness and administrative staff satisfaction. In most cases, personnel took advantage of these opportunities.

The assessment also revealed certain issues of concern, including: separate spaces for all services, improvement and refinement of HR Soft software, deadlines for tasks to be performed, unequal distribution of work, training for professional development, lack of communication, teamwork, etc. However, it should be noted that the identified areas for improvement are simultaneously named by some employees as strengths of the university. It is also important to emphasize that most of the above-mentioned areas for improvement are mentioned only in individual cases by employees, while the same issues are very often named as strengths by a large number of employees, such as teamwork, effective communication, professional development opportunities, support, good working environment, etc.

Based on the results of similar surveys from previous academic years, numerous responses were implemented, including the establishment of regular meetings of services, joint discussion of important issues, and the practice of sharing opinions, which may be one of the reasons for the results obtained.

The results and analysis of the 2023-2024 academic year survey were sent to the European University management, heads of services and structural units. The Quality Assurance Service also conducted individual meetings with services, where issues of concern were discussed in detail. The heads of services and structural units related to the identified issues of concern were instructed by the Quality Assurance Service to prepare and submit a response report. Through the response reports, the Quality Assurance Service was provided with detailed information about the responses implemented by the relevant structural units or persons (Human Resources Management Service, Information Technology Service, Examination Center, Faculties, Public Relations and Marketing Service, etc.) in response to identified cases of concern (for example, addition of administrative staff, review of remuneration issues/changes in specific cases accordingly (the change affected 52 employees), implementation of a

new employee working time recording system, purchase of additional internet providers in the Jo Ann University Campus, Medical Corps and Administrative Corps, which ensured doubling of internet frequency, creation of two completely new examination spaces equipped with computers and appropriate technical equipment in the Jo Ann University Campus, creation of a new university website with modern standards, user-oriented, refined design and well-functioning search system, etc.) and planned activities. The reports also present reasoned response positions and opinions about cases where a response was not considered necessary (for details, see Appendix 19 - Assessment of Management Processes, Analysis of Assessment Results, Response Reports on Assessment Results).

Detailed feedback on the response to the assessment results was sent by the Quality Assurance Service to the administrative personnel.

## **Chapter 6. Using Assessment Results**

In order to effectively use the results of the assessment carried out within the framework of internal quality assurance mechanisms, the university's Quality Assurance Service analyzes the results of the assessment and develops appropriate recommendations. The recommendations of the university's Quality Assurance Service are submitted to the relevant service and structural unit for response. In order to improve the obtained results, certain responses are planned and implemented by the structural units, the implemented and planned steps are submitted to the Quality Assurance Service in the form of a response report, which provides an opportunity to evaluate the already implemented response and monitor the implementation of the planned steps.

Assessment procedures developed within the framework of internal quality assurance mechanisms are carried out regularly, with a predetermined periodicity. Repeated assessments provide an opportunity to evaluate the effectiveness of the mechanisms used, to refine and improve them.

No changes were made in this direction during the 2023-2024 academic year, although significant changes were made to quality assurance mechanisms and relevant instruments in the past academic year, in particular, certain changes were made to several questionnaires developed within the framework of quality assurance mechanisms, report forms, for example, the form of the annual development report of educational programs was refined and updated, in particular, fields were added, which make it possible to indicate and evaluate changes implemented on the basis of recommendations received in the process of external evaluations (accreditation/authorization). Also, based on observation, in order to increase the efficiency of the processes, the questionnaire for graduates developed for the purpose of implementing direct and indirect assessment of educational programs was unified, etc. Based on general observation of the processes and evaluation of the effectiveness of the mechanisms, the need to add a new questionnaire was identified, in order to ensure the evaluation of certain important issues, accordingly, a new questionnaire was added to the internal quality assurance

mechanisms, in particular, the questionnaire on satisfaction with participation in international mobility processes for administrative staff. Among the measures implemented in the direction of increasing the effectiveness of quality assurance mechanisms, it is important to note the changes made to the student contingent planning methodology document (approved by the Rector's Order №82 of March 20, 2020). These changes are related to the assessment of the throughput capacity of laboratories and simulation centers existing at the university in the case of relevant programs, in particular, the assessment of these resources was added to the methodology. The assessment of laboratory and simulation center resources and throughput capacity used in the teaching process within the framework of educational programs was considered particularly important for the purpose of preliminary verification/assessment of the possibilities of properly providing the teaching process with these resources and, accordingly, ensuring the quality implementation of educational programs. Within the framework of the implemented changes, the methodology also added the assessment of the throughput capacity of practice facilities and also clarified the approaches to the assessment of clinic capacity. The methodology combines the assessment of the provision of students admitted to the program with the practical component, taking into account the maximum number of students to be admitted to the practice bases and the number of practice facilities, and in the case of one-step educational programs for a certified doctor and dentistry, the assessment of providing students with clinics necessary for the implementation of each clinical academic course, taking into account the number of partner clinics and the resource of the program implementing staff employed in the clinic. These changes and clarifications were also considered particularly important for the purpose of preliminary verification/assessment of the possibilities of providing educational programs with practical components and, accordingly, ensuring the quality implementation of the programs.

The notable issues identified based on the assessments carried out during the 2023-2024 academic year were shared by the Quality Assurance Service with the relevant structural units, services, and individuals. Reports on the responses implemented by them have been received, as well as information about what responses are planned for the future regarding certain issues of concern, the implementation of which could not be done in a short time, during the reporting period. The report defines the deadlines for the implementation of these planned responses. Response reports also present feedback and positions related to identified issues of concern, if a response was not considered necessary or appropriate.

The responses implemented by various structural units to the issues of concern identified based on the results of the assessment carried out within the framework of internal quality assurance mechanisms in the 2023-2024 academic year are:

Survey type	Survey period	Areas for improvement identified and addressed	Activities carried out for response	Person/structural unit responsible for the activities carried out
Evaluation of classroom performance	Fall semester of the 2023-2024 academic year	When analyzing the results of the summary report of the evaluation of the coursework, the following noteworthy issue was identified: strengthening the interactivity of the working group format by the invited lecturer of the academic course "Veterinary Genetics and Breeding".	The program leaders introduced the invited lecturer of the course "Veterinary Genetics and Breeding" of the Integrated Master's Degree Program in Veterinary Medicine to a recommendation related to the format of working in a group: on the issue of strengthening the interactivity of the working group format, which provides for greater involvement of students in a question-and-answer mode during work in the working group.	Dean of the Faculty of Veterinary Medicine
Overall Student Satisfaction Survey (Faculty of Law, Humanities, and Social Sciences)	2023-2024 Academic Year	There was a comment on library resources regarding the availability of classic Word and internet speed.	Regarding the issue of dissatisfaction with the Internet speed and Word program, it should be noted that the library engaged the information technology department to resolve the issue, as a result of which the Internet equipment was replaced and The existing computers were connected with internet cables. In addition, the Word system was installed on the computers.	Head of the library; Head of Information Technology Service
General Satisfaction Survey of Academic and Invited Staff (Faculty of Law, Humanities, and Social Sciences)	2023-2024 Academic Year	According to one of the lecturers' comments, their only wish would be to increase the number of students.	It should be noted that the Public Relations and Marketing Department is constantly responding to this. In particular, the department plans and implements important events to increase the university's visibility and student enrollment, including: - Open days/workshops/public lectures for applicants - The university provides a registration link for workshops/public lectures to interested persons. Students are given the opportunity to learn about the importance of their future profession, as well as important processes taking place in the profession, which makes it	Head of Public Relations and Marketing Department

		<p>easier for them to make decisions and plan their own profession. This activity serves to increase the awareness of the university and specific programs. For example, at the Faculty of Law, Humanities and Social Sciences, a public lecture by Levan Meskhoradze was held for applicants within the framework of the Open Day at the Bachelor's Degree Program in Law. During the Open Day, applicants got acquainted with the law program of the "European University", the importance of the profession of a lawyer, visited the imitated courtroom, the Zurab Zhvania hall and the University's Historical and Archaeological Museum. They also attended a public lecture, where the events taking place in the Strasbourg Court on the Russia-Georgia case were discussed in details. The meeting continued in a question-and-answer session. The public lecture was attended by both applicants and other interested parties. The open day was led by Doctor of Law, Professor Tatia Dolidze, Head of the EU Project, and Levan Meskhoradze, International Expert of the EU and the Council of Europe. It is noteworthy that such activities are systematic in nature.</p> <ul style="list-style-type: none"><li>- Essay Competition - In order to raise the awareness of the university and attract students, the European University organizes an essay competition for students throughout Georgia;</li><li>- Visits of applicants - within the framework of this activity, applicants are given a campus tour, get acquainted with the buildings of the European University, meet with deans and program leaders, listen to presentations prepared by them about various</li></ul>	
--	--	--	--

			<p>programs and get to know the university better;</p> <ul style="list-style-type: none"> <li>- Social media - Social media is actively used for the general promotion of the European University. It has been highlighted in numerous surveys and personal communications that students learn about the university through social media;</li> <li>- Marketing offers for applicants - this refers to financial benefits for specific programs, for example, full, 100% funding if the Bachelor's degree program in Archaeology is chosen as the first priority, or 50% funding if any program (except veterinary medicine) is chosen as the first priority, which contributes to the promotion of the university and programs.</li> </ul> <p>All of the above serves to increase the number of students at the European University.</p>	
General Satisfaction Survey of Academic and Invited Staff (Faculty of Law, Humanities, and Social Sciences)	2023-2024 Academic Year	According to one of the lecturers' comments, it would be desirable for the university to ensure that a very large number of students do not miss lectures intensively at the beginning of the semester. The lecturer believes that certain incentives are needed to ensure attendance.	The issue is constantly being addressed. In particular, as soon as a case of missing a lecture is identified, the learning process managers contact each student, and they are sent warning messages regarding missing a lecture hour, both via e-mail and mobile phone. If specific students are repeatedly absent, in addition to the warning message, the learning process manager also carries out telephone communication, the purpose of which is to clarify the reasons for the student's missing a lecture and explain in detail the importance of attending the lecture.	Dean of the Faculty of Law, Humanities, and Social Sciences
Student General Satisfaction Survey (Faculty of	2023-2024 Academic Year	The student expressed a desire for the university to offer internship opportunities.	It is noteworthy that the Integrated Master's Degree Program in Veterinary Medicine includes professional practice in the 4th and 5th years, which will provide the student with relevant professional skills. In addition, on July	Dean of the Faculty of Veterinary Medicine

<p>Veterinary Medicine)</p>			<p>1-5, 2024, a competition was held for the 1st and 2nd year students of the Integrated Master's Degree Program in Veterinary Medicine at the Faculty of Veterinary Medicine to undergo clinical internship at the Estonian University of Life Sciences (Tartu, Estonia). Students were selected based on academic performance, motivation letter and English interview. As a result of the competition, 10 students were selected, who traveled to Estonia on September 2-8 to undergo clinical internship at the Estonian University of Life Sciences (Tartu, Estonia). The travel, accommodation and program fees of the selected students were fully funded by the European University. It is also important that the university plans to continue this practice.</p>	
<p>Meetings held by the Quality Assurance Service with students of the Faculty of Law, Humanities, and Social Sciences</p>	<p>2023-2024 Academic Year</p>	<p>1. According to the students of the Bachelor of Law program, in the case of courses where 3-4 hours are allocated for lectures and working groups, the hours should be reduced. The reason given for this is that in most cases, 2 hours are enough to cover the topics of lectures and working groups.</p> <p>2. Students of the Bachelor of Law program noted that there is a need for a variety of teaching and learning methods in order to interest them. They name the lectures of one of the lecturers, because, despite his/her high professionalism, the lectures</p>	<p>1. The above-mentioned issue was discussed by the Standing Committee of the Bachelor of Law Educational Program. After communicating with the personnel implementing the relevant course of study, the Committee supported the amendment to the curriculum of the educational program and forwarded the issue to the Faculty Council for consideration. The Faculty Council discussed the issue of amending the curriculum of the Law Program at its meeting on August 9 and decided</p> <p>In the following courses:        "Constitutional Law", "Introduction to Civil Law", "General Administrative Law", "Private Part of Criminal Law 1", "Legally Obligatory Relations", "Public International Law", "Administrative Law Process", "General Part of Criminal Law Process", "Civil Law Process I", "Civil Law Process II", "Judicial Skills in Criminal Law</p>	<p>Dean of the Faculty of Law, Humanities, and Social Sciences</p>

		<p>are monotonous and uninteresting.</p> <p>3. Those enrolled in the teacher training program identified the inconsiderate treatment by the learning process manager in some cases, which is manifested in redirection and provision of incomplete information, as an issue of concern.</p>	<p>Process" - working in a group, practical work hours to be reduced to 15 hours, And in the course "Contract Law" - working in a group, practical work instead of 45 hours, will become 30 hours. The Governing Board positively decided on this issue, based on which the relevant changes were made to the program and the new academic semester will begin with a revised curriculum.</p> <p>2. Before the start of the semester, the head of the Bachelor of Law program sent the relevant syllabi to each teaching staff, with the aim of changing the topic, course content and assessment system, if necessary. Some of the lecturers returned the corrected syllabi, and from the new academic semester, teaching will be conducted with an updated methodology. As for the mentioned lecturer, according to the information provided by the training center, in order to diversify teaching and learning methods, an academic course is planned for academic and invited staff in the fall semester: "Modern Teaching Methods", which the mentioned lecturer will also attend.</p> <p>3. Based on the assessment recorded by the students, communication was carried out with the Learning Process Manager. On issues that are not within the competence of the Learning Process Manager, students are naturally redirected to the appropriate authorized persons, although a detailed explanation of the reasons for the redirection is, of course, the manager's duty. Based on the communication, the Learning Process Manager expressed a willingness to cooperate.</p>	
--	--	---	---	--

<p>Meetings held by the Quality Assurance Service with students of the Faculty of Law, Humanities, and Social Sciences</p>	<p>2023-2024 Academic Year</p>	<p>1. Students noted that grades are being posted late in the academic database.</p> <p>2. Students shared their opinions regarding several lecturers, in particular, regarding one of the lecturers, they noted that his/her high professionalism is undeniable, it was emphasized that the lecturer spares no time and resources to help students and thoroughly explain the material, however, in order to avoid a stressful environment and to motivate students more, it would be good if he/she changed the forms of feedback given to students.</p>	<p>1. It is worth noting that the implementer of each course is obliged to reflect the assessment received by the student in each activity defined by the course syllabus in the electronic database of students every week (from the lecture until the next lecture). Each syllabus defines in detail the assessment components and the points to be assigned to the components. The activities defined by the syllabus that are assessed by the determining assessment are reflected in detail in the training weeks (Appendix 1 of the syllabus), according to which the training process manager prepares the report. Also, the manager checks the reflection of the evaluation determined for a particular activity in the report every week. In case the evaluation of a specific activity is not included in the report, the manager contacts the lecturer to determine the reasons. It should be noted that the issue of late entry of grades into the transcript, noted during the meeting with the students, was investigated and, as revealed during the investigation, it was indeed revealed that some of the lecturers conducting the courses were indeed entering grades into the transcript late, which was caused by various objective reasons (health-related problems, a visit abroad, problems caused by a technical glitch, and other personal reasons). Despite the fact that, as a result of the checks carried out by the managers of the educational process management at the end of each week, in case of incompleteness of the data, the lecturers were immediately contacted with a request to upload the grades as soon as possible, the above cases were still recorded. Accordingly, the Dean of</p>	<p>Dean of the Faculty of Veterinary Medicine</p>
--	--------------------------------	--	--	---

			<p>the Faculty communicated with the personnel implementing each educational course and explained to them once again how important it is to upload the grades received by students within the framework of the educational courses to the educational database in a timely manner. The timely entry of grades into the form by the lecturers will be controlled by both the educational process manager and the Dean, and in case of a delay in uploading the evaluation, the lecturer will be immediately contacted. However, if in individual cases, due to objective reasons on the part of the lecturer, it is not possible to reflect the grades in the weekly report, in the interests of the students, the lecturers will personally inform them of the grades assigned in a specific activity.</p> <p>2. The faculty communicated with the named implementing personnel to learn about the students' opinions and ask them to take them into account. Within the framework of the aforementioned feedback, it was once again specified that the comments from the students were in the form of a request, not a complaint. The lecturer expressed his/her willingness to cooperate and noted that he/she would ensure that the students' requests were taken into account as much as possible.</p>	
Survey of administrative staff satisfaction with international mobility	Fall semester of the 2023-2024 academic year	A survey of administration satisfaction with international mobility revealed the opinion that greater support and involvement of the sending university in organizational matters is desirable.	The comment does not specify what kind of organizational issues the administrative staff would like the European University International Relations Service to coordinate, however, due to this issue, it was planned to establish the practice of group information sessions, within the framework of which all responsible persons of the sending university will	Vice-Rector for International Relations

			<p>meet with the academic, administrative staff and students who won the competition and provide detailed information on the role and responsibilities of each link in the form of a presentation. Until now, the meetings were not systematized and took the form of individual consultations upon request, but now all interested parties will be represented and everything will be confirmed in writing. In particular, a form of a letter of consent has been developed, which the winning candidates will familiarize themselves with and sign as confirmation. The document specifies the role and responsibilities of all involved services, including the winning candidate himself/herself. The rules for participation in the international mobility program have also been revised, in which Articles 6 and 7 regulate some of the responsibilities. The obligations have been written in more detail, all involved services have been named, and the competence of each has been described.</p>	
<p>Survey of Academic and Invited Staff Satisfaction with International Mobility</p>	<p>Fall semester of the 2023-2024 academic year</p>	<p>Comments were made about the involvement of the International Relations Service in organizational matters.</p>	<p>The comments do not specify what kind of organizational issues the academic staff would like the European University International Relations Office to be involved in coordinating, however, there is a need for the person benefiting from international mobility to have a correct understanding and expectations of the role and responsibilities of the sending university during the preparation period for mobility.</p> <p>It is precisely because of this issue that it was planned to establish the practice of group information sessions, within the framework of which all responsible persons of the sending university will</p>	<p>Vice-Rector for International Relations</p>

			<p>meet with the academic, administrative staff and students who won the competition and provide detailed information on the role and responsibilities of each link in the form of a presentation. Until now, the meetings were not systematized and had the form of individual consultations upon request, but now all interested parties will be represented and everything will be confirmed in writing. In particular, a form of a letter of consent has been developed, which the winning candidates will familiarize themselves with and sign as confirmation. The document specifies the role and responsibilities of all involved services, including the winning candidate himself/herself. The rules for participation in the international mobility program have also been corrected, in which Articles 6 and 7 regulate part of the responsibilities. Obligations have been written in more detail, all involved services have been named and the competence of each has been described.</p>	
Student Satisfaction Survey with International Mobility	Fall semester of the 2023-2024 academic year	Comments were made about the involvement of the International Relations Service in organizational matters.	The student indicates the presence of issues that are not within the competence of the International Relations Service. In addition, there is a need for the student to have a correct understanding and expectations of the role and responsibilities of the sending university during the preparatory period for mobility. Taking into account all of the above, the practice of group information sessions has been established, within the framework of which all responsible persons of the sending university will meet with the academic, administrative staff and students who won the competition and	Vice-Rector for International Relations

			<p>provide detailed information on the role and responsibilities of each link in the form of a presentation. Until now, these meetings were not systematized and took the form of individual consultations upon request, but now all interested parties will be represented and everything will be confirmed in writing. In particular, a form of a letter of consent has been developed, which the winning candidates will familiarize themselves with and sign as confirmation. This document specifies the role and responsibilities of all involved services, including the winning candidate himself/herself. The rules for participation in the international mobility program have also been revised, where Articles 6 and 7 regulate some of the responsibilities. The obligations have been written in more detail, all involved services have been named, and the competence of each has been described.</p>	
<p>Student Satisfaction Survey with the Midterm Exam Process</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>1. The following opinion was expressed by the student that the exam questions in the "Legal Foundations of the General Education System" included topics that had not yet been covered by them.</p> <p>2. Several students noted that the exam test for the course "Planning and Evaluation of the Learning Process" was not designed consistently.</p>	<p>1. The course is a 60-credit teacher training program. The faculty discussed the student's comments and scheduled a meeting with the subject lecturer, who revealed that some students had not attended the lecture several times, which gave the impression that they had not learned the exam questions. After communicating with the lecturer, it was decided that more time would be devoted to summarizing the material covered in the meeting before the midterm exam, which would better prepare students for the midterm exams.</p> <p>2. Regarding this issue, the faculty sought information from both the testing center, the program director, and the lecturer. It turned out that there was indeed a technical</p>	<p>Dean of the Faculty of Law, Humanities, and Social Sciences</p>

			<p>inaccuracy in the test. As a result of communication with the lecturer, an agreement was reached that this would definitely be taken into account in the future and a separate space for answers would be allocated.</p>	
<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2023-2024 Academic Year</p>	<p>The following comments emerged during the survey:</p> <ol style="list-style-type: none"> <li>1. Regarding the addition of personnel;</li> <li>2. About employee retention, career growth opportunities, and salary policies.</li> <li>3. Certain comments were raised regarding the operation of the working time recording program.</li> </ol>	<p>In response to the comments, it should be noted that:</p> <ol style="list-style-type: none"> <li>1. Several changes were made to the structure and staffing schedule, resulting in the appointment of 6 employees, namely: <ul style="list-style-type: none"> <li>• The Faculty of Medicine was divided and formed into 2 faculties - the Faculty of Medicine and the Faculty of Dentistry, accordingly, this change necessitated the appointment of a Dean of the Faculty of Dentistry. The duties of the Dean were initially performed by the Dean of the Faculty of Medicine, and then a new Dean was appointed.</li> <li>• The Faculty of Law, Education, and the Faculty of Business and Technologies were also divided into two faculties - the Faculty of Law, Humanities, and Social Sciences and the Faculty of Business and Technologies. As a result, a new Dean was appointed to the Faculty of Business and Technologies, while the position of Deputy Dean was added to the Faculty of Law, Humanities, and Social Sciences and a new employee was appointed.</li> <li>• The division of the Faculty of Law, Education, and the Faculty of Business and Technologies into two faculties also resulted in a change in the positions of managers of the educational process. Before the division of the faculty, 2 positions were approved, and after the division, 2 positions were determined for each</li> </ul> </li> </ol>	<p>Head of Human Resources Management Service</p>

			<p>faculty.</p> <p>The Faculty of Business and Technologies is fully staffed and 2 new Managers have been appointed. As for the Faculty of Law, Humanities and Social Sciences, it currently has one full-time employee, while the second full-time employee is combined with the Learning Manager of the Faculty of Veterinary Medicine.</p> <ul style="list-style-type: none"> <li>• One staff unit was added to the library and one new employee was appointed;</li> </ul> <p>2. In 2024, taking into account the volume of work performed by employees, an increase in remuneration was implemented for administrative personnel in the majority of structural units, the change affected 52 employees.</p> <p>3. A new system for recording employee working hours has been developed and implemented at the university. Each employee has been assigned an individual QR code, which is integrated into "HR SOFT". Reports are analyzed monthly based on the QR codes recorded by employees when they arrive and leave the workplace, and appropriate responses are taken if necessary.</p>	
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel	2023-2024 Academic Year	In a survey conducted by administrative staff, it was noted that they would improve the internet frequency.	Regarding the comment, it is important to note that, in response, additional Internet providers were purchased for both the University Clinic, the Medical Building, and the Administrative Building, which ensured a doubling of Internet bandwidth.	Head of Information Technology Service

<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2023-2024 Academic Year</p>	<p>Several comments were noted: About collaboration with other university institutions, allocation of group work spaces in the Jo Ann Building; placement of benches near the exam center in the Jo Ann Building, addition of a staff bathroom in the Jo Ann Building.</p>	<p>1. The Faculty of Medicine of the European University has close and regular ties with partner universities in Georgia and abroad. For example, scientific conferences (in the field of obstetrics and gynecology, infectious diseases) were held, in which representatives of many Georgian universities participated as speakers and attendees. This month, an Erasmus project was prepared and registered with the involvement of the faculty, where 5 Georgian and 2 foreign universities are partners. We have academic staff from various foreign universities who visit the Faculty of Medicine on study visits every year. Students of the Faculty of Medicine undergo practical internships at the University of Santiago de Compostela based on the existing collaboration between universities. 2. A building has been added to the European University, where group work spaces are organized and toilets are located on every floor.</p>	<p>Dean of the Faculty of Medicine</p>
<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2023-2024 Academic Year</p>	<p>The administrative staff noted that it would be desirable to create a large examination space.</p>	<p>In response to the comment, it should be noted that for the fall semester of 2024-2025, two completely new examination spaces were created on the Jo Ann University campus. One can accommodate 150 students, and the other - 80 students. These spaces are equipped with computers and appropriate technical equipment. It is also important to note that facial recognition scanners and special detectors are installed in the examination spaces, which, to a large extent, ensures the smooth conduct of the examination process.</p>	<p>Head of the Examination Center</p>

<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2023-2024 Academic Year</p>	<p>The results of the survey by administrative staff included a comment regarding the university's website.</p>	<p>In response to the comment, it should be noted that in the fall semester of 2024-2025, a new university website was created, which fully complies with modern standards, is presented with a user-oriented, sophisticated design and has a functioning search system. It is also worth noting that new functionalities and pages have been added to the website, which simplifies the search for the desired information. The updated website has a built-in payment system, which allows both Georgian and foreign students to pay tuition fees from the website itself. Finally, it should be noted that the updated website better reflects the advantages of the university and showcases successful students/graduates.</p>	<p>Vice-Rector for Strategic Communications and Student Services</p>
<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2023-2024 Academic Year</p>	<p>A noteworthy comment was made about collaboration with other university institutions.</p>	<p>The Faculty of Dentistry of the European University has close and regular ties with partner universities in Georgia and abroad. Since January 2024, the Faculty of Dentistry has been implementing the ERASMUS CBHE international project HEAL, where the European University's partners are 3 Georgian state universities and three foreign universities (Poland, Bulgaria, Turkey). Within the framework of the project, 3 international joint visits were carried out in Poland, Turkey and Bulgaria in 2024, in which academic staff from 4 Georgian universities involved in the project participated. In the 2023-2024 academic year, lectures were given at the Faculty of Dentistry by teachers from Bulgaria and Turkey. In addition, in July 2024, 10 students of the Georgian-language program were in Turkey for an internship.</p>	<p>Dean of the Faculty of Dentistry</p>

<p>General satisfaction Survey of Academic and Invited Staff (Faculty of Business and Technologies)</p>	<p>2023-2024 Academic Year</p>	<p>One of the lecturers notes the problem of students frequently missing lectures, which makes it difficult to effectively implement the activities envisaged in lectures and seminars.</p>	<p>The faculty is constantly responding to this issue. In particular, as soon as a case of lecture absence is identified, the learning process managers communicate with the students; the program director also periodically collects information from the course lecturers about student absences and subsequently organizes periodic meetings with the students to investigate the reasons for absences; as a result, both the course lecturer and the program director and the learning process manager actively explain to the students the importance of attending lectures and encourage their active participation in lectures.</p>	<p>Dean of the Faculty of Business and Technology</p>
<p>General satisfaction Survey of Academic and Invited Staff (Faculty of Business and Technologies)</p>	<p>2023-2024 Academic Year</p>	<p>One lecturer notes the need to improve the conditions of academic and invited staff; a similar comment about increasing salaries is also recorded from another lecturer.</p>	<p>One of the goals of establishing the Faculty of Business and Technologies as a new structural unit and the new management vision of the faculty is to focus more on the development of specific study programs, one of the components of which is the attraction of highly professional academic and invited staff, which of course implies offering competitive hourly lecture rates to lecturers; for example, several lecturers of the Business Administration program had their hourly lecture rates increased; also, academic staff were funded for international mobility within the framework of affiliation contracts, and one lecturer was funded for international mobility in advance of the start of the academic year to participate in a conference.</p>	<p>Head of Human Resources Management Service; Head of Financial Service</p>
<p>General satisfaction Survey of Academic and Invited Staff (Faculty of</p>	<p>2023-2024 Academic Year</p>	<p>One of the lecturers notes that the speed of the Internet needs to be increased.</p>	<p>The faculty discussed the issue of increasing the speed of the corporate internet with the Information Technology Service (IT), as a result of which certain restrictions imposed on</p>	<p>Head of Information Technology Service</p>

Business and Technologies)			the network were lifted and the speed of the internet was increased.	
General satisfaction Survey of Academic and Invited Staff (Faculty of Business and Technologies)	2023-2024 Academic Year	One of the lecturers notes that computer labs and classrooms need modification and renovation.	One of the goals of establishing the Faculty of Business and Technologies as a new structural unit and the vision of the new management of the faculty is the renewal and modernization of the educational infrastructure, which began to be implemented immediately; as a result, one new computer class was added based on the needs of the educational programs; a laboratory equipped with a new concept design and the latest generation of "Alienware" brand computers was also created, which will allow students of informatics and business programs to carry out practical projects and work.	Head of Procurement and Material and Technical Support Service; Head of Information Technology Service
General satisfaction Survey of Academic and Invited Staff (Faculty of Business and Technologies)	2023-2024 Academic Year	One of the lecturers notes a technical need: "It should be possible to use a Bluetooth projector so that mathematical calculations can be displayed on an iPad with an electronic pen."	As part of the renovation and modernization of the educational infrastructure of the Faculty of Business and Technologies, all educational auditoriums have been equipped with smart boards (SMART BOARD), which allows lecturers to conduct the educational process more efficiently, including the need mentioned by the lecturer, which is easily implemented.	Head of Procurement and Material and Technical Support Service; Head of Information Technology Service
Student General Satisfaction Survey (Faculty of Business and Technologies)	2023-2024 Academic Year	Students note that not all computers in computer labs have so-called mouse pads and also emphasize the discomfort of the chairs.	Mouse pads were purchased and computers were equipped; a laboratory was also created with a new concept design and equipped with the latest generation of Alienware brand computers, equipped with high-quality, so-called comfortable gaming chairs.	Head of Procurement and Material and Technical Support Service; Head of Information Technology Service
Student General Satisfaction Survey (Faculty of	2023-2024 Academic Year	Students note that more modern computer classrooms are desirable in order to better facilitate the learning process.	One of the goals of establishing the Faculty of Business and Technologies as a new structural unit and the new management vision of the faculty is to update and modernize the educational infrastructure; as a result, one new	Head of Procurement and Material and Technical Support Service; Head of Information

Business and Technologies)			computer class was added based on the needs of the educational programs; a laboratory was also created with a new concept design and equipped with the latest generation "Alienware" brand computers, which will allow students of informatics and business programs to carry out practical projects and work. Also, all educational auditoriums were equipped with smart boards (SMART BOARD), which allows lecturers to conduct the educational process more qualitatively.	Technology Service
Student General Satisfaction Survey (Faculty of Business and Technologies)	2023-2024 Academic Year	Students note that some lecturers are late in uploading grades to the system.	The faculty is constantly communicating with lecturers so that they can upload their grades to the system in a timely manner. In particular, at the orientation meeting before the start of the semester, faculty representatives describe the process in detail and provide information based on the importance of the issue; During the course of the educational process, the educational process manager periodically contacts the lecturer and reminds him/her of the need to upload grades on time; Also, the format of the final exams for the fall semester of the 2024-2025 academic year is changing; From this period on, the university's midterm and final exams will be held in electronic format, as a result, immediately after the exam, the lecturer will have the opportunity to enter the educational system and correct students' papers, and the recorded grade will be automatically reflected in the student's academic record, as a result, the issue of immediate reflection of grades in the system will be significantly improved.	Dean of the Faculty of Business and Technology

<p>Student General Satisfaction Survey (Faculty of Business and Technologies)</p>	<p>2023-2024 Academic Year</p>	<p>Students note that when they need to work on certain assignments or projects using computers, they are often unable to do so because due to high demand in the library, the computers are often busy, and due to weak data on the library computers, in some cases it is not possible to work on projects.</p>	<p>Computer Lab 208 has changed its function and become a student work lab that will not be overloaded with lectures; a lab coordinator has been hired who administers the students' work schedules and also assists them in using various equipment; the data on the computers in 208 allows students to work on projects of any complexity.</p>	<p>Dean of the Faculty of Business and Technology</p>
<p>Student General Satisfaction Survey (Faculty of Business and Technologies)</p>	<p>2023-2024 Academic Year</p>	<p>Students report that the large-credit courses in the Business Administration Program, such as: Mathematics, Principles of Microeconomics, Principles of Macroeconomics, Financial Accounting, Management Accounting, need to be revised, both in terms of adjusting the topics and reducing the hours, because the topics of these courses include issues that, in their opinion, are not entirely relevant to this program, and the contact and especially independent work hours are much more than necessary. In some cases, on the contrary, the topics of the courses are too difficult and despite the fact that more than enough contact and independent work hours are planned for the courses, there is still too much material to study for one semester, therefore, it is desirable to divide these types of courses into two parts or change the topics.</p>	<p>With regard to large-credit courses, it should be noted that this recommendation was repeatedly noted by students during the evaluation of the Bachelor of Business Administration program, this issue was discussed by the program director and members of the program development committee, and when updating the Bachelor of Business Administration program, the students' advice was taken into account. Accordingly, in the updated Business Administration program, the volume of credits of which is 180, the goals, learning outcomes and topics of the courses were modified, respectively, some courses were divided into two parts and the volume of material and, accordingly, the working hours were distributed more logically between semesters. Taking this into account, this recommendation can be considered as taken into account.</p>	<p>Dean of the Faculty of Business and Technology; Head of Quality Assurance Department</p>

Meetings with students (Faculty of Business and Technologies)	2023-2024 Academic Year	Informatics students express their desire for a laboratory to be set up for them at the university, with a larger space and a more comfortable environment.	One of the goals of establishing the Faculty of Business and Technologies as a new structural unit and the new management vision of the faculty is to update and modernize the educational infrastructure, as a result of which one new computer class was added based on the needs of the educational programs; a laboratory equipped with a new concept design and the latest generation of "Alienware" brand computers was also created, which will allow students of informatics and business programs to carry out practical projects and work.	Head of Procurement and Material and Technical Support Service;  Head of Information Technology Service
Classroom performance assessment (Faculty of Medicine)	Spring semester of the 2023-2024 academic year	As part of the observation of one of the lectures, a recommendation was made to conduct the lecture in a more interactive mode, in order to maximize student engagement in the learning process.	As indicated in the summary report of the classroom performance evaluation, one of the lecturers used various learning resources during the lecture, students asked questions and received comprehensive answers. Nevertheless, the lecturer was interviewed by the head of the simulation center regarding the above comment.	Dean of the Faculty of Medicine
Evaluation study of practice facilities (clinics) and clinical academic courses (Faculty of Medicine)	Fall semester of the 2023-2024 academic year	The student noted that clinical cases should be discussed during practical classes, and not directly during ongoing semester assessments.	At the beginning of the spring semester, faculty representatives held meetings with the implementing staff. During the meetings, the program director highlighted the changes made to the syllabi (if any) as well as the assessment components. In the case of clinical subjects, lecturers were recommended that, since one of the components of the semester assessment is case discussion, students practice discussing clinical cases before the assessment.	Dean of the Faculty of Medicine
Evaluation study of practice facilities (clinics) and clinical	Spring semester of the 2023-2024 academic year	The student mentioned the issue of finding lecture rooms in some clinics.	The student does not name a specific clinic or course, therefore, it cannot be determined where the problem of finding a room was. It should be noted that the university will contact the clinic and lecturer in advance on	Dean of the Faculty of Medicine

academic courses (Faculty of Medicine)			organizational issues, including the allocation of the necessary audience for conducting the curation. In this regard, once again, all necessary information will be shared with the lecturers conducting the curation at the beginning of the semester. In addition, an employee has been allocated to monitor the clinics, who periodically visits all clinical bases and records the current needs.	
Evaluation study of practice facilities (clinics) and clinical academic courses (Faculty of Dentistry)	Spring semester of the 2023-2024 academic year	<p>1. Students made recommendations to focus on providing instructions and training opportunities, and to be able to perform manipulations on phantoms in the absence of the patient.</p> <p>2. Students expressed a desire to have access to simulation rooms to allow them to practice independently without lectures/practicals and thus improve their practical skills.</p>	<p>1. It should be noted that all the comments expressed by the students were shared with the named lecturers, therefore, during the interview, they were given various recommendations, for example, to instruct them to perform manipulations on a phantom in the absence of the patient. In addition, the university has allocated an employee to carry out monitoring, who periodically visits all clinical bases and records the current needs.</p> <p>2. The rooms of the simulation center are always available to students, and with prior agreement with the head of the center, students can use the rooms for independent work.</p>	Dean of the Faculty of Dentistry
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	<p>Most of the surveyed students of the English-language graduate medical program are mostly satisfied or satisfied with the library services.</p> <p>Only the issue of air conditioning and also the issue related to printing resources are mentioned.</p>	<p>The European University Library is located in 3 different buildings, with a total of 244 seats.</p> <p>The library's reading rooms are equipped with computer equipment (computer, printer, scanner, copier, projector, overhead projector), which students can use for educational purposes.</p> <p>Regarding the air conditioning, the library provided information to the material and technical service. As a result of their involvement, the existing cooling system was</p>	Head of the library

			strengthened, and the Jo Ann Library was equipped with new air conditioners.	
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	<p>1. Students of Georgian and English-language programs noted that the Internet at the university sometimes works slowly because many students are using it at the same time.</p> <p>2. A student requested to improve the quality of the Internet on the computers located in the library.</p>	<p>1. In order to respond, in the 2024-2025 academic year, in January-December, the Internet of the company “SkyTel · SkyTel” was added, accordingly, the current Internet speed has now doubled. In particular, the provider's speed was at 100/50, and now it has been added at 100/100, both Internets function simultaneously, which improves the speed/quality of the Internet.</p> <p>2. A wifi router has been added to the Sarajishvili Campus Library space. In addition, starting from the spring semester of the 2024-2025 academic year, the computers in the space have been transferred from wifi to wired internet - a network cable, which will also improve internet speed.</p>	Head of Information Technology Service
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	<p>1. Students of the English-language and Georgian-language programs pointed out the issue of timely uploading of exam points through comments.</p> <p>2. Students spoke about the issue of late distribution of tests.</p>	<p>1. The Examination Center began conducting exams in electronic format from the fall semester of the 2024-2025 academic year, which speeds up the process of reflecting grades. Students can find out their evaluation upon completion of the exam (in the case of a closed test), and as for open-ended questions, the lecturer can easily correct the test from home.</p> <p>2. Based on the above, students no longer have to touch the papers. Students start the exams exactly at the time indicated in the exam database.</p>	Head of the Examination Center
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	<p>1. Students noted that the electronic learning database is being disrupted during registration for subjects, which is why they are unable to get into the desired groups, and</p>	<p>1. Regarding the above problem, the programmer configured and rearranged the server's parameters, which eliminated the mentioned issue.</p> <p>2. In order to respond, the programmer has taken the appropriate action and</p>	Head of the Educational Administration Service

		<p>expressed a desire to strengthen the databases.</p> <p>2. According to students, viewing scores when logging into the EUNSYS database from a mobile device is complicated and does not work properly.</p>	<p>when logging in via mobile, the assessment can be opened with a single click on the button.</p>	
<p>Student General Satisfaction Survey (Faculty of Medicine)</p>	<p>2023-2024 Academic Year</p>	<p>1. The student wished for more employment opportunities.</p> <p>2. A student left a comment regarding the planning of student activities so that students from different campuses have more opportunities to communicate with each other.</p>	<p>1. The Student and Alumni Service Center periodically shares with students various vacancies that the university receives from partner companies. For students of the Faculty of Medicine, a competition is periodically announced for internships at Jo Ann University Hospital, for nurse and nurse assistant positions, which are shared with students. Competitions are also announced for clinical internships both at Jo Ann University Hospital and in other partner clinics, including international partner clinics.</p> <p>2. The Student and Alumni Services Center periodically plans and implements various events and activities that allow students to get to know each other better. Since the beginning of the 2024-2025 academic year, the Service Center and the Public Relations and Marketing Service have jointly organized various events, including: the Freshman Reception Ceremony, Diwali Festival, and Halloween.</p>	<p>Head of Student and Alumni Service Center</p>
<p>Student General Satisfaction Survey (Faculty of Medicine)</p>	<p>2023-2024 Academic Year</p>	<p>1. Students note in their comments that the air conditioning system needs to be improved.</p> <p>2. Several students noted that they would like to see more use of models and</p>	<p>1. A central air conditioning system has been installed and is operational in the Jo Ann Educational Building.</p> <p>2. At the beginning of the fall semester, a meeting was held with anatomy lecturers regarding the frequent and full use of learning resources. A</p>	<p>Dean of the Faculty of Medicine</p>

	<p>technologies (VR, anatomage) available at the university during anatomy lectures and seminars.</p> <p>3. Students note the late uploading of exam points and express a desire for exams to be conducted on computers.</p> <p>4. The student notes that damaged inventory, e.g. chairs, mannequins, needs to be replaced.</p> <p>5. The student expresses the wish that all lecturers use the Moodle platform for communication purposes with students.</p> <p>6. The student noted that the computer classroom is cramped and it is difficult to focus on the image on the overhead projector.</p> <p>7. A student requested a survey regarding satisfaction with the lecturers of clinical academic courses.</p> <p>8. The student requested that summer exchange programs be offered.</p>	<p>computer version of anatomical VR was additionally installed in one of the lecture halls of the Sarajishvili building. 4 anatomical tablets have been installed in the group work room in the library, which students can use.</p> <p>3. The exam module has been built into the university's educational database, and starting from the current semester, students are taking exams using computers. Grades are also uploaded in a much shorter time.</p> <p>4. Before the start of the semester, as always, the classrooms were inspected, damaged inventory was replaced. The mannequins in the simulation center were updated as needed and consumables were replenished. Similar inspections are conducted periodically throughout the semester.</p> <p>5. Online meetings were held with lecturers in the spring semester and they were asked to use e-mail and Moodle to communicate with students. A message was sent during the current semester as well.</p> <p>6. The projector in the computer classroom on the Guramishvili campus was replaced with a smart board.</p> <p>7. Students have the opportunity to rate their satisfaction with clinical courses, including the lecturer. In addition, a new employee, the Clinic Relations Coordinator, has been added, who monitors the educational process in the clinics on a daily basis.</p> <p>8. A competition has been announced for students to complete extracurricular clinical practice abroad, in Spain and Germany. Accordingly, students have the opportunity to complete the aforementioned clinical</p>	
--	--	--	--

			practice during the winter holidays. A similar competition is planned for the summer period as well.	
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	<p>1. The student expressed a desire to improve the existing cooling system in the auditoriums and library.</p> <p>2. A student expressed a desire to have snack machines placed in the hallways on each floor.</p> <p>3. Students wanted an elevator to be made available.</p> <p>4. The student expressed a desire to add appropriate bins to women's restrooms.</p> <p>5. Students requested an increase in the number of benches in the yard for relaxing, as well as the allocation of a space for relaxing (including on the Jo Ann campus) and the arrangement of this space in the hall with a convenient interior.</p> <p>6. A student noted that the water dispensers on all floors are not working properly.</p>	<p>1. In response, the air conditioning in the library, which had a temporary outage, was repaired. A central air conditioning system has been installed and is operational in the Jo Ann Academic Building.</p> <p>2. A snack machine was placed in the corridor of the 2nd floor of the Sarajishvili campus.</p> <p>3. At this stage, both elevators on the Sarajishvili campus are working properly.</p> <p>4. Appropriate bins have been placed in the women's restrooms on the medical campus. It is also planned to add hygienic showers.</p> <p>5. Benches were added to the indoor and outdoor spaces of the Joanne and Sarajishvili campuses, and upholstered furniture was placed in the corridors.</p> <p>6. The dispensers currently installed at the university may be damaged by frequent use by students, however, in the event of damage to such equipment, the response is immediate, as the university is constantly monitoring and filters are replaced periodically.</p>	Vice-Rector for Procurement and Material Resources Development
Student General Satisfaction Survey (Faculty of Medicine)	2023-2024 Academic Year	A student requested a survey regarding satisfaction with clinical course lecturers.	1. Students have the opportunity to express feedback about lecturers - through a student evaluation questionnaire for the course and lecturer. In addition, during the semester, they can apply to the dean and request an audience with a specific lecturer, which will be attended by a commission consisting of representatives of the Quality Assurance Service, Training Center and	Head of Quality Assurance Department

			<p>Faculty. For example, in the spring semester of the 2023-2024 academic year, as a result of a student's application, the Dean of the Faculty of Medicine and the Quality Assurance Manager of the same faculty conducted an audience with a specific lecturer. In addition, regarding clinical academic courses, an employee has been assigned to monitor the clinics, who periodically visits all clinical bases and records the current needs.</p>	
<p>Student General Satisfaction Survey (Faculty of Dentistry)</p>	<p>2023-2024 Academic Year</p>	<p>Students noted that the internet should be faster, with one student commenting that there is also a problem with internet connectivity in the library.</p>	<p>In order to respond, in the 2024-2025 academic year, in January-December, the Internet of the company “SkyTel · SkyTel” was added, accordingly, the current Internet speed has now doubled. In particular, the provider's speed was previously 100/50, and now it has been added to 100/100, both Internets function simultaneously, which improves the speed/quality of the Internet. As for the library, a wifi router was added to the Sarajishvili campus library, and from the spring semester of the 2024-2025 academic year, the computers in the library space were transferred from wifi to line Internet - network cable, which will improve the speed of the Internet.</p>	<p>Head of Information Technology Service</p>
<p>Student General Satisfaction Survey (Faculty of Dentistry)</p>	<p>2023-2024 Academic Year</p>	<p>1. Students of the English-speaking and Georgian-speaking programs expressed a desire to review the issue of organizing exams, in particular the exam schedule.  2. The student requested that the exams be held in electronic format.</p>	<p>1. In the event that a student indicates discrepancies in the exam schedule, the exam center will ensure the identification of issues related to the schedule and appropriate response. A module has been added to the electronic database for the exam center, where it is possible to check for possible discrepancies in subjects, accordingly, if any, the exam day or time for the group is changed, and information about this is sent to students via email and mobile phone.</p>	<p>Head of the Examination Center</p>

		<p>3. Students requested to see evaluation separately in integrated subjects.</p>	<p>2. The Examination Center began conducting exams in electronic format from the fall semester of the 2024-2025 academic year.</p> <p>3. The Examination Center began conducting exams in electronic format from the first semester of the 2024-2025 academic year, therefore, students have the opportunity to see exam points according to the components of integrated study courses.</p>	
<p>Student General Satisfaction Survey (Faculty of Dentistry)</p>	<p>2023-2024 Academic Year</p>	<p>1. Students note that the cooling system needs to be strengthened.</p> <p>2. The student noted in his/her comment that it would be good if Moodle were used more intensively by lecturers.</p> <p>3. The student expressed a desire to do an internship.</p> <p>4. The student expressed a desire to monitor lecturers during curated courses.</p>	<p>1. The cooling system in the Sarajishvili building has been repaired, and a central cooling system has been installed in the Jo Ann building, which is working properly.</p> <p>2. During meetings held at the beginning of the semester, lecturers were recommended to upload learning materials to students' Moodle in the first week.</p> <p>3. A competition was announced for students of the dentistry program in the summer and 9 selected students underwent clinical practice at Bezmialı Vakıf University Clinic in Turkey. Similar clinical practice is planned to be offered in the 2024-25 academic year.</p> <p>4. The implementation of clinical academic courses in clinics has been monitored since the fall semester by the Coordinator of Cooperation with Clinics, who makes daily visits to the clinical bases.</p>	<p>Dean of the Faculty of Medicine</p>
<p>Student General Satisfaction Survey (Faculty of Dentistry)</p>	<p>2023-2024 Academic Year</p>	<p>1. Students expressed a desire to allocate more seating space.</p> <p>2. Students wanted the university to have clothes hangers or small lockers for</p>	<p>1. Rest areas were arranged on the medical campus, with the addition of upholstered furniture.</p> <p>2. In order to respond, a clothes hanger was attached to every auditorium.</p>	<p>Vice-Rector for Procurement and Material Resources Development</p>

		<p>temporary storage of personal belongings.</p> <p>3. Students requested improvements to the air conditioning system.</p> <p>4. Students requested an increase in the number of benches for resting in the yard and a roof so that they can stay in the yard during bad weather, as well as more chairs/benches in the hallway.</p>	<p>3. The cooling system has been adjusted in all auditoriums. A central air conditioning system has been installed and is operating in the Jo Ann Academic Building.</p> <p>4. Wooden benches were added to the courtyard of the Medical Campus in the 2023-2024 academic year.</p>	
<p>General satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)</p>	<p>2023-2024 Academic Year</p>	<p>1. Lecturers requested improvement in internet quality.</p> <p>2. One of the lecturers mentioned that the HDMI cable doesn't work in some rooms and the smart board flickers.</p>	<p>1. In order to respond, in the 2024-2025 academic year, in January-December, the Internet of the company "SkyTel · SkyTel" was added, accordingly, the current Internet speed has now doubled. In particular, the provider's speed was previously 100/50, and now it has been increased to 100/100, both Internets function simultaneously, which improves the speed/quality of the Internet.</p> <p>2. The Information Technology Service always expresses its readiness to correct existing deficiencies as a result of the correction. It should be noted that some lecturers use personal laptops, which is why cables are often disconnected from university computers. The cables may be damaged or the lecturer may cause discomfort to other lecturers by not returning the HDMI cables to their original position after disconnecting them. That is why the Information Technology Service repaired/removed all such HDMI cables in the rooms where the cables were damaged, and some lecturers were given instructions on the spot on how to disconnect/connect the cables correctly.</p>	<p>Head of Information Technology Service</p>

			As for the flashing monitors, according to information provided by the educational process managers and lecturers, all flashing monitors have been replaced with new ones.	
General satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)	2023-2024 Academic Year	<p>1. Lecturers requested the addition of an exam module to the electronic learning management system.</p> <p>2. The lecturer requested stricter monitoring of the examination process.</p>	<p>1. The Examination Center began conducting exams in electronic format from the fall semester of the 2024-2025 academic year.</p> <p>2. The exam center has been completely switched to an electronic format, the number of observers in the exam room has been increased, and cameras have been added. In case of a copying attempt, the student receives a warning, and in case of a repetition, he/she leaves the exam hall. In the 2024-2025 academic year, the examination center was equipped with electronic detector devices, which allow for the full identification of electronic equipment (headphones, smartwatches, phones).</p> <p>3. In the 2024-2025 academic year, a personal identification device was installed at the entrance to the examination halls, which recognizes the student through facial recognition.</p>	Head of the Examination Center
General satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)	2023-2024 Academic Year	As a result of the survey, comments were recorded regarding the strengthening of support for scientific and research activities and also increasing awareness about this support.	The Center for Support of Scientific and Research Activities continuously cares about the professional development, retraining and qualification improvement of academic and invited personnel. For this purpose, the Center offers academic modules in various areas in cooperation with foreign partners or local experts. In addition, the Center regularly shares information with the academic and invited personnel of the university about scientific and research grant competitions announced by local and international foundations and also	Head of the Center for Scientific Research Activities

		<p>offers assistance with the application process. The above information and, if necessary, consultation/assistance are available to both invited and academic personnel.</p> <p>It is noteworthy that the center conducts Survey of Academic and Invited Staff. The survey provides staff with the opportunity to evaluate the trainings they have received and choose their preferred topic(s), and based on this, the Center plans the trainings to be conducted during the academic year.</p> <p>For the 2023-2024 academic year, the Center has implemented the following trainings/workshops:</p> <ul style="list-style-type: none"><li>• On February 19-23, 2024, an online workshop on the topic "Scientific Ethics in Teaching and Research Activities" was held for the academic and invited staff of the university.</li><li>• On April 4, 2024, an online workshop on "Student Support, Guidance and Mentoring in Teaching and Research Activities" was held for the academic and invited staff of the university.</li><li>• From April 8 to May 31, 2024, an online course "Quantitative Data Analysis in SPSS" was held for the academic and invited staff of the university;</li><li>• On May 28, 2024, an online workshop on the topic "Mentoring and Scientific Paper Supervision" was held for the academic and invited staff of the university,</li><li>• On June 17, 2024, an online webinar was held for the academic and invited staff of the university on the topic "Ethical Use of Artificial Intelligence Tools in the Educational Process".</li></ul>	
--	--	--	--

<p>General satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)</p>	<p>2023-2024 Academic Year</p>	<p>1. The lecturer notes that the air conditioning and wifi systems need to be fixed.</p> <p>2. The lecturer notes that an exam module needs to be added to the electronic learning process management system.</p> <p>3. The lecturer expressed his/her wish that it would be possible to evaluate OSCE exam papers online.</p>	<p>1. The central air conditioning system has been installed and is working in the Jo Ann educational building. The Computer Technology Service has verified and increased the internet speed in the educational auditoriums: In the 2024-2025 academic year, in January-December, the internet of the company "SkyTel · SkyTel" was added, accordingly, the current internet speed has now doubled. In particular, the provider's speed was previously 100/50, and now it has been added to 100/100, both internets function simultaneously, which improves the speed/quality of the internet. As for the library, a wifi router has been added to the Sarajishvili campus library, and since the spring semester of the 2024-2025 academic year, the computers in the library space have been transferred from wifi to line internet - network cable, which will improve the internet speed.</p> <p>2. The exam module was piloted once again. Starting from the fall semester of the current academic year, exams are already taking place on the electronic exam platform.</p> <p>3. Starting from the 2024-2025 academic year, written exams, including clinical case discussions, will be conducted electronically.</p>	<p>Dean of the Faculty of Medicine</p>
<p>General satisfaction Survey of Academic and Invited Staff (Faculty of Dentistry)</p>	<p>2023-2024 Academic Year</p>	<p>The lecturer commented - "The quality of the internet is poor and I use my internet all the time."</p>	<p>In response, in the 2024-2025 academic year, in January-December, the Internet of the company "SkyTel" was added, accordingly, the current Internet speed has now doubled. In particular, the provider's speed was previously 100/50, and now it has been increased to 100/100, both Internets function simultaneously, which</p>	<p>Head of Information Technology Service</p>

			improves the speed/quality of the Internet.	
General satisfaction Survey of Academic and Invited Staff (Faculty of Dentistry)	2023-2024 Academic Year	Lecturers requested that exams be held in electronic format.	The Examination Center began conducting exams in electronic format from the fall semester of the 2024-2025 academic year.	Head of the Examination Center
General satisfaction Survey of Academic and Invited Staff (Faculty of Dentistry)	2023-2024 Academic Year	As a result of the survey, comments were recorded regarding the strengthening of support for scientific and research activities and also increasing awareness about this support.	<p>The Center for Support of Scientific and Research Activities continuously cares about the professional development, retraining and qualification improvement of academic and invited personnel. For this purpose, the Center offers academic modules in various areas in cooperation with foreign partners or local experts. In addition, the Center regularly shares information with the academic and invited personnel of the university about scientific and research grant competitions announced by local and international foundations and also offers assistance with the application process. The above information and, if necessary, consultation/assistance are available to both invited and academic personnel.</p> <p>It is noteworthy that the center conducts a needs Survey of Academic and Invited Staff. The survey provides staff with the opportunity to evaluate the trainings they have received and choose their preferred topic(s), and based on this, the Center plans the trainings to be conducted during the academic year.</p> <p>For the 2023-2024 academic year, the Center has implemented the following trainings/workshops:</p> <ul style="list-style-type: none"> <li>• On February 19-23, 2024, an online workshop on the topic "Scientific</li> </ul>	Head of the Center for Scientific Research Activities

			<p>Ethics in Teaching and Research Activities" was held for the academic and invited staff of the university.</p> <ul style="list-style-type: none"> <li>• On April 4, 2024, an online workshop on "Student Support, Guidance and Mentoring in Teaching and Research Activities" was held for the academic and invited staff of the university.</li> <li>• From April 8 to May 31, 2024, an online course "Quantitative Data Analysis in SPSS" was held for the academic and invited staff of the university;</li> <li>• On May 28, 2024, an online workshop on the topic "Mentoring and Scientific Paper Supervision" was held for the academic and invited staff of the university,</li> <li>• On June 17, 2024, an online webinar was held for the academic and invited staff of the university on the topic "Ethical Use of Artificial Intelligence Tools in the Educational Process".</li> </ul>	
General satisfaction Survey of Academic and Invited Staff (Faculty of Dentistry)	2023-2024 Academic Year	<p>1. The lecturer notes in his comment that the malfunction of the drilling machines hinders the practical work process. A comment was also made regarding the quality of the Internet.</p> <p>2. The lecturer notes that he/she would like the exams to be held electronically.</p>	<p>1. The proper functioning of the drilling machines is checked regularly throughout the semester. If necessary, repairs are made. The check was also carried out before the start of the fall semester. As for the Internet speed, the Computer Technology Service improved Internet access at the beginning of the semester.</p> <p>2. An examination module has been integrated into the educational database and, starting from the fall semester of the 2024-2025 academic year, exams will be held electronically.</p>	Dean of the Faculty of Dentistry
Meetings held by the Quality Assurance Service with students of	2023-2024 Academic Year	<p>1. Students requested that the internet quality be improved in rooms 303 and 308 on the Sarajishvili campus.</p>	<p>1. In order to respond, in the 2024-2025 academic year, in January-December, the Internet of the company "SkyTel • SkyTel" was added, accordingly, the current Internet speed has now doubled. In particular, the</p>	Head of Information Technology Service

the Faculty of Medicine		2. A student requested that the flickering monitor in auditorium 403 be replaced.	<p>provider's speed was previously 100/50, and now it has been increased to 100/100, both Internets function simultaneously, which improves the speed/quality of the Internet.</p> <p>2. The Information Technology Service, as a result of the appeal, always expresses its readiness to correct existing shortcomings. As for the flickering monitors, according to the information provided by the managers and lecturers of the educational process, all flickering monitors have been replaced with new ones. Including in the 403rd auditorium.</p>	
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2023-2024 Academic Year	Students of the English-language graduate medical program spoke about the delayed uploading of exam grades to the electronic learning management system by the examination center and requested that the points be reflected in the database in a timely manner.	<p>In the fall semester of the 2024-2025 academic year, the Examination Center has fully switched to electronic exams. Students write exams on computers, and in the event of open-ended questions, lecturers mark papers from home.</p> <p>In the case of a closed test, the student receives a grade on the spot, is informed about the test, and if they disagree with the evaluation or think that there is a technical flaw in the test, they appeal - they write a reasoned statement of appeal.</p>	Head of the Examination Center
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2023-2024 Academic Year	<p>1. Students expressed their desire for the electronic learning database to function properly during the registration period.</p> <p>2. Students expressed a desire to fix the grades field when logging into the system via mobile, as it can only be opened by pressing the button multiple times.</p>	<p>1. Regarding the above problem, the programmer configured and rearranged the parameters on the server, which eliminated the above issue.</p> <p>2. In order to respond, the programmer has taken the appropriate action and when logging in via mobile, the assessment can be opened with a single click on the button.</p>	Head of the Educational Administration Service

<p>Meetings held by the Quality Assurance Service with students of the Faculty of Medicine</p>	<p>2023-2024 Academic Year</p>	<p>1. Students requested that more public lectures be organized at the university in the field of psychology, so that scheduled meetings do not coincide with lectures.</p> <p>2. Students of the Georgian-language medical program requested the planning of more entertainment events, organizing parties for Georgian students as well, and excursions.</p> <p>3. Students of the English-language graduate medical program expressed a desire to engage in more recreational activities, including sports activities and excursions around Georgia.</p> <p>4. A student of the Georgian-language medical program requested the purchase of the Israeli flag damaged by foreign students and its re-attachment along with the flags of various countries.</p>	<p>1. During the reporting period, public lectures were held at the European University, organized by the Student and Alumni Center, on the following topics: "Communication and Manipulation", "Creativity - the Highest Function of Human Consciousness and Art Therapy", "Fears/Phobias and Ways to Overcome Them from the Perspective of Social Psychology", "Positive Parenting". "Basics of Photography", "How to Create an Effective Resume and How to Use the LinkedIn Platform".</p> <p>2. The Student and Alumni Service Center offers students various types of sports, cultural, educational and entertainment events. The center annually announces a student initiative competition, within the framework of which a university student or student initiative group can submit a project on social, cultural, educational, innovative, research and technological topics. Also, once a year, registration of a new student club is announced, and at any time they can join existing student clubs, which carry out various types of activities, tournaments and events according to their direction. Various national and thematic events, charity and social responsibility projects are planned.</p> <p>During the summer break, the European University hosted the central Welcome and New Year parties, as well as the multicultural and student festival "My European Home".</p> <p>As an outing event, the Student and Alumni Service Center of the European University offers students the opportunity to join the Hiking Club, which organizes hikes in various</p>	<p>Head of Student and Alumni Service Center</p>
--	--------------------------------	--	--	--

		<p>directions based on student requests. The costs of the outing event and the equipment required for the hike are fully funded by the European University.</p> <p>At the European University, organized by the Student and Alumni Center, public lectures were held on the following topics:</p> <p>"Communication and Manipulation", "Creativity - the Highest Function of Human Consciousness and Art Therapy", "Fears/Phobias and Ways to Overcome Them from the Perspective of Social Psychology", "Positive Parenting".</p> <p>3. Sports activities - During the reporting period, two mini-football championships were held at the European University, in which a total of more than 300 Georgian and international students participated. In addition, sports events such as chess, arm wrestling and table tennis championships were held. They also participated in the largest Georgian student festival, where they had the opportunity to engage in such sports as billiards, tennis, badminton, bowling, karting, paintball, judo, sambo, Georgian wrestling, rafting, backgammon, checkers, chess.</p> <p>The Student and Alumni Service Center offers students various types of sports, cultural, educational and entertainment events. The center annually announces a student initiative competition, within the framework of which a university student or student initiative group can submit a project on social, cultural, educational, innovative, research and technological topics.</p> <p>An event called "Your European</p>	
--	--	---	--

			<p>Home" was held on the campus of the European University, where clubs from the European University presented their clubs and both Georgian and international students participated in various activities.</p> <p>As an outing event, the Student and Alumni Service Center of the European University offers students the opportunity to join the Hiking Club, which organizes hikes in various directions based on student requests. The costs of the outing event and the equipment required for the hike are fully funded by the European University.</p> <p>4. The flag banner on the Sarajishvili campus has currently been completely removed and replaced with a new one, however, with the approval of the relevant services, the billboard will be updated and the flags of all countries, including Israel, will be added.</p>	
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2023-2024 Academic Year	<p>1. Students spoke about the academic calendar, in particular, the late start and end of the academic process, and expressed their desire to create a calendar in such a way that the academic process ends earlier.</p> <p>2. Students of the psychology program spoke about one of the lecturers. They noted that the material explained by the lecturer is now easier to understand, but they expressed a desire for the lecturer to further improve his/her method of explanation to make it more understandable.</p>	<p>1. A change has been made to the academic calendar for the 2024-2025 academic year, and a new calendar has been approved, according to which the academic process ends in July, and additional final exams on August 2.</p> <p>2. After the students' evaluations and feedback, an individual meeting was held with the invited lecturer, where aspects that will be taken into account in the implementation of the course in future semesters were discussed, including teaching and learning methods.</p> <p>3. During the summer, an air conditioning system was installed in all rooms on the Jo Ann campus and is working properly. All auditoriums in the Sarajishvili building (including the specified auditoriums) were checked</p>	Dean of the Faculty of Medicine

		<p>3. Students spoke about the university's infrastructure. They expressed their desire to fix the air conditioning system, to have the water dispensers constantly refilled, to replace the flickering monitor in auditorium 403. They also requested that the internet problem in rooms 303 and 308 on the Sarajishvili campus be fixed.</p> <p>4. Students of the English-language graduate medical program expressed a desire for lecturers to prepare a single, standardized presentation template for all subjects, which would further facilitate the study of material from different professors and, accordingly, eliminate the possibility of exam questions being significantly different from each other.</p> <p>5. One student requested that the learning process manager be more observant when sharing messages with students.</p>	<p>by the IT service and, if necessary, smartboards and internet access were provided. Information about the filling of the cups was provided to the Material and Technical Service, although we would like to note that the issue of their filling is an ongoing process.</p> <p>4. Within the framework of the Graduate Medical Doctor Program, standardized presentations were prepared according to the directions in the 2023-24 academic year, with reference to the learning material, which were shared with students. Similarly, for the fall semester, the aforementioned standardized materials are already being shared with students on the Moodle platform.</p> <p>5. The managers of the learning process are constantly interviewed at the beginning of the semester and the necessary issues are once again emphasized. No specific feedback was identified regarding the incorrect sharing of messages, although the manager was once again provided with feedback on the mentioned issue.</p>	
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2023-2024 Academic Year	<p>1. Students requested the installation of a vending machine for coffee and snacks.</p> <p>2. Students expressed satisfaction with the addition of rooms for group work in the library and wished these rooms were more isolated, as they are not closed and</p>	<p>1. A snack machine was placed in the corridor of the 2nd floor of the Sarajishvili campus.</p> <p>2. Unfortunately, the space allocated for group work in the library cannot be covered due to fire safety regulations, however, in response, special acoustic ceilings and walls were additionally installed to dampen sound.</p>	Vice-Rector for Procurement and Material Resources Development

		soundproofed, creating noise and disturbing other students in their studies.		
Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry	2023-2024 Academic Year	During the meeting, students noted that they would like to add extracurricular literature to the library (the book "Fight Club").	In the 2023-2024 academic year, the Faculty of Medicine conducted a survey with students. It should be noted that each author and title noted by the students was taken into account and purchased, as well as additional developmental literature, as requested by the students. In total, as a result of the survey, more than 140 units of reading literature were purchased, both in Georgian and English.	Head of the Library
Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry	2023-2024 Academic Year	<p>1. Students of the dentistry program noted that the cooling system in the examination space needs to be improved.</p> <p>2. It is desirable for the examination center employees to upload the evaluations of the exam results to the electronic learning process management system in a timely manner and to record and notify subsequent retakes in a timely manner, as well as to expedite the conduct of electronic exams.</p>	<p>1. In response to student comments, air conditioning systems have been installed in exam rooms that were not cooled/heated, and where they were not functioning properly, the equipment was inspected and repaired, which resolved the issue raised.</p> <p>2. In the fall semester of the 2024-2025 academic year, the examination center has fully switched to electronic exams. Students write exams on computers, and lecturers, if there are open-ended questions, correct papers from home. In the case of a closed test, the student receives a grade on the spot, is informed about the test, and if they disagree with the evaluation or think there is a technical flaw in the test, they can file an appeal.</p>	Head of the Examination Center
Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry	2023-2024 Academic Year	Students noted that the electronic system Moodle is experiencing delays during course registration and requested that the program be strengthened during this period.	It is likely that the student is referring to the learning database, not the Moodle program. Regarding the above issue, the programmer configured and rearranged the parameters on the server, which eliminated the mentioned issue.	Head of the Educational Administration Service

<p>Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry</p>	<p>2023-2024 Academic Year</p>	<p>Students requested more activities, namely:</p> <ul style="list-style-type: none"> <li>• Football Championship,</li> <li>• Sports activities,</li> <li>• Musical events,</li> <li>• Arranging excursions</li> </ul>	<p>In response to student feedback:</p> <ul style="list-style-type: none"> <li>• During the reporting period, two mini-football championships were held at European University, in which a total of more than 300 Georgian and international students participated.</li> <li>• In addition, sports events such as chess, arm wrestling and table tennis championships were held. They also participated in the largest Georgian student festival, where they had the opportunity to engage in sports such as billiards, tennis, badminton, bowling, karting, paintball, judo, sambo, Georgian wrestling, rafting, backgammon, checkers, chess.</li> <li>• European University periodically hosts grand musical and cultural events for students as part of the Welcome, New Year's Eve event, and the Multicultural Festival.</li> <li>• As an outing event, the Student and Alumni Service Center of the European University offers students the opportunity to join the Hiking Club, which organizes hikes in various directions based on student requests. The costs of the outing event and the equipment required for the hike are fully funded by the European University.</li> </ul>	<p>Head of Student and Alumni Service Center</p>
<p>Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry</p>	<p>2023-2024 Academic Year</p>	<p>1. The students spoke about the academic calendar, in particular, the late start and end of the academic process, and expressed their desire to create a calendar in such a way that the academic process ends earlier. They also expressed their desire to extend the summer holidays. They said that currently, the holiday period lasts less than a</p>	<p>1. In response to the comment, a change was made to the academic calendar for the 2024-2025 academic year and a new calendar was approved, according to which the academic process ends in July, and additional final exams on August 2.</p> <p>2. The above issue was highlighted at a meeting with lecturers held at the beginning of the semester.</p> <p>3. The exam module has been built into the university's educational database,</p>	<p>Dean of the Faculty of Dentistry</p>

	<p>month and they are unable to return to their home country and relax.</p> <p>2. The student notes in the comment that lecturers need to explain students' rights regarding attending lectures and seminars.</p> <p>3. Students note the delay in uploading exam evaluation and express a desire for exams to be conducted on computers.</p> <p>4. The student expressed a desire to replace the damaged chairs with safe and comfortable chairs.</p> <p>5. Students expressed their desire to reintroduce the card system, as students from other universities will no longer be able to enter the university.</p> <p>6. One student noted that at the beginning of the next semester, a doctor was needed, although he/she was not on site, and requested that the doctor's working hours be clarified and made known to students.</p> <p>7. Students of the English-language program expressed their desire to have their program teach courses tailored to the dentistry program, rather than the more advanced subjects intended for the medical program, because they find</p>	<p>and starting from the current semester, students are taking exams using computers. Grades are also uploaded in a much shorter time.</p> <p>4. Before the start of the semester, the classrooms were inspected and damaged equipment was replaced. Similar inspections are conducted periodically throughout the semester.</p> <p>5. The turnstile system has been updated and students can enter the university using an individual QR code in the learning database.</p> <p>6. The medical office is located on the first floor of the Sarajishvili campus, and is open from Monday to Friday, from 10:00 to 18:00, and on Saturdays from 10:00 to 14:00. The above information was also posted on the door of the medical office in Georgian and English.</p> <p>7. After the end of the spring semester of the 2023-24 academic year, meetings were held with lecturers of basic subjects according to the directions and the existing syllabi were further adapted to the needs of the dentistry program.</p> <p>8. In order to deepen students' knowledge and skills in the field, clinical practice was planned for the summer at the Dental Clinic of Bezmialem Vakif University in Turkey. Between July 22-26, nine students of the Dentistry program underwent clinical practice with full funding from the university.</p> <p>9. A central air conditioning system has been installed and is functioning properly in the Jo Ann Educational Building.</p>	
--	---	--	--

		<p>it difficult to cope with the current one.</p> <p>8. Students requested the addition of summer courses that would deepen their knowledge, but would not be graded.</p> <p>9. Students wanted to improve the cooling system because, they said, the temperatures in the auditoriums, including the exam space and the library, are high in the summer and they find it difficult to work.</p>		
<p>Meetings held by the Quality Assurance Service with students of the Faculty of Dentistry</p>	<p>2023-2024 Academic Year</p>	<p>1. Students spoke about having more recreational spaces at the university, specifically, they requested that more chairs be added to the yard, that the yard area be increased, and that beanbags be placed in the corridors for relaxation.</p> <p>2. Students expressed their desire to reintroduce the card system, as students from other universities will no longer be able to enter the university.</p> <p>3. The student noted that at the beginning of the fall semester, a doctor's services were needed, although he/she was not on site, and requested that the doctor's working hours be clarified and made known to the students.</p> <p>4. Students wanted to improve the cooling system</p>	<p>1. Benches were added to the indoor and outdoor spaces of the Joanne and Sarajishvili campuses, and upholstered furniture was placed in the corridors.</p> <p>2. In the 2024-2025 academic year, turnstiles were put into operation at the university entrance, therefore, students, lecturers, and administration staff can enter the university only using personal, special barcodes.</p> <p>3. Relevant information was posted on the doctor's office door.</p> <p>4. A malfunction of the cooling system was detected in the library, and the air conditioning was adjusted in response. As for the auditoriums, the cooling system was reviewed and adjusted in all auditoriums. A central air conditioning system was installed and is operating in the Jo Ann Educational Building.</p>	<p>Vice-Rector for Procurement and Material Resources Development</p>

		because, they said, the temperatures in the auditoriums, including the exam space and the library, are high in the summer.		
Student Satisfaction Survey with International Mobility (Faculty of Medicine)	Spring semester of the 2023-2024 academic year	The survey revealed that despite general satisfaction, some of the mobility students assessed the support provided by the International Relations Office as an area for improvement.	In response to this issue, the International Relations Office has prepared an information guide for exchange students, which provides them with detailed instructions on how to effectively complete both academic and administrative procedures; in addition, the guide includes practical advice based on experience that will help students avoid potential obstacles.	Head of International Relations Service
Student Satisfaction Survey with the Midterm Exam Process (Faculty of Medicine)	Fall semester of the 2023-2024 academic year	<ol style="list-style-type: none"> <li>1. Students noted the facts of the coincidence of exams.</li> <li>2. Students noted that some invigilators are not polite and are excessively strict, while some spoke about the noise in the exam hall.</li> </ol>	<ol style="list-style-type: none"> <li>1. To prevent exam table overlap, a program has been built into the database, which allows the exam center to identify during the table creation process whether a group has a overlap and react accordingly.</li> <li>2. All observers are provided with informational training before each exam. In addition, they are constantly monitored by the examination center and replaced if necessary. Based on personal observations of the examination center employees and cases reported by students, the composition of the examination observers is checked and subsequently updated.</li> </ol>	Head of the Examination Center
Octally Structured Clinical Examinations (OSCE) - Assessment (Faculty of Medicine)	Fall semester of the 2023-2024 academic year	<ol style="list-style-type: none"> <li>1. Some students stated that they want to do practical work and prepare for the exam before the exam.</li> <li>2. According to students, during clinical courses, there is not enough time to prepare for the practical part of the OSCE.</li> </ol>	<ol style="list-style-type: none"> <li>1. Upon prior notification, students have the opportunity to practice in a simulation room before the exam under the supervision of a laboratory assistant.</li> <li>2. The OSCE part of the clinical subject is conducted in a simulation center. Lecturers are always instructed to prepare students for the exam</li> </ol>	Head of the Simulation Center

			according to the stations. Due to a similar complaint, since last semester, the lecturer at the simulation center has been training students according to the stations before the exam.	
Student Satisfaction Survey with the Final Exam Process (Faculty of Medicine)	Fall semester of the 2023-2024 academic year	<p>1. Some students noted that the exam schedule was not well organized.</p> <p>2. One student noted that students received the wrong exam paper for the exam because the lecturer's first and last name were the same.</p>	<p>1. To prevent the exam schedule from overlapping, a program has been built into the database, which allows the exam center to identify during the schedule creation process whether a group has a overlap and to respond accordingly, changing the schedule accordingly. If a student follows the academic year exactly and has not failed any subject, the exam schedule will not overlap.</p> <p>2. The above-mentioned case was observed only in one curated course, since the same subject was taught by a lecturer with the same first and last name, which caused misunderstanding. In order to resolve the issue, the students took the exam later, at a time of their choosing.</p>	Head of the Examination Center
Student Satisfaction Survey with the Final Exam Process (Faculty of Medicine)	Fall semester of the 2023-2024 academic year	<p>1. One student notes that more time needs to be devoted to discussing clinical cases.</p> <p>2. Several students noted that the grading of the examination paper in the course "Medicine and Society" was unfair.</p>	<p>1. At the beginning of the spring semester of the 2023-24 academic year, information was announced at a meeting with lecturers to discuss clinical cases relevant to the course during the learning process.</p> <p>2. After the exam, students filed appeals regarding the exam grades for the aforementioned course. In accordance with the examination administration rules, an appeals commission was established, which reviewed the issue and corrected the grade for one open-ended question.</p>	Dean of the Faculty of Medicine
Orally Structured Clinical Examinations	Fall semester of the 2023-2024	1. Some students noted that during the semester, some lecturers pay less attention	1,2,3 - The issues were discussed at the beginning of the semester meeting and all implementing personnel were recommended to place more emphasis	Head of the Simulation Center

<p>(OSCE) - Assessment (Faculty of Medicine)</p>	<p>academic year</p>	<p>to the details of specific procedures.</p> <p>2. Some students would like to receive more feedback from lecturers during classes to avoid technical errors during exams.</p> <p>3. Some students noted that during the semester, some lecturers did not inform students about the exam format.</p> <p>4. A student expressed dissatisfaction with the case-based OSK in clinical subjects, specifically, according to him/her, the teacher did not discuss such a case with the group.</p>	<p>on practical assignments, as well as to provide feedback during the learning process and in the first lesson regarding detailed familiarization with the syllabus; another meeting regarding the examination process is scheduled for April 26, where the aforementioned topics will be discussed again.</p> <p>4. Case-based OSCE is conducted in some clinical subjects along with standard OSCE. At the beginning of the semester, as well as during the curation, both written and telephone communication with the implementers is carried out by the Simulation Center. We constantly ask teachers to prepare students in both the theoretical and practical parts. There will be additional communication with lecturers.</p>	
<p>Student Satisfaction Survey with the Midterm Exam Process (Faculty of Medicine)</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>Students expressed dissatisfaction with the delay in publishing results.</p>	<p>The examination process administration rule determines 5 working days for the correction of papers by the staff. The examination center constantly informs the staff about the observance of the mentioned deadlines. After the presentation of the results by the staff, the center ensures the entry of the results into the electronic learning process management system within 2 working days. It should be noted that due to the large volume of work (closed questions, open-ended questions), there are cases of violation of deadlines by the staff. In order to streamline the processes, an examination module was built into the electronic learning process management system. From the fall semester of 2024-2025, the examination center switched to a computer system for conducting exams. Electronic completion of examination processes ensures</p>	<p>Head of the Examination Center</p>

			<p>automatic correction of closed-type questions immediately after the exam and reflection of the assessment in the database. As for open-ended questions, their correction is still done by the staff, however, correction is done in the electronic system. This will significantly speed up the reflection of exam results in the electronic learning system and allow students to view their results in a short time.</p>	
<p>Octally Structured Clinical Examinations (OSCE) - Assessment (Faculty of Medicine)</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>Some students noted that during the semester, some teachers pay less attention to the details of specific procedures and want more practical work.</p>	<p>In the spring semester, the simulation center is busy with many new teachers. The issue was discussed at the meeting at the beginning of the semester and all teachers were recommended to place more emphasis on practical assignments, as well as to provide feedback during the learning process and to familiarize themselves with the syllabus in detail during the first lesson; after the exams, another meeting was held, where the above was additionally discussed.</p>	<p>Head of the Simulation Center</p>
<p>Student Satisfaction Survey with the Final Exam Process (Faculty of Medicine)</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>1. Some students believe that the exam schedule was not well-designed. For example, students noted that they had 3 exams in a row in one day.</p> <p>2. Delayed reporting of grades, desire to conduct exams in electronic format, as well as the problem of distinguishing photos during the exam (it is preferable that the photos be in color).</p> <p>3. The student made a comment related to the format of the questions: spacing between questions or distributing them</p>	<p>1. To prevent the exam schedule from overlapping, a program has been built into the database, which allows the exam center to identify whether a group has a overlap during the schedule creation process and make appropriate adjustments and correct the schedule. If a student follows the academic year exactly and has not failed any subject, the exam schedule will not overlap.</p> <p>2. An exam database has been built into the electronic database, where students can find out their evaluation upon completion of the exam (in the case of a closed test). As for open-ended questions, the lecturer can easily correct the test from home, which speeds up the process of reflecting grades. The lens part is also built into the database,</p>	<p>Head of the Examination Center</p>

		<p>together, accordingly, a request was made to prepare the exam questions in the same font, size, shape, and with equal intervals.</p>	<p>which makes the photos clear and bright.</p> <p>3. The examination center began conducting electronic exams, which eliminated the aforementioned problem.</p>	
<p>Student Satisfaction Survey with the Final Exam Process (Faculty of Medicine)</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>The student commented that in addition to the issues mentioned by the lecturer, other issues also came up on the exam for which the students were not prepared. Students noted that the exam questions did not correspond to the syllabi, naming the following courses: Clinical Diagnosis Teaching Methods 1, Body Systems, Pathology, GCT Students expressed their desire to only encounter their lecturer's exam questions on the exam, and not material compiled by different lecturers. The student noted that not all important topics were covered in the PPT.</p>	<p>All lecturers in the same course follow the same syllabus, and the syllabuses also indicate the required literature. In the 2023-2024 academic year, standardized materials were also prepared by the implementing staff according to the courses, where pages/chapters from the required literature are indicated for each topic included in the syllabus. Exam questions are prepared by different lecturers implementing the course, although within the framework of the syllabus and required literature. Exam questions may deviate from the lecture presentation, although they are covered in the textbook.</p>	<p>Dean of the Faculty of Dentistry</p>
<p>Orally Structured Clinical Examinations (OSCE) - Assessment (Faculty of Medicine)</p>	<p>Spring semester of the 2023-2024 academic year</p>	<p>1. Students made comments regarding the equipment: • “Clinical and Professional Skills 4.</p> <p>2. According to the student's assessment, the lecturer did not properly explain the practical part: one of the tools was not used for manipulation.</p>	<p>1. The Clinical Skills 4 exam used completely new instruments, which were additionally purchased specifically for the exam,</p> <p>2. Regarding the instructor's instructions on how to use the tool, the students reported this to the head of the simulation center, who then spoke to the instructor. He/she taught the students the subject using a different technique, and on the exam, the specific group was assessed based on the technique taught by the instructor,</p>	<p>Head of the Simulation Center</p>

			and they did not lose points for not using the tool.	
Student Satisfaction Survey with the Final Exam Process (Faculty of Dentistry)	Spring semester of the 2023-2024 academic year	<p>1. Students left comments regarding the late posting of grades.</p> <p>2. The student requested that a clock be placed in the exam hall.</p>	<p>1. An exam database has been built into the electronic database, where students can find out their evaluation upon completion of the exam (in the case of a closed test). As for open-ended questions, the lecturer can easily correct the test in the information system, which speeds up the process of reflecting scores.</p> <p>2. The exam center has switched to an electronic system, which means that exams are taken on a computer, and students can see the clock and how much time they have left.</p>	Head of the Examination Center
Student Satisfaction Survey with the Final Exam Process (Faculty of Dentistry)	Spring semester of the 2023-2024 academic year	<p>1. The student requested that, just as they are notified on their mobile phone about exam changes, they also receive notifications in case of missing a lecture.</p> <p>2. A student commented that despite having a valid reason, some lecturers still do not allow them to make up missed activities.</p>	<p>1. Lecturers were informed that in case of missing a lecture/seminar or changing the time, they should definitely inform the educational process managers so that they can inform the students.</p> <p>2. At the beginning of the semester, lecturers were informed that they could restore students' current grades based on the relevant documentation submitted.</p>	Dean of the Faculty of Dentistry
Orally Structured Clinical Examinations (OSCE) - Assessment (Faculty of Dentistry)	Spring semester of the 2023-2024 academic year	Students expressed their dissatisfaction with the organization of the OSCE exam, in particular, with the instructions and equipment.	During the OSCE exams in the spring semester, various issues were identified regarding the organization of the exams, to eliminate which, a meeting was held with the implementing personnel in the fall semester of the 2024-2025 academic year, and each issue was studied and corrected in detail. In particular, instructions were placed on the door of the exam room, which reflected information such as: the task to be performed and the duration of the station.	Head of Dentistry Program
Students' evaluation of	Spring semester of	The following comment was made in the individual	As a result of the pointed comment, an interview was conducted with the	Head of the Psychology

<p>their bachelor's thesis supervisor (Faculty of Medicine)</p>	<p>the 2023-2024 academic year</p>	<p>evaluation by the student's supervisor of the bachelor's thesis - regarding the supervisor's lack of involvement in using the SPSS program.</p>	<p>supervisor of the bachelor's thesis, where they noted that they did not actually process the data obtained by the student, although they were not involved in the process and provided the student with feedback on this matter.</p> <p>In addition, it should be noted that the student works on the bachelor's thesis in the VIII semester, and in the VII semester he/she takes the mandatory course "Statistical Data Processing SPSS". With this premise, the main principle of building the curriculum is precisely that the student be ready to write a thesis and process data. Also, in the VIII semester, within the framework of the psychology program, students have the opportunity to take the elective course "Quantitative Data Analysis Using Complex Statistical Methods (Advanced SPSS)", therefore, we can say that the program provides the student with every opportunity to be equipped with the appropriate knowledge and skills in terms of data processing and to independently cope with this component when working on the thesis.</p>	<p>Undergraduate Program</p>
---	------------------------------------	--	--	------------------------------

Various structural units are planning to take certain steps in the future to respond to the notable issues identified from the assessment. The deadlines for their implementation have also been determined. It is important to note that appropriate responses have been implemented for the majority of the issues of concern identified based on the assessments carried out in the 2023-2024 academic year by the respective structural units and individuals, which can also be seen in the table provided above. There are several planned activities, the implementation of which requires a certain amount of time, and the 2024-2025 academic year has been defined as the deadline for their implementation (for details, see Appendix 22 - Analysis of the response to the results of the assessment carried out within the framework of internal quality assurance mechanisms in the 2023-2024 academic year). It should also be noted that the Quality Assurance Service continues to monitor and evaluate the implementation of planned activities.

## Attached Reports/Evidence

**Appendix 1** - Annual Assessment Reports of Educational Programs.

**Appendix 2** - Interested Parties' Survey Results, Analysis of Results, and Reports on the Use of Results.

**Appendix 3** - Indirect Assessment of Learning Outcomes, Graduate Survey Results, Analysis of Results, and Reports on the Use of Results.

**Appendix 4** - Direct Assessment of Learning Outcomes, Analysis of Academic Performance, Evaluation of Results According to Program's 4th Appendix, Reports on the Use and Response to Analysis Results.

**Appendix 5** - Assessment of academic and invited personnel, professional development reports, annual scientific-research activity reports of academic personnel, reports on responses to assessment results.

**Appendix 6** - Assessment of Thesis Supervisors, Analysis of Results, Report on Responses to Results.

**Appendix 7** - Coursework Assessment Reports, Provided Feedback, Summary Assessment Reports, and Response Reports.

**Appendix 8** - Results of Practice Component Assessment and Analysis of Results.

**Appendix 9** - Results of General Satisfaction Survey of Program Implementing Personnel and Students, Analysis of Results, and Reports on Responses to Issues of Concern.

**Appendix 10** - Summary Reports of Meetings with Students, Reports on Structural Units' Responses to Assessment Results.

**Appendix 11** - Results of International Academic Mobility Assessment and Analysis of Results.

**Appendix 12** - Survey Results of Students Participating in Mobility, Analysis of Results, and Response Reports.

**Appendix 13** - Results of Examination Process Assessment, Analysis of Results, Reports on Examination Center's Responses to Assessment Results.

**Appendix 14** - Examination Center Reports on Cases of Removal from Paper Evaluations and Appeals.

**Appendix 15** - Reports on Verification of Student Written Works in Plagiarism Software and Responses.

**Appendix 16** - Report of the Head of the Scientific-Research Activity Support Center on University Personnel Participation in Grant Competitions.

**Appendix 17** - Progress Reports of Research Grant Projects.

**Appendix 18** - Reports of the Scientific-Research Activity Support Center and Innovative Teaching Methods Training Center on Personnel Development Support Activities.

**Appendix 19** - Assessment of Management Processes, Analysis of Assessment Results, Reports on Responses to Assessment Results.

**Appendix 20** - Determination Table for the Number of Academic and Invited Personnel.

**Appendix 21** - Determination and Monitoring of Student Contingent: Tables for Determining Student Numbers and Monitoring Student Numbers.

**Appendix 22** - Analysis of Responses to Assessment Results Implemented within the Framework of Quality Assurance Mechanisms.