

## Introduction

Staff satisfaction survey was conducted in August 2017. Methods of quantitative and qualitative surveys were used.

The survey was conducted through Google Form.

51% of Administrative staff participated in the survey.

### Survey results

Age of administrative staff ranges between 24-58

University has employed young staff. 92,6% is female, 7.4% -male. Gender equality is balanced. This is essential for the Teaching University according to the indicator.

#### *Work Experience*

11.4%-less than a year

11.4%-one year

7.7%-4 years

11.5%-5 years

15.3%-6 წლიანი

3.8%-7 years

11.5%-8 years

7.6%-9 years

7.7%-10 years

7.7%-11 years

3.8%-20 years

**Conclusion:** Most part of the academic staff is highly experienced. It is desirable to define how many staff members have experience in education.

46.4% wishes to share the experience with the future generation.

17.9% is able to work on any positions successfully

7.1% works under the request/advice of administration of HEI

39.3% says that their occupation helps them to develop professionally

3.6% -others

**Conclusion:** Survey proves that Teaching University is really the place for personal and professional development where all the members have shared their role.

***All the members of administrative staff are aware of web-page***

57.1% visits the web-page every day

42.9% several times a week

**Conclusion:** Web-page is very informative

3.6% thinks that selection process on the position was too difficult.

28.6%-selection process on the position was very interesting and get an interesting experience

3.6% -selection process should be very strict

64.3% -selection process was carried out considering real work experience and qualification.

3.6% - other

**Conclusion:** Statistics proves that activities of selection commission were transparent.

78.6% - Job expectations were relevant

14.3% - Job expectations were more or less relevant

3.6% - Job expectation were not relevant

3.6% - refuses to answer

**Conclusion:** Results are good enough. Though, it would be better to study the answers of those members who say that their expectations were more or less relevant. It is desirable to move such employees to the other positions after interviewing them. The employees, who think that their expectations were not relevant, will hinder HEI activities.

67.9% - well-prepared for the work.

14.3%- prepared very well

3.6% - are not prepared

10.7%-more or less prepared

3.6% refuses to answer

**Conclusion:** More or less prepared staff is desirable to be retrained under the vocational courses

#### Information about regulatory documents of HEI

100% - aware of the statute of HEI

96.4% - aware of occupation instructions

3.6% -refuses to answer

**Conclusion:** All the members of staff should know occupation instructions.

100% - knows the conditions of labour agreement/contract

92.9%- knows mechanisms of further education in case of changing or annulment of the educational programme.

7.1% - don't know

**Conclusion:** Results are good because all the members of administrative staff don't have to know the procedures of changes and annulment of programme

96.4% knows safety rules of HEI

3.6% don't know

**Conclusion:** All the members should know the mission of the HEI. Results show the neglectfulness of staff. Safety rules are given clearly on the walls of each floor, so the answer (don't know) is not logical.

#### Information about mission and strategic plan of HEI

96.4% knows the mission

3.6%-partly

**Conclusion:** All the staff members know the mission.

### **Staff members say that**

- Strategic mission is realistic;
- Mission shows the role of HEI in local and international level;
- Mission is shared by the HEI society;
- Mission defines HEI's role in the process of creating better future of the country;
- Mission completely defines role and place of HEI in the educational space.
- Mission has 3 parts: what (what we implement)? How (what resources)? For who(target group)? It considers region development plan, regional demands, and existing human resources;
- University mission is formulated clearly and defines its role and place in the educational space and society. Strategic development directions are relevant to HEI mission, based on goals of HEI and reveal the means to achieve these goals. Mission meets the modern challenges.
- University mission is to prepare competitive and highly-qualified employees considering regional interests and requirements. Mission is defined clearly and is shared by the university staff and students.
- HEI mission is in full compliance with strategy. It is realistic and implementable.
- Mission is achievable. It responds to all the actual requirements of modern and future period of educational space locally and internationally. Opinions in the mission correspond to the reality.
- Mission of HEI is shared with the staff. It is obvious that employees were involved in the process of working on mission.

96.3% thinks that HEI mission defines its role and place in educational space and society both on local and international level.

3.7% says-no

Mission clearly defines role and place of HEI on local and international level. It seems that staff members (3.7%) didn't understand the question.

### **Staff members say that**

- Mission defines the role but it is desirable role to be enhanced, especially on international level.
- Mission defines role and place of HEI in educational space and society.
- Mission considers labour market requirements. HEI is oriented on European standards and is permanently involved in international projects. It grows and develops rapidly.
- Mission considers the current processes in educational system, as well as labour market demands.

- HEI mission defines goals of higher education in Georgian and Europe. It also defines its role and place in higher educational space and society on both local and international level.
- Mission of HEI is to become regional centre in educational space where all the employed people will be able to use their own possibilities.
- HEI supports lifelong learning and internationalization.

89.3% says that they participated in the process of developing strategic plan

7.1% participated partly

3.6% -didn't participate

**Conclusion:** It is desirable to identify that 3.6 % (are they support staff or work under temporary labour agreement)

100% knows 3-year action plan of HEI.

**Staff members say that:**

- Action plan describes goals and activities to be achieved. Each activity has an indicator which defines the quality of task. Action plan contains responsible persons and implementers, tasks and activities in set timeframes.
- Action plan is relevant in time and space.
- Action plan is realistic
- I had proposals concerning the issues related to my position and they were taken into account.
- Action plan is designed correctly. Planned activities consider weaknesses and strengths of HEI.
- Strategic development plan and action plan contain all aspects including institutional development, quality assurance, planning and implementation of educational programmes, planning student contingent, researches/ art-creative activities, human and material resources, student services, infrastructure etc; Action plan clearly defines activities to be implemented, sets timeframes, criteria of fulfillment and all necessary resources (material, financial and human).
- 3-year action plan is relevant to university mission and vision. Activities are measurable and achievable. Each activity has responsible person and implementer.

- 3-year action plan meets the modern demands
- The 3-year action plan is the part of the 7-year strategic development plan which precisely defines priorities of the reporting year, tasks, methodology of fulfilment and activities.
- 3-year action plan considers achievement of strategic goals. Each activity can be implemented in set timeframes and defined budget.
- 3-year action plan contains all the necessary aspects for university development.
- Defined activities is relevant to set timeframes.
- 3-year action plan is the basis of 7-year strategic development plan.
- Activities are allocated and they are achievable.

85.7% participating in the process of creating 3-year action plan

10.7% participated partly

3.6%-didn't participate

**Conclusion:** Rate 3.6% repeats and reason should be identified.

96.2% says that strategic development plan and action plans are relevant to mission and vision of HEI and its goals.

3.8%-refuses to answer

**Conclusion:** strategic development plan and action plans are relevant to mission and vision of HEI and its goals.

96.3% says that they participated in activities given in 3-year action plan

3.7%-refuses to answer

**Conclusion:** Results are good. All the participants write about their activities and role in the process. Their involvement was effective and right. All of them contributed.

96.3% is aware of annual report of action plan

3.7% is not aware

**Conclusion:** Results are good and emphasizes the role and interests of responsible persons in the process of working on action plan for its further development.

**Administrative staff got information about annual report through the following ways:**

Rector's presentation

Web-page

Written and verbal way

Report discussions

Rector's report on the basis of reports of different offices and structural units

Administration meetings

Report is shared with the staff members

96.3% says that all the activities in action plan were carried out

3.7% refuses to answer

**Conclusion:** Activities in strategic and action plans are transparent and shared with interested persons

#### General information about designing/planning the educational programme

88.9% is aware of rules and procedures programme designing, and selection.

11.1%-is aware partly

**Conclusion:** Results are logical. Though, it is desirable for administrative staff to be more aware of academic activities.

96.3% says that educational programmes were planned on the basis of financial analysis

3.7% doesn't know because this is not in his/her competence

**Conclusion:** Answers are logical and right. It proves the involvement of educational programmes in planning, as well as shares the information with interested parties.

92.6% says that labour market surveys were conducted before selecting the programme/programmes

3.7% says that partly

3.7% doesn't know because this is not in his/her competence

Abovementioned proves full involvement of University Administration in administrative and academic activities, as well as in practical surveys.

**Answers are the following:**

- University conducts labour market surveys. On the basis of survey results, HEI starts designing-introduction of new educational programmes.
- Labour market survey by the career development office.
- Reports of career development centre
- Relevant office representatives conduct survey.
- University surveys
- Labour market surveys define academic and vocational programmes
- Demands and employment rates
- Labour market tendencies, surveys
- Employers/alumni satisfaction survey

**Conclusion:** Administration is aware of structural activities of administration.

81.5% says that they need additional training/consultations

18.5% says that they don't need

**Conclusion:** It is necessary for Teaching University to pay attention to this rate. It is desirable to identify what kind of trainings they need and what hindered them not to participate in different university retraining courses.

**Issues that staff members wish to be retrained in.**

- Scientific electronic bases. Teaching University expects funding sources from international project which will help to solve this problem.
- Electronic document processing.
- Features of working with State Treasury; state procurement
- Trainings are needed permanently
- Current reforms in higher educational space. Particularly, accreditation standard issues.
- International electronic library bases
- Web-page administration
- Vocational issues.
- Assessment system, associated qualification
- Administrative issues
- Electronic document processing
- Organizing the archive
- Modern approaches to vocational activities



**Conclusion:** It is desirable to find out if any staff members have ever applied for participation in trainings. Administration should not ignore such occasions. If an employee needs to share international experience, the administration should help him/her. Staff members' interests in trainings is good manner. It shows that employees hope that administration provides them with trainings.

44.4% says that HEI is well-prepared for those programmes which it implements  
37%-HEI is prepared very well  
18.5% -is not prepared

**Conclusion:** It is interesting to find out why do 18.5% thinks so. What are the causes?

100% is aware of ongoing reforms in educational space in Georgia

**Answers on the question “what are the challenges in educational system of Georgia?” are the following:**

- Main challenges are in lifelong learning and Internationalization.
- Development of general, vocational and higher education reforms. Accessibility of vocational development, technological development
- There are a lot of challenges but only strong state can meet this challenges
- Development of educational system
- Quality of retraining services. Equal accessibility of education. The connection between education and labour market. Development of creative and production skills. Providing science and researches. Lifelong learning. Improvement of education quality.
- Full accessibility of education for any interested people. Problems in education system are being prevented. Pilot programmes are implemented which consider integration of school modules in vocational education.

**Conclusion:** It is good that administration is aware of processes in educational system, as well as advantages and disadvantages. They know that there is necessity for development in particular issues.

92.6% has information about associated qualification  
7.4%-doesn't have information

Integration of associated qualification in academic educational programmes is desirable in the following directions:

- Business administration educational programme, as well as agrarian and health.
- Accounting, business, tourism
- Integration of business administration in accountant qualification
- Accounting. Pharmacy
- Bank Operator credits to be recognized in business administration programme

**Conclusion:** Results are very good. The administration has realized the importance of HEI academic performance in educational system of Georgia.

### Information about material-technical/teaching resources

96.2%- books and internet resources are available

3.8%-books and internet resources are partly available

**Staff members state the following ideas:**

- Resources are provided if needed.
- Books are in university library. Internet resources are accessible
- Some books should be added.

100% says that technical equipment/ learning material is enough for all the programmes.

100% says that HEI's infrastructure is completely enough to implement educational programmes.

It should be mentioned that different infrastructural projects are being implemented.

**Conclusion:** Material-technical base of HEI completely provides effective academic and administrative activities.

68% says that HEI needs additional equipment for the better functioning.

20% says that HEI doesn't need additional equipment

8%- says that HEI needs equipment partly

4%-refuses to answer

**Staff opinions:**

HEI needs lift

Material resources is absolutely enough for HEI functioning.

## Organizing working process

96.1% says that working roles and responsibilities are distributed between staff members

3.8-refuses to answer

**Conclusion:** Results emphasise coordinated work between staff members

96.2% says that all the employees fulfil their functions and duties

3.8% says that they have to do other additional tasks

**Conclusion:** Results are interesting. It shows full involvement of administrative staff in effective functioning of HEI

84.6% participates in different trainings for increasing effectiveness of staff participation

11.5% doesn't participate

3.8% refuses to answer

**Conclusion:** Issues of training courses and administrative staff retraining have already been mentioned.

Attention should be paid to retraining courses in specific activities.

### **Staff members state the following ideas:**

- Internal and external support group trainings about evaluation of student learning outcomes
- I have been the participant and trainer in all international projects
- I took part in library trainings, university internal trainings about working on strategic plan etc.
- Trainings in vocational field
- One of the last training was together with vocational education teachers about the improvement of content of students' exam papers
- Labour safety issues.
- HEI management body trainings

48% says that he/she addresses to the rector to solve the problem

28% addresses to the head of administration

20% addresses to the colleagues

4%-addresses to the quality assurance office

**Conclusion:** It is desirable to identify what kind of problems are discussed with rector, as well as with the head of quality assurance office.

96.2% say that they always know to whom they should address if they have problems

3.8% say that they had an occasion and didn't know to whom they should address

**Conclusion:** Administration is aware of ways how to solve the problems

80.8% has been on leave(vacation)

3.8% hasn't been on leave(vacation)

15.4% says that they don't have leave(vacation)

**Conclusion:** Labour rights are protected enough

92% says that it is not necessary to write functions, duties and responsibilities of human resources again.

4% it is partly necessary

4% it is necessary

**Conclusion:** It is desirable to meet 8% of staff who thinks that they need changes in functions

**Administrative staff named the following activities which promote student employment:**

- Career development centre conducts trainings, cooperates with employers and participates in job fairs. It has created base of alumni and employers.
- Career development centre is established for students
- HEI is oriented on students' employment
- Training courses are conducted, as well as meetings with employers. Participate in different activities etc.
- Different activities
- Memorandums with partner organizations, institutions.
- Trainings, meetings, activities, sporting events.

- University is oriented on students' employment
- HEI contributes to the development of society and knowledge sharing; plans and implements different activities such as social, cultural, economic, environmental and other programmes and activities; academic staff participates in discussions about important issues; conducts surveys; supports lifelong learning.

**Following ideas about student employment:**

- Designing and implementation of programmes which are demanded on labour market through deepening relationship with employers; Learning based on practical component
- Student should be competitive with knowledge and skills; have relationship with employers; have information about labour market; organize business meetings.
- Employers should be provided with correct information about their future staff members
- Find partners, employers etc.
- Preparing professional staff and active cooperation with employers
- HEI ensures student-oriented environment and protection of their rights. Provides students with support services, including mechanisms for supporting employment; conducts different activities and supports students' involvement; HEI considers survey results
- Provide necessary information
- Relationship with employers. Employers' involvement in practical components of subjects.
- Students conduct practice component in different companies and partner organizations
- Establishing the network of alumni and employers
- Employers' open days for students
- Finding potential employers
- Meeting with employers
- University is not able to implement activities without state support.

- Employment of students with high academic performance is not problem. HEI is always oriented on student development and employment.

96.2% says that partner organisations for programme implementations (for practice component) is selected properly

3.8% refuses to answer

**Conclusion:** Employment support is priority for HEI and employment policy is more than the mechanisms.

46.2% says that students miss contact hours 2-3 times a month

15.4%- average 2-3 times in a quarter

19.2%- average 2-3 times a week

19.2%- refuses to answer

**Conclusion:** It is interesting to find out where they get this information about students attendance.

**Reasons of lecture missing are the following:**

- Job, health problems, transportation expenses, less motivation, IDPs, private problems.
- Most of students are employed.
- Social status, employment.
- Student employment.
- low social level
- Students have occupied students' jobs
- Living conditions
- Employment, financial problems
- Military service

**Conclusion:** Administrative staff gets this information from faculty.

96% prepares positional reports

4%-doesn't prepare positional reports

**Conclusion:** results are good.

92.2% says that each employee should care for the HEI quality

8% says that Quality Assurance office, Administration, Faculty and Students should care for the HEI quality

**Conclusion:** Administrative staff has realized the mission and functions and duties of each unit.

Administrative staff names all the seven standards correctly.

**Conclusion:** They are informed very well.

88.5% says that human resources are completely enough for the implementation of bachelor/master educational programmes

7.7% says that it is partly enough

3.8% says that it isn't enough at all

**Conclusion:** Administrative staff knows qualification of academic staff.

96% says that system of providing information for bachelor/master students about assessment, assessment regulations and appealing procedures is established.

4% refuses to answer

**Conclusion:** Information system in HEI is good and creates student-oriented environment.

88% says that process of educational programme introduction/implementation is unhindered. (communication with employers, bureaucratic procedures, legislative regulations etc)

4% says that they have such problems

8% refuses to answer

**Conclusion:** Results show coordinated working

### Information about providing equal environment

44% says that they don't have students with special educational needs

44% says that they have students with special educational needs

12% doesn't know or refuses to answer

Student surveys show that the rate of students with special educational needs is less than 44%. Activities should be carried out for students to get more information about special needs and be more open. They should get more support through student support services.

100%- doesn't know the number of disabled students/students with special educational needs at the university

**Conclusion:** Administration should have information about students with special needs

72.7% says that HEI has adapted educational environment for disabled students/ students with special educational needs.

13.6%-says that HEI partly has adapted educational environment for disabled students/ students with special educational needs.

9.1%-says that HEI has not adapted educational environment for disabled students/ students with special educational needs.

4.5%-doesn't know/ refuses to answer

**Conclusion:** This is long-term process and needs constant renewal

**The following ideas were stated:**

- First floor is adapted
- Adaptation of first floor and installing the lift is defined in one-year action plan of HEI in 2018

**Conclusion:** Administrative staff should have information about planned activities. Full adaptation is planned current year.

55.6% says that disabled students and students with special educational needs are involved in practical works

22.2% says that disabled students and students with special educational needs are not involved in practical works

22.2%-doesn't know/ refuses to answer

**Conclusion:** More propaganda of implemented activities are needed and everybody should have information about the environment for disabled students and students with special educational needs.

64% says that learning environment is adapted for disabled students and students with special educational needs

36% says that learning environment is partly adapted for disabled students and students with special educational needs

96.2% says that HEI has adapted sanitary units for disabled students and students with special educational needs

3.8% says that HEI has partly adapted sanitary units for disabled students and students with special educational needs

**Conclusion:** Administrative staff should have information about planned activities. Full adaptation is planned current year.

100% says HEI has conducted thematic excursions/visits in organizations.

100% says that there were meetings between students and representatives of different professions.



100% says that HEI has participated in field exhibitions/festivals

100% says that HEI has participated in conferences/seminars

100% says that HEI has participated in cultural, sporting, entertaining and other events.

100% says that HEI has participated in international projects.

100% says that cultural, sporting, entertaining and other events are conducted for students at the university

**Conclusion:** Abovementioned results prove that student services are strong and student life is supported.

44% says that they desired to implement the project during the working process

40% says that they didn't desire to implement the project during the working process

16% refuses to answer

35.3% says that they have addressed to the rector about the project

17.6%- says that they have addressed to the head of the programme about the project

5.9% says that they have addressed to the head of administration about the project

41.2%-others

**Conclusion:** Rates are normal and prove that HEI supports the self-development of administrative staff.

69.2% say that their initiated project was implemented

15.4% say that their initiated project wasn't implemented

15.4%-refuses to answer

**Conclusion:** Teaching University quite well and effectively implements the policy of project funding

#### General information about infrastructure

100% says that HEI has the medical cabinet

96.2% has used medical cabinet

3.8%-hasn't used medical cabinet

100% is satisfied with doctor's services

100% says that HEI is heated in winter

96.2% says that HEI has a ventilation system

3.8% says that HEI has ventilation system but it should be improved

100% says that sanitary norms are protected.

**Conclusion:** Teaching University has mechanisms of staff supporting.

Students can get information about the educational system, educational programmes, learning process planning etc. through

- the web-pages [www.zssu.ge](http://www.zssu.ge), [www.mes.gov.ge](http://www.mes.gov.ge), [www.eqe.ge](http://www.eqe.ge) etc.
- faculty
- vocational education development office
- rector
- Learning process management office
- Quality assurance office
- Head of administration
- Lifelong learning centre

**Higher education in the region should be supported financially. Migration to the capital city is increasing.**