



IBSU

INTERNATIONAL BLACK SEA UNIVERSITY LLC

Strategic Plan 2018-2025

**Tbilisi, Georgia
2018**

STRATEGIC PLAN 2018-2025

Approved on 05/02/2018 by Academic Board - Minutes №:2 (Appendix №2)

Approvals

The signatures below certify that this quality manual has been reviewed, accepted and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

Prepared by: Self-evaluation Team

Controlled by: Rector

Approved by: Academic Board

Document Code : IBSU.PL2.E
Version № : 1.0
Revision № & Date : 27.02.2018
Approval Date : 05.02.2018

IBSU PROPRIETARY INFORMATION

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AMENDMENTS

#	Decision taken by	Minutes №	Date
1.	Academic Board	4	27.02.2018

Primary version: 05.02.2018

REVISION LIST

#	Date	Section	Page №	Remarks
1.	27.02.2018	Strategic Planning	40-41	Mission, values

FOREWORD

FOREWORD

Georgia has been going through various changes in the quest of erasing the negative influences of the Soviet heritage and consolidating with the modern world, especially EU, for which it has been taking strides for integration in all walks of life including the higher education sphere. The changes and reforms call for sound strategic planning for all the higher education institutions in the country.

As a private higher education institution established in 1995, International Black Sea University (IBSU) has been one of the best universities in the country of Georgia. IBSU is a center of attraction not only for local students but also for international students who enjoy the academic programs offered in English and environment it offers as its name suggests.

Developing a strategic plan is not an easy task for a university in an environment where there are frequent demographic, market, economic, and political changes. This is why we have tried to involve as many stakeholders as possible in the strategic plan development process, and we have not only taken into account the new Authorization Standards set by the Ministry of Education and Science of Georgia but also IBSU's current quality assurance system efforts in place as well as another international quality management standard to be able to cope with the ever-increasing competition in the country and to contribute to country's educational development.

We believe IBSU will set an example with its passion and efforts for high quality in higher education to be able to serve all its stakeholders the best as possible.

Prof. Dr. Ilias Chiloglu
Rector

TERMS AND DEFINITIONS

Chair	: Staff with administrative authority at IBSU.
Charter	: The document about the foundation and main activities of IBSU.
Code	: A document that describes the rules related to how an activity or process is done.
Customer	: Students of IBSU.
HEI	: Higher education institution
IBSU	: International Black Sea University.
Instructions	: A document that provides details on certain processes in a code.
MoES	: Ministry of Education and Science of Georgia
NCEQE	: National Center for Educational Quality Enhancement
QAS	: Quality Assurance System.
Rules and Regulations	: Regulations, instructions, guidelines, procedures,
Semester	: Each of the two parts that constitute one educational year.
Stakeholder	: Students, employers, parents, staff, sponsors, relevant international organizations, government, different layers of society.
Student Resource	: High-schools, university preparatory courses, other HEIs, international educational environment.
Supplier	: Institutions from which IBSU purchases goods and services.
Unit Staff	: All the employees working at a unit.
Unit	: Each administrative unit at IBSU.
University	: International Black Sea University.
Professional Orientation	: Professional Orientation is a set of services and activities, which allow individuals to make decisions on their education, training and occupations, and manage their own careers.

EXECUTIVE SUMMARY

DOCUMENT OVERVIEW

The strategic plan document covers basic information about the elements out of which the plan has been created.

This document provides a brief overview of International Black Sea University LLC (IBSU) and its activities, organizational structure and its management system, a university-wide SWOT analysis, and the Strategic Plan itself for the period of 2018-2025.

It mentions the strategic planning methodology, IBSU's resources to be utilized and improved, its quality assurance system, and how the strategic plan (as well as the action plan) will be monitored and adjusted/modified in align with the changing internal and external environment.

The document also attempts to offer the background for how the vision, mission and values of IBSU have been formulated, and their links to the Strategic Planning. It takes a detailed approach to introduce some areas to in order to shed some light on the big picture.

The appendix section provides more details about some issues that otherwise would take much space in the main part of the document.

This document does not include the Action Plan.

**INTERNATIONAL
BLACK SEA UNIVERSITY**

ELEVATOR PITCH

Having been one of the top-ranked universities in Georgia, we provide the local and international students with high-quality degree and lifelong learning programs at all levels.

BRIEF HISTORY

After gaining independence, Georgia has developed multidimensional relations with many countries of the globe. In this context, the educational field in the country also faced a great number of interactions with several parts the world.

International Black Sea University, LLC was opened in 1995 as a private higher education institution to offer national, regional, and international students high-quality degree programs in English with some in Georgian beginning from 2011.

IBSU followed the existing authorization rules in the country and the American way of measuring student success until Georgia signed the Bologna process in 2005, after which all the educational programs became compatible with ECTS.

University decided to offer 41 programs at three cycles (bachelor's, master's, and doctoral) as well as lifelong learning programs and certification courses.

ORGANIZATIONAL STRUCTURE

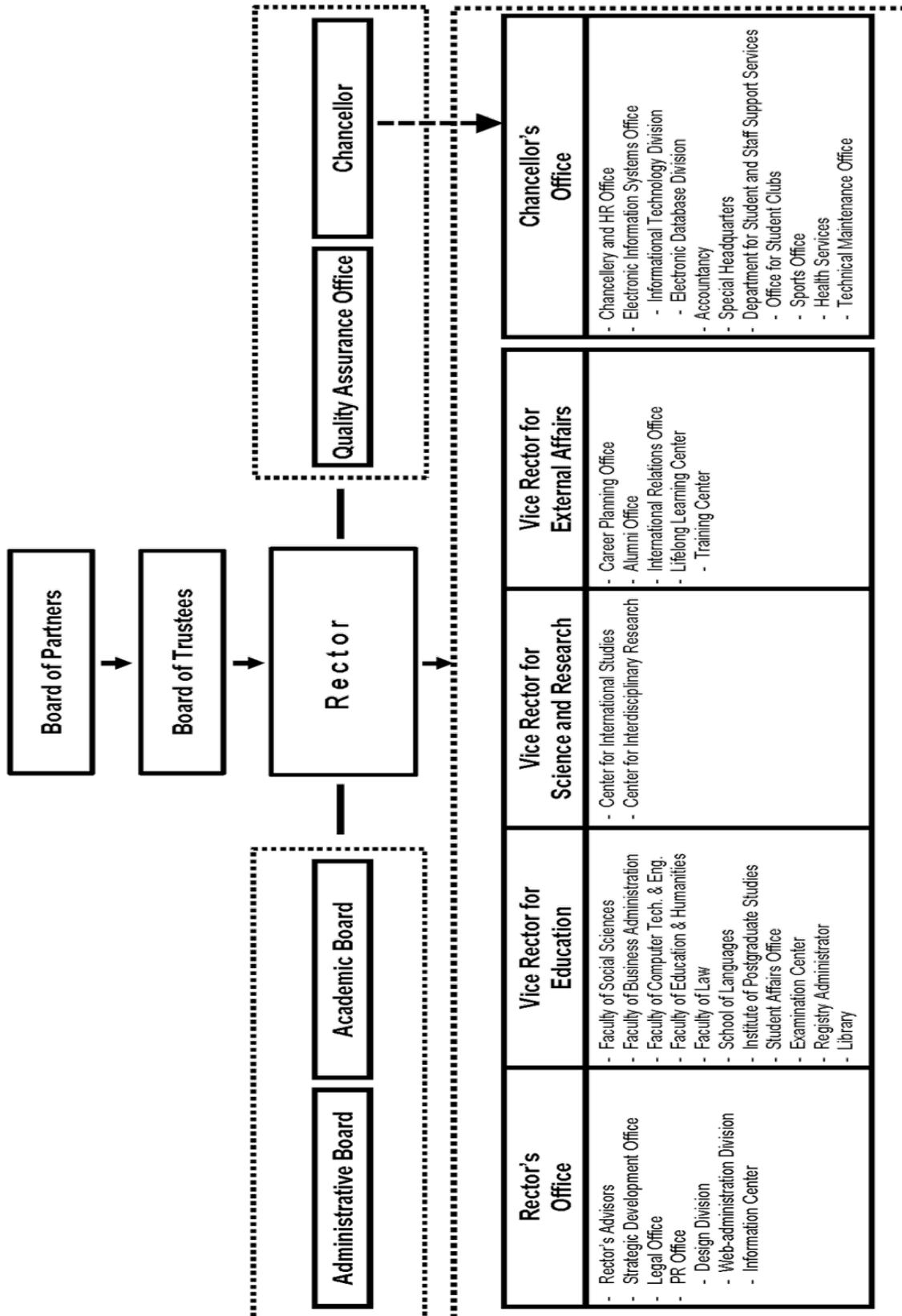


Figure 1

CAMPUS DEVELOPMENT

STUDENT LIFE

The management team monitors and maintains the appropriate infrastructure to achieve conformity to official requirements and modern demands.

IBSU maintains the following:

- Study areas are adequate in terms of lighting, electronic infrastructure (such as internet, intranet, computer, projector, etc.);
- There is sufficient number of books in the library with electronic cataloging, reading and studying hall(s);
- Health service is provided for both students and staff;
- Self-study opportunities for students outside the regular working hours;
- Adequate infrastructure exists for social, sports and cultural events;
- Canteen and dining rooms for students and staff.

WORK ENVIRONMENT

All work areas are maintained in a clean and tidy manner. Facility maintenance is Chancellor's responsibility.

IBSU also maintains the communications, software and hardware tools used by IBSU staff to carry out their job functions (phones, computers, printers, software, etc.), as well as computer and other labs used by students for educational purposes. The university supplies the staff with office space, computer, internet, and intranet for academic and administrative staff.

ACADEMIC UNITS

IBSU offers education at three cycles (bachelor's, master's and doctorate). Bachelor's programs last for 4 years, master's 2, and doctorate 3.

There are currently five faculties (schools) at the university:

- Social Sciences
- Business Management
- Computer Technologies and Engineering
- Education and Humanities
- Law

The faculties offer the following programs:

- Faculty of Social Sciences
 - Economics, Bachelor's program in English
 - Economics, Bachelor's program in Georgian
 - International Relations, Bachelor's program in English
 - International Relations, Bachelor's program in Georgian
 - Journalism, Bachelor's program in Georgian
 - Public Administration and State Governance, Bachelor's program in Georgian
- International Relations and Politics, Master's program in English
- International Relations, Doctoral program in English¹

- Faculty of Business Management
 - Business Administration, Bachelor's program in Georgian
 - Business Administration, Bachelor's program in English
 - Accounting and Audit, Bachelor's program in Georgian
 - Accounting and Audit, Bachelor's program in English
 - Finances, Bachelor's program in English
 - Finances, Bachelor's program in Georgian
 - Management, Bachelor's program in English
 - Management, Bachelor's program in Georgian
 - Marketing, Bachelor's program in English
 - Marketing, Bachelor's program in Georgian
 - Tourism, Bachelor's program in English
 - Tourism, Bachelor's program in Georgian
 - Finances, Master's program in English
 - Finances, Master's program in Georgian
 - Management, Master's program in English
 - Marketing, Master's program in English
 - Business Administration, Doctoral program in English

- Faculty of Computer Technologies and Engineering
 - Informatics, Bachelor's program in English
 - Informatics, Bachelor's program in Georgian
 - Architecture, Bachelor's program in English
 - Industrial Management and Technology, Bachelor's program in English²
 - Computer Science, Master's program in English
 - Computer Science, Master's program in Georgian³
 - Computer Science, Doctoral program in English

¹ Will be conducted till the end of 2017-2018 academic year

² Will be conducted till the end of 2017-2018 academic year

³ Will be conducted till the end of 2017-2018 academic year

- Faculty of Education and Humanities
 - o American Studies, Bachelor's program in English
 - o English Philology, Bachelor's program in English
 - o English Philology, Master's program in English
 - o General Education Administration, Master's program in Georgian
 - o Higher Education Administration, Master's program in English
 - o Methods of Teaching English Language, Master's program in English
 - o US Foreign Affairs, Master's program in English
 - o Caucasian Studies, Master's program in English⁴
 - o Turkish Philology, Master's program in Turkish⁵
 - o Turkish Philology, Doctoral program in Turkish⁶
 - o American Studies, Doctoral program in English
 - o Education Sciences, Doctoral program in English
 - Teacher Training Educational Program (English language, Mathematics) in English

- Faculty of Law
 - o Law, Bachelor's program in Georgian
 - o Comparative Commercial Law, Master's program in Georgian with English components.

Considering the best practices and based on the results of relevant survey analysis, the necessity of combining Business direction programs (Marketing, Management, Finances, Accounting and Audit, Tourism) emerged. Accordingly, it was decided to apply for accreditation of Business Administration Bachelor's programs both English and Georgian sectors, where the above mentioned fields are presented as modules. Although, as the recruitment of students for those programs for 2018-2019 academic year is already announced, the university decided still to apply for accreditation and authorization these programs. In case Business Administration Bachelor's programs get accreditation, the current and enrolled students will be transferred to new Business Administration programs.

The School of Languages (SOL) serves the society and the prospective IBSU students by offering them a year-long intensive English Language classes. Furthermore, SOL offers General English classes as well as a variety of other elective/core foreign language classes to degree-seeking students at various levels.

⁴ Will be conducted till the end of 2017-2018 academic year

⁵ Will be conducted till the end of 2017-2018 academic year

⁶ Will be conducted till the end of 2017-2018 academic year

Vice Rectorate for Science and Research is responsible for strengthening the research activities at the university, research centers, and academic publications including books, journals, and conference proceedings.

ADMINISTRATIVE UNITS

Figure 1 depicts how major administrative units are linked to each other. Basically, the units related to infrastructure and campus life are coordinated by the Chancellor.

Four units that are related to alumni, lifelong learning, societal engagement, and external issues are coordinated by Vice Rectorate for External Affairs.

Due to its multifunctionality, PR issues are coordinated directly by the Rector. Other offices that report to the Rector are Legal Office and Strategic Development Office.

ACADEMIC QUALITY

IBSU pays attention in attaining academic quality in terms of teaching excellence and integrating research in education. The research centers are geared towards blending the research output with teaching. Academic incentives are offered to all academic staff members with a specific focus on affiliated ones.

Special practice (TA System) is developed to improve low-achieving students' academic performance through extracurricular activities where students with high academic achieving are involved.

RESOURCES

Without an appropriate environment, it is almost impossible to equip the students with the projected learning outcomes and employability skills.

ACADEMIC RESOURCES

IBSU strives to refine and upgrade the learning environment __every year. The classrooms are equipped with computers and projectors to allow the students to benefit from visual aids. SMART, a Moodle-based LMS, is in place for secure lecturer-student interaction, and for the quality managers to see if everything's going well with the provision of educational resources to the students.

IBSU is a TOEFL iBT Center, and home to a set of labs including CISCO CCNA.

RESEARCH RESOURCES

As mentioned above, blending research with education is gaining importance in Georgia. Therefore, IBSU improved its library services, modified the research centers' work to help students with their research quests, and encourage the academic staff members to publish in renowned publications by offering them incentives.

ADMINISTRATIVE/CAMPUS RESOURCES

The business processes have been gathered under one electronic platform, at tqm.ibsu.edu.ge, with a view to standardizing them, which helps with integrity and equity among all the members of IBSU to a great extent.

The Department of Student and Staff Support Services organizes social events for staff members, and the HR Office pays special attention not only to capacity building but also celebrate important days of the staff.

The students enjoy a gym, sports room, basketball and volleyball field, football field, music room, and a student governance wing in building B with many rooms refurbished for the students' needs.

UNIVERSITY MANAGEMENT

IBSU is continuously improving a Quality Assurance System (QAS) at the university level to support the achievement of the university's strategic objectives and attain a high level of quality in university's all activities and projected outcomes. On top of official requirements, IBSU strives to utilize international best practices in improving the leadership efficiency.

IBSU has set up the Electronic Management System (EMS), prepared relevant documentation for it, maintained its sustainability, and set up an approach to improve its efficiency.

By integrating the EMS into the daily activities, the university endeavors to achieve *continuous improvement*.

Quality Assurance Office carries out the activities related to educational and scientific-research work development, provides permanent professional development of the academic staff, promotes implementation of modern methods for learning, teaching and evaluation, as well as ensures involvement in the evaluation process of administrative and support staff and community services.

The university:

- has illustrated the major processes that the QAS covers, their order, and interaction (Figure 2);
- made sure that in-service trainings have been offered to the staff members in order for them to fully understand main and sub-processes;
- tracks, measures, and analyzes the outcomes of these processes;
- works towards improving the processes, and reaching the planned results by Management Review meetings.

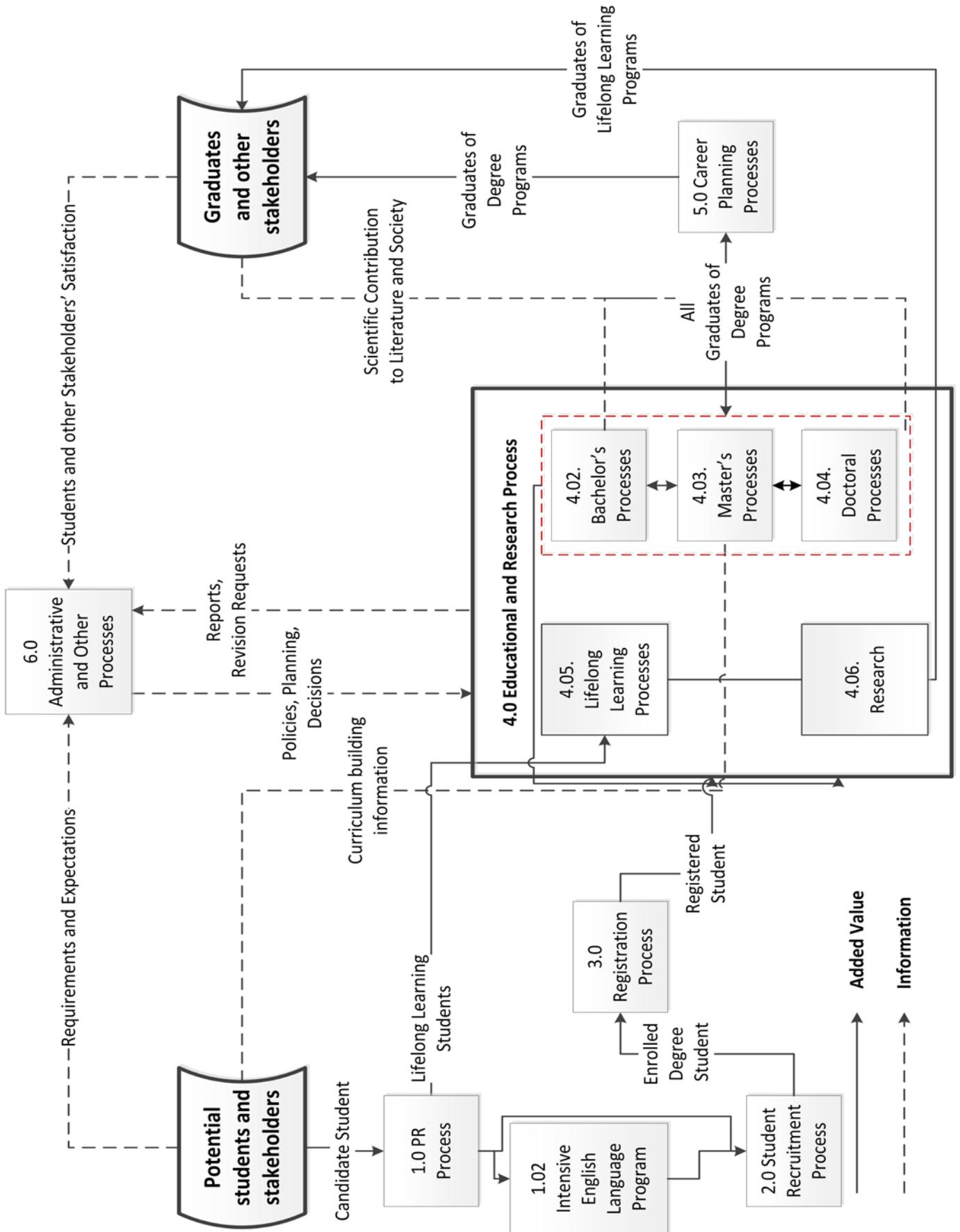


Figure 2

STRATEGIC PLANNING

STRATEGIC PLANNING METHODOLOGY

To tighten the standards, the accreditation commissions began to insist institutions have a strategic plan and an assessment plan in order to meet accrediting requirements. By the 1990s, workshops provided by the various accrediting commissions outlined expectations regarding the scope of an institutional planning and assessment process. Institutions began to find themselves under serious scrutiny during their reaccreditation processes if they did not have a working strategic plan and some form of assessment plan in place. Hinton, 2012, p. 7

In Georgia, part of the strategic plan approach has obviously been defined by the renewed Authorization Standards for HEIs in terms of themes, timing, and accompanying KPIs.



At the same time, the new standard asks the HEIs to consider the EU benchmarks and key goals set for higher education.

In 2009, Education & Training (ET) 2020 set four common EU objectives to address challenges in education and training systems by 2020⁷:

1. Making lifelong learning and mobility a reality
2. Improving the quality and efficiency of education and training
3. Promoting equity, social cohesion, and active citizenship
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

The following EU benchmarks for 2020 have been set for education:

- Benchmark 1. at least 95% of children (from 4 to compulsory school age) should participate in early childhood education
- Benchmark 2. fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics, and science
- Benchmark 3. the rate of early leavers from education and training aged 18-24 should be below 10%
- Benchmark 4. at least 40% of people aged 30-34 should have completed some form of higher education
- Benchmark 5. at least 15% of adults should participate in lifelong learning

⁷ http://ec.europa.eu/education/policy/strategic-framework_en

- Benchmark 6. at least 20% of higher education graduates and 6% of 18-34-year-olds with an initial vocational qualification should have spent some time studying or training abroad
- Benchmark 7. the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%

The renewed EU agenda for higher education, adopted by the Commission in May 2017, identifies four key goals for European cooperation in higher education⁸:

- Key Goal 1. Tackling future skills mismatches and promoting excellence in skills development
- Key Goal 2. Building inclusive and connected higher education systems
- Key Goal 3. Ensuring higher education institutions contribute to innovation
- Key Goal 4. Supporting effective and efficient higher education systems

The following points arise from the EU benchmarks for 2020 and key goals for higher education:

- Issue 1. Benchmarks 1-3: Education Management master's and doctoral programs should address these issues in their curricula.
- Issue 2. Benchmarks 4-7: HEIs should keep and analyze data about the student profiles, lifelong learning students, exchanges abroad, and employment.
- Issue 3. Key Goal 1: The issue of "employability skills" should be addressed in the syllabi and curriculum development.
- Issue 4. Key Goal 2 and 4: Quality management systems should be developed at HEIs.
- Issue 5. Key Goal 3: Innovation must be embedded into the strategy of the university.

The strategic plan has been developed by the Self-Evaluation Team, which basically consists of most of the Administrative Board members.

The mission and vision statements provide the two ends of an analytical view of the institution from which the strategic plan is developed.

We have defined "objectives" that can be taken as a "theme", and "goals" as specific items because they can be measured.

We have produced the Action Plan (the implementation plan) in a way that it can be updated as required as we move along and therefore did not make it public. We

⁸ https://ec.europa.eu/education/policy/higher-education_en

made sure the action plan included information about the person(s) responsible for doing the job (person(s) with the authority), deadline/timeframe, monitoring process, and measures to assess completion of the job (KPI/evidence).

We have used Microsoft Access 2016 database platform to translate the HEIs Authorization Standards into sub-tables in order to create strong links among the Standard requirements, evidence demanded by the standard, mission, vision, KPIs, and main categories that we have identified ourselves.

The Hinton (2012, p. 21) indicates that the planning cycle consists of reviewing the mission and vision, doing an environmental scan, SWOT and Gap Analysis, developing goals and objectives, and the action plan. End of plan review checks with the goal completion, additional achievements, continued applicability of goals and objectives. Finally, the pre-planning stage studies the preliminary findings, the success of the processes, and making changes to the planning committee as necessary.

We made sure that the Strategic Plan includes the following topics because they have a direct relationship with funding, facilities, personnel, and time:

- **Enrollment** goals and enrollment management initiatives;
- Student **population** goals, such as percent of students living on campus, shifts in student categories, etc.;
- **New academic programs**, educational initiatives, changes in pedagogy and the need for supporting facilities;
- The impact of **changes** in enrollment, programs, or student type on support services and facilities;
- Student Affairs **programming** initiatives;
- Changes in **staffing** levels and training and development needs for both academic and non-academic staff; and,
- Goals or initiatives from **department or division plans** that rise to the strategic or institutional level (Hinton, 2012)

Surely, the strategic actions will be realized by the employees, who may have different types of attitudes towards the vision (Erguvan, 2016, p. 49). Chadwick and Kew-Ficus (2018, p. 70) mentions “the annual planning cycle is the route through which higher education institutions (HEIs) take their strategic intentions and translate them into targets, budgets and activities in order to make strategy happen.”

SITUATIONAL ANALYSIS OF THE UNIVERSITY/INSTITUTIONAL CULTURE

INSTITUTIONAL CULTURE

One can hear on many occasions that IBSU staff and students willingly say “IBSU is one big family”. Being a big family is a nice notion because it promotes

commitment, devotion, trust and respect for one another, but at the same time can be dangerous if an IBSU member starts to expect to achieve things that normally out of his/her reach. However, IBSU mostly enjoyed the benefits of being 'one large family' so far and the top management is aware of the possible risks, therefore it emphasized the importance of standardization in every occasion.

The fact that most of the academic staff members have also an administrative position help with understanding and sorting the administrative and academic priorities at the institution.

EDUCATION

IBSU strives to keep the class-sizes small for the maximum possible interaction between the learners and the facilitators (faculty members). Since day 1, IBSU has been offering almost all its educational programs in English, only introducing a set of programs in Georgian recently, because certain candidates did not have the relevant knowledge of English language, though were keen to at IBSU. The simulation method is used whenever possible, and visual aids are encouraged for teaching.

RESEARCH

Research is gaining more and more importance every year in Georgia. IBSU has been very selective in recruiting doctoral students paying attention to their language skills, research proposals, and field relevance. IBSU motivates the staff members to produce research output through its academic incentives policy and academic journals that each faculty has. Scientific meetings are another tool to promote research and expand the network. IBSU urges the academic personnel to do research together with graduate students.

RELATIONS WITH THE BUSINESS WORLD / INDUSTRY

Industry relations are important for many reasons. The students need to do internship and where they do their internship can most likely turn out to be their future workplace. Therefore, the internship process is held very seriously at IBSU. Both the faculties and the Career Planning Office are active in contacting companies and governmental offices to secure internship places for the students, and our internship place portfolio widens every semester.

Public and the private sector, especially the places of internships and employment for our alumni, are our stakeholders. Therefore, we do our best to keep contact with them in order to find out how we can develop our curricula to meet the market needs.

SOCIETAL RELATIONS

IBSU believes that HEIs should lead the way in society's change efforts for the better. That is why the university is full of guests invited from all walks of life to deliver their valuable expertise to students and staff members almost every day.

Corporate social responsibility is a hot issue IBSU handles through student clubs and at the top management level.

INTERNATIONALIZATION

The English language has been the instruction language since the beginning. Therefore, internationalization, as the university's name suggests, has been an integral part of IBSU's activities. There has been a great number of invited scholars who visited IBSU for teaching.

IBSU is committed to improving the level of internationalization in the following areas:

- 1- Curriculum development
- 2- Research
- 3- Student and staff exchange
- 4- Study abroad programs.

This strategic planning document is designed to serve as a framework and guide for these processes over the next seven years (2018-2025).

The university continues to develop international cooperation in terms of student and staff exchange, adding new programs in English (including joint programs), working with international partners to apply to international organizations to develop research activities. IBSU has bilateral agreements with many universities in the world. The number of students taking part in exchange programs has been growing. On the other hand, the number of incoming international students is gradually increasing as well.

The scientific events are generally held in foreign language(s) at an international and/or regional level.

RATINGS AND RANKINGS

IBSU has always been a top university in Georgia. Currently, it's the 1st university among Georgian private universities and the 5th university among all in Georgia according to Webometrics ranking system.

SWOT ANALYSIS

SWOT analyses were made throughout the university in order to create a solid strategic plan. Each program has its own SWOT analysis. The following is the one that was done at the university level with the contribution of students and staff through face-to-face meetings and surveys.

We've selected not more than 10 items for each category that we believe to be most critical and have the major impact on IBSU so that we can use our **strengths** to take advantage of our main **opportunities**. We also looked at what how we could diminish our **weaknesses** in order to benefit from our **opportunities** and overcome our **threats**.

IBSU'S KEY STRENGTHS

<u>Category</u>	<u>Item</u>
Alumni	Alumni pride Alumni in the globe High employability rate of our alumni
Career Planning	Developing career planning services to increase employability of the students
Education	Availability of instructional technology in teaching All programs are accredited Availability of degree programs in English Manageable class size Good level of discipline Objective, transparent, and fair student assessment / evaluation Student-centered / friendly education in general Increasing quality of the incoming students Visiting scholars Student tutors Students treated as individuals Availability of support systems and services for students Availability of an electronic information system for the educational services (SIS and SMART) Having an Examination Center
Employers	Close relationships with employers Ability to reach potential employers (being located in the capital)
HR	Dedicated and loyal faculty and staff Opportunity for staff promotion Quick adjustment to the change requests Team spirit and strong sense of IBSU community
Internationalization	A certain level of international environment (multi-cultural community of students and staff) Growing internationalization of educational programs Proactive partnerships with other HEIs, agencies and organizations

Campus	Diversity of International Students Safe, secure and clean environment
Language	Various foreign languages offered to students
Library	Relevant resources and cozy environment
Networking	Strong relations with public and private institutions in Georgia
PR and Marketing	Strong reputation (Being one of the top universities in Georgia) IBSU as a bran
Management	Existence of quality Assurance system documentation (regulations, instructions, etc.) Easy access to top and senior management
Research	Incentives for academic/affiliated personnel; Academic journals in each faculty
Social	Active social life, variety of student clubs
Tuition fee	Scholarship and discount opportunities for local and international students Tuition fee payment in installments

IBSU'S WEAKNESSES

<u>Category</u>	<u>Item</u>
Education	Lack of English language competencies of Georgian section students Lack of up-to-date Georgian literature
Management	Lack of data-driven decision making
Student Enrollment	Weak marketing strategy Insufficient student enrollment from other cities
QAS	Bureaucracy caused by paperwork The electronic platform for data collection and evaluation is not user-friendly
Research	Insufficient level of research-oriented education Insufficient amount of research support for academic staff Insufficient number of qualified scientific publications
HR	Understaffing at some levels
Finance	Unequal distribution of the categories of the income sources
International	Insufficient number of international exchange possibilities in some programs Insufficient number of international students
Infrastructure	Aging facilities Lack of adequate parking space Not enough separate study rooms for students
EIS	Lack of a comprehensive electronic management system including internal communication

KEY OPPORTUNITIES TO CONSIDER

Management	Improving leadership and management
Research	Increasing the quality of research
Society	Growing internship network Increasing the efficiency of work with the business and society Already existing and growing reputation
Education	Increasing the quality of education Georgia's EU integration efforts
Campus life	Increasing the social activities of students and staff
Alumni	Growing support from our alumni
Internationalization	Increase internationalization Increase in the variety of countries that our international students are coming from
Infrastructure	Campus development, new campus construction

KEY THREATS WE FACE/MIGHT FACE

Alumni	Changing labor market conditions
Internationalization	Changing visa requirements
Finance	Dramatic economic changes in the country
Educational policy	Possible change of focus on some educational programs
Market	Increasing competition in educational sector
HR	Possibility of losing qualified staff due to increasing competition

THE TOP OPPORTUNITIES THAT WE WILL EXECUTE UPON INCLUDE

Management	Improving leadership and management
Education	Increasing the quality of education
Internationalization	Improving internationalization
Research	Increasing the quality of research
Society	Increasing the efficiency of work with the business and society
Infrastructure	Campus development
HR	Capacity building

AUTHORIZATION STANDARDS FOR HIGHER EDUCATION INSTITUTIONS

The authorization standards have been updated for 2018. The current version emphasizes more on the issues of data-driven management and blending research with education.

REQUIREMENTS

The following are the main areas in the new authorization standard in Georgia:

1. Mission and strategic development of HEI

2. Organizational structure and management of HEI
3. Educational Programmes
4. Staff of the HEI
5. Students and their support services
6. Research, development and/or other creative work
7. Material, information, and financial resources

MISSION, VISION, AND VALUES

MISSION

'Mission' depicts why IBSU exists and its operations that it plans to accomplish. On the contrary of the historical approach which resulted in at least one-page long mission statements that included the history of the institution and the values it holds up, we have kept the mission statement as short as possible. "As short as possible", because the new authorization standard asks the HEIs to include certain elements in their mission statements so that it becomes easier to see a direct relationship between the mission statement and how the resources of IBSU are utilized.

On top of studying Georgian and EU policies on HE, we have checked with Ministry's and EQE's mission statements:

Ministry of Science and Education:

The Ministry of Education and Science of Georgia aims at establishing modern and innovative educational and scientific environment in close cooperation with civil society. The Ministry advocates freedom of choice, fair competition, equal opportunities, civil integrity, and respect for cultural identity. The Ministry promotes acquisition and development of knowledge and skills necessary for social success and self-realization.

The National Center for Educational Quality Enhancement

It is our mission to, in line with the country's overall strategy and collective goals of integration into the international community, continuously work on the development of the education quality concept, create and maintain up-to-date standards and ensure related mechanisms for compliance and continuous improvement. Hence the National Center for Educational Quality Enhancement supports the establishment of the necessary teaching and academic conditions within higher, vocational and general education institutions.

How the Mission Statement was Prepared

The existing mission statement is re-formulated by the Strategic Development Office in collaboration with the self-evaluation team based on the HEIs authorization standards, EU higher education priorities, the strategy of the Georgian Government – “Georgia – 2020”, University SWOT results, activity reports, surveys, and program-based benchmarks and then presented to the university community. After the initial feedback and possible suggestions for modification, the final formulation of the mission statement was prepared and approved by the Rector’s order. The approved mission is announced to the university community and presented to the public. Announcements were made via the web-page, electronic documentation platform and institutional e-mail.

How the Strategic and Action Plans were Prepared

IBSU prepared its Strategic Plan (7-year) and Action Plan (3-year) by a bottom-up approach, receiving information from all the major structural units of the university through an online platform. Based on the information collected by the Strategic Development Office in collaboration with self-evaluation commission, a draft version was prepared, which was discussed with the stakeholders – academic and administrative staff, students, and employers. Based on their suggestions, the final version was prepared and approved by Academic Board (decisions date: 05.02.2018, minutes #2).

Strategic Plan includes strategic objectives, goals and sub-goals drafted based on the SWOT analysis, mission and vision statements, the official guidelines published by EU and Georgia, and top opportunities that emerged during the SWOT process.

IBSU’s Mission

International Black Sea University focuses on professionally-oriented high-quality education and applied research emphasizing innovation, internationalization and lifelong learning. IBSU strives to promote intercultural dialogue, sustain a high employment rate of graduates in domestic and international labor market and contribute to the development of a democratic civil society.

VISION

Vision statement explains where we would like to see ourselves in the future. “The future” has been limited to a 7-year timeframe that is when the university will go through authorization again. As a matter of fact, Georgia is undergoing much change thanks to its efforts in becoming an EU country; therefore, setting a 7-year vision seems more reasonable in this period.

Our vision is:

IBSU will be an internationally recognized university for its teaching and management excellence, applied research output, competitive alumni and societal integration having the necessary environment for its students and staff to be advocates of global human values, and lifelong learning.

VALUES

The values show how we do our work at IBSU with respect to the emerging items above. They are the ideals we stand for and observe in conducting our activities.

IBSU's values are:

- integrity
- justice
- respect
- responsibility & accountability
- social responsibility
- trustworthiness
- academic freedom & critical thinking
- academic honesty
- interculturalism
- continual improvement

INSTITUTIONAL OBJECTIVES AND GOALS

STRATEGIC OBJECTIVES AND GOALS

Based on the SWOT analysis, mission and vision statements, the official guidelines published by EU and Georgia, and top opportunities that emerged during the SWOT process, IBSU has identified its strategic objectives and goals for 2018-2025 as follows:

Objective 1. Continually increasing the quality of education based on employment skills

Goal 1.1. Strengthening the quality of educational programs

- Sub-goal 1.1.1. Increasing diversity of the educational programs
- Sub-goal 1.1.2. Ensuring sustainable accreditation process
- Sub-goal 1.1.3. Increasing the efficiency of internships
- Sub-goal 1.1.4. Ensuring that new course materials are in place and up-to-date
- Sub-goal 1.1.5. Using alternative methods and tools for measuring and evaluating student achievement
- Sub-goal 1.1.6. Supporting students to improve their academic performance
- Sub-goal 1.1.7. Organizing extra-curricular field-related educational activities for students that contribute to their academic development and enhancement of transferable skills
- Sub-goal 1.1.8. Recruiting highly professional academic and administrative staff

Goal 1.2. Assurance of the seamless educational process/implementation of educational programs

- Sub-goal 1.2.1. Organizing comprehensive orientation meetings for newly received students
- Sub-goal 1.2.2. Conducting regular in-service trainings for staff members about educational processes / procedures
- Sub-goal 1.2.3. Keeping the educational processes sustainable

Goal 1.3. Development of the content of educational programs

- Sub-goal 1.3.1. Increasing the number of educational programs
- Sub-goal 1.3.2. Improving the content of the curricula and ensuring that they remain up-to-date
- Sub-goal 1.3.3. Ensuring the content of the syllabi reflects the abilities of an average student and the assessment is relevant to this standard
- Sub-goal 1.3.4. Ensuring the syllabi include diverse activities/components of evaluation that assure development of divergent skills for students
- Sub-goal 1.3.5. Integrating modern methods into teaching

Goal 1.4. Improving the quality of student support services

- Sub-goal 1.4.1. Increasing the quantity and quality of cultural and sports activities
- Sub-goal 1.4.2. Supporting collaboration of student clubs with similar structures in HEIs
- Sub-goal 1.4.3. Increasing the efficiency of academic counseling
- Sub-goal 1.4.4. Improving the current regulation to meet the needs of socially vulnerable students

Objective 2. Enhancing the quality of research

Goal 2.1. Emphasizing multidisciplinary research that contributes to the society

- Sub-goal 2.1.1. Increasing the amount and efficiency of research related to governmental priorities and strategic objectives as well as current global trends
- Sub-goal 2.1.2. Increasing the number of opportunities of interdisciplinary scientific research that addresses the societal needs
- Sub-goal 2.1.3. Writing and/or partnering in scientific research projects

Goal 2.2. Blending research with education

- Sub-goal 2.2.1. Integration of research and education
- Sub-goal 2.2.2. Supporting and motivating students to participate in research activities, enhance their research skills and conduct high-quality research
- Sub-goal 2.2.3. Ensuring effective management of the processes and procedures related to implementation of research components of educational programs
- Sub-goal 2.2.4. Conducting research that will guide and contribute to the educational process

Goal 2.3. Enhancing the quality of research

- Sub-goal 2.3.1. Increasing the quality of theses and dissertations
- Sub-goal 2.3.2. Increasing the number and quality of academic publications
- Sub-goal 2.3.3. Increasing the efficiency of research centers
- Sub-goal 2.3.4. Increasing the number of national / regional / international scientific events participated / organized by the academic staff

Objective 3. Increasing the efficiency of work with the business and society

Goal 3.1. Collaborating with the society

- Sub-goal 3.1.1. Providing students with opportunities for startups
- Sub-goal 3.1.2. Maintaining the mechanism for sustainable IBSU-industry/business collaboration

Sub-goal 3.1.3. Holding regular meetings with relevant organizations in order to organize internships, projects, and curriculum building activities

Sub-goal 3.1.4. Increasing the number of social responsibility projects

Goal 3.2. Improving lifelong learning programs

Sub-goal 3.2.1. Organizing activities to share the university's focus on "Lifelong Learning" and its priorities with relevant social groups regularly

Sub-goal 3.2.2. Increasing the number and efficiency of lifelong learning programs

Sub-goal 3.2.3. Involving more staff in the programs

Sub-goal 3.2.4. Increasing the interaction with the alumni

Goal 3.3. Increasing collaboration with Non-Governmental Organizations (NGOs)

Sub-goal 3.3.1. Developing joint projects with NGOs

Sub-goal 3.3.2. Maintaining and updating a database of relevant NGOs in the country

Sub-goal 3.3.3. Carrying out activities that will enable IBSU to work together with NGOs as stakeholders in social responsibility projects

Objective 4. Improving leadership and management

Goal 4.1. Improving HR activities

Sub-goal 4.1.1. Providing and/or funding staff members to capacity building activities

Sub-goal 4.1.2. Providing the academic staff with incentives to get engaged in national / regional and/or international research projects

Sub-goal 4.1.3. Organizing comprehensible orientation sessions for staff members

Sub-goal 4.1.4. Contributing to performance management and compliance

Sub-goal 4.1.5. Conduct regular employee assessments

Goal 4.2. Increasing the efficiency of leadership and quality assurance (QA) mechanisms

Sub-goal 4.2.1. Aligning of the university's mission and strategic goals with EHEA and Georgia's educational goals and increasing its awareness among stakeholders.

Sub-goal 4.2.2. Developing regulations for scientific research, finance, personnel and education

Sub-goal 4.2.3. Documenting all the internal processes

Sub-goal 4.2.4. Maintaining a sound PDCA cycle throughout the institution

Sub-goal 4.2.5. Developing and maintaining an internal audit system

- Sub-goal 4.2.6. Receiving regular feedback from students and staff members with the purpose of identifying shortcomings related to the process in order to develop them
- Sub-goal 4.2.7. Internationalization of quality assurance procedures
- Sub-goal 4.2.8. To develop the evaluation system of quality assurance mechanism effectiveness
- Sub-goal 4.2.9. To develop relevant mechanisms for quality culture implementation
- Sub-goal 4.2.10. To develop the evaluation system of administrative and support staff activities

Goal 4.3. Promoting IBSU

- Sub-goal 4.3.1. Informing the public about university activities through all the communication channels to which the university has access
- Sub-goal 4.3.2. Measuring the university's perception level in the society
- Sub-goal 4.3.3. Devoting some cultural, artistic, sportive, scientific, etc. activities to the disadvantaged people in the society
- Sub-goal 4.3.4. Ensuring that students and staff members do more community-based activities
- Sub-goal 4.3.5. Doing / contributing to work related to promotion of Georgia
- Sub-goal 4.3.6. Collaborating with public and private schools in Georgia to introduce IBSU to a wider audience

Goal 4.4. Producing and developing electronic information systems (EIS)

- Sub-goal 4.4.1. Increasing the number of computer programmers
- Sub-goal 4.4.2. Improving the EIS and hardware quality
- Sub-goal 4.4.3. Implementing an Electronic Document Management System (EDMS)

Goal 4.5. Improving the financial management

- Sub-goal 4.5.1. Updating financial software regularly
- Sub-goal 4.5.2. Planning and distribution of university budget in a more efficient way
- Sub-goal 4.5.3. Improving and maintaining a database in order to lower the level of granularity in retrieving financial statistics

Goal 4.6. Increasing the efficiency of Quality Assurance (QA) & Quality Management System (QMS)

- Sub-goal 4.6.1. Aligning the university's mission and strategic goals with EHEA and Georgia's educational goals
- Sub-goal 4.6.2. Developing regulations for scientific research, finance, personnel and education
- Sub-goal 4.6.3. Documenting all the internal processes

- Sub-goal 4.6.4. Maintaining a sound PDCA cycle throughout the institution
- Sub-goal 4.6.5. Developing and maintaining an internal audit system
- Sub-goal 4.6.6. Receiving regular feedback from students and staff members with the purpose of identifying shortcomings related to the process
- Sub-goal 4.6.7. Internationalization of quality assurance procedures

Objective 5. Improving internationalization

Goal 5.1. Increasing national and international recognition level of the university

- Sub-goal 5.1.1. Ensuring that the university is visible in national and international media
- Sub-goal 5.1.2. Working in align with demands of international ranking systems
- Sub-goal 5.1.3. Becoming members of more international organizations

Goal 5.2. Increasing the internationalization level of educational programs

- Sub-goal 5.2.1. Applying international experience in the development of educational programs
- Sub-goal 5.2.2. Enhancing student/staff exchange programs/international mobility
- Sub-goal 5.2.3. Developing cooperation of joint programs with universities abroad
- Sub-goal 5.2.4. Increasing the efficiency and volume of foreign language instruction
- Sub-goal 5.2.5. International accreditation
- Sub-goal 5.2.6. Increasing internationalization of the implementation of research component in graduate programs

Objective 6. Campus development (material, information and financial resources)

Goal 6.1. Developing campus facilities

- Sub-goal 6.1.1. Planning the student body in accordance with campus facilities using a database
- Sub-goal 6.1.2. Maintaining and improving campus facilities for student life, staff members and guests
- Sub-goal 6.1.3. Improving facilities for the disabled
- Sub-goal 6.1.4. Looking for new opportunities to increase the efficiency of commuting to the campus

Goal 6.2. Enhancing the instructional environment throughout the campus

- Sub-goal 6.2.1. Moving more instructional materials to the electronic platform and regularly updating them
- Sub-goal 6.2.2. Improving the infrastructure for distance learning for the future as well as current educational needs

- Sub-goal 6.2.3. Development of the library resources, electronic scientific databases, other types of necessary literature for enriching self-study literature and the implementation of educational programs
- Sub-goal 6.2.4. Taking measurements for continuous usage of the library and the labs
- Sub-goal 6.2.5. Maintaining an environment and the resources necessary for successful implementation of all educational programs

Goal 6.3. Maintaining the campus safety and security

- Sub-goal 6.3.1. Updating and upgrading campus safety measures
- Sub-goal 6.3.2. Offering regular orientation sessions to the security staff

Goal 6.4. Developing the IT infrastructure on campus

- Sub-goal 6.4.1. Upgrading and improving the IT infrastructure on campus
- Sub-goal 6.4.2. Laying the foundation for and improving the IT infrastructure in the new campus

The Action Plan (not this document) provides the sub-goals and the actions in detail.

KEY PERFORMANCE INDICATORS

Relevant KPIs have been developed to monitor the progress of the processes. The ones related to the strategic objectives can be found in the Action Plan. However, IBSU measures other areas that might affect institutional stability on a regular basis to be able to tackle any possible problems noticed by the Strategic Development Office or at during management review meetings.

IMPLEMENTATION

Implementation

The corresponding units take up the implementation tasks in accordance with both the Strategic and the Action Plans.

Monitoring of the implementation process of the Strategic Plan and the Action Plan is the responsibility of the Strategic Development Office. Monitoring input comes from:

- units' activity reports
- stakeholders' feedback (improvement suggestions, surveys, interviews, etc.)
- Governmental policies, EU policies, global trends
- EIS: SIS, SMART, other modules

- KPIs

The reports are collected electronically (where possible). The reports elaborate on the activities done in accordance with the Action Plan as well as additional activities realized that are not stated as Strategic goals. The reports are submitted to the top management team (Rector, Vice Rectors, Head of the Quality Assurance Office and Chancellor). The top management discusses the action plan and the progress made once a semester. If the top management team identified major problems, with the fulfillment of the goals, addresses to the Administrative and Academic Boards in their competences. The Boards check with the action steps, KPIs, and reports to determine the areas needing improvement. An overall report is prepared that include suggestions to the corresponding units.

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APPENDICES

APPENDIX 1

AUTOMATION MODULES

The following are the modules IBSU is developing to complete the electronic information system for the whole university.

- 1. Educational process**
 - 1.1. Central timetabling (exams and classes)
 - 1.2. Attendance
 - 1.3. Student registration
 - 1.3.1. Faculties, programs, fees
 - 1.4. Assessment
 - 1.5. Accreditation
 - 1.5.1. Curriculum
 - 1.5.2. Syllabi
 - 1.5.2.1. Course descriptions
 - 1.6. SIS
 - 1.7. Studentship
 - 1.7.1. Mobility / Transfer
 - 1.7.2. Transcript, certificates, diploma
 - 1.7.3. Discipline
 - 1.8. Course management
 - 1.8.1. Lecturer assignment
- 2. Research**
 - 2.1. Library
 - 2.2. Research groups and interests
 - 2.3. Conferences
 - 2.4. Projects, grants
 - 2.5. Academic incentives
- 3. Support Services**
 - 3.1. Clubs
 - 3.2. Trips abroad
 - 3.3. Alumni
- 4. PR process**
 - 4.1. Schools visited (activity reports)
 - 4.2. Surveys
 - 4.2.1. Complaint handling
- 5. Internationalization**
 - 5.1. Exchange
 - 5.2. Agreements
 - 5.3. Admissions
- 6. Finance**
 - 6.1. Tuition fees
 - 6.2. Budgeting
- 7. Organizational**

- 7.1. Asset management: Buildings, facilities, inventory
 - 7.2. Media info (Google+, Facebook accounts, etc.)
 - 7.3. TQM & Strategic Planning
 - 7.3.1. Statistics
 - 7.3.2. Trainings and attendance
 - 7.3.3. Activity plans and reports, quality goals, KPIs
 - 7.3.4. Opening Preventive action/ opening corrective actions
 - 7.4. Document management
 - 7.4.1. QAS docs
 - 7.4.2. Incoming / outgoing
 - 7.5. Regulations
 - 7.6. Security (IBSU visitors)
 - 7.7. Processes / workflows
 - 7.7.1. Event management
 - 7.7.1.1. Web news
 - 7.7.2. All the forms
 - 7.7.2.1. Statistics and logs for each form (process)
 - 7.7.2.2. Report format
 - 7.8. Visits (to and from IBSU), contacts we have (working students, parents, LLL, alumni, employers)
 - 7.8.1. Web news (event man.)
 - 7.9. Tenders
 - 7.10. Meeting management
 - 7.10.1. Task management
 - 7.11. SRS
8. **Staff**
- 8.1. CV
 - 8.2. HR info
 - 8.2.1. Contracts
 - 8.2.2. Attendance
 - 8.2.3. Discipline
 - 8.2.4. Job descriptions
 - 8.2.5. Personal info
 - 8.2.5.1. Rooms & phones
 - 8.2.5.2. Visa and residence
 - 8.3. Positions, Boards, Units, Groups, Commissions
 - 8.4. Academic promotion / application
 - 8.4.1. Academic incentives
 - 8.4.1.1. Publications

About this document:

This document was prepared in collaboration with the University community and was approved by the Academic Board in February, 2018.

The Strategic Plan will be revised annually.

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IBSU is an equal opportunity institution. It does not discriminate against any member of its community on the basis of gender, race, nationality, ancestry, creed, marital or parental status, or physical, mental, emotional, or learning disabilities in its educational programmes and activities.

Published by:

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