



Tbilisi Medical Academy

**Strategic Development Plan
2021-2028**

**August 2021
Georgia**

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Acronyms and Abbreviations

ADMIN	Administration
AMEE	Association for Medical Education in Europe
BA	Board of Advisors
BAU	Batumi International University
CanMEDS	Framework adopted by the Royal College of Physicians and Surgeons of Canada
CBO(s)	Community-Based Organization(s)
CC	Curriculum Committee
CIME	Centre of Innovations in Medical Education (CIME)
CPDHRD	Continuous Professional development and HR Department
CSL	Clinical Skills Lab
CSR	Corporate Social Responsibility
DCCS	Department of Counseling and Career Support
DSPM	Department for Study Process Management
DOSM	Dean's Office - School of Medicine
DOSPH	Dean's Office - School of Public Health
DoL	Division of Labour
ESG	European Higher Education Area 2015 Standards
EC	Examination Centre
EU	European Union
FD	Financial Department
GEMx	Global Education Exchange in Medicine and Health Professions
GIPA	Georgian Institute of Public Affairs
IAD	International Affairs Department
IDP(s)	Internally Displaced Person(s)
IFMSA	International Federation of Medical Students Association
IRC(s)	Independent Review Commission(s)
ITD	Information-Technology
ITD	Information-Technology Department
JD(s)	Job Description(s)
KPIs(s)	Key Performance Indicator(s)
LAB	Laboratory
LD	Legal Department
LIB	Library
MD	Doctor of Medicine
MES	Ministry of Education and Science of Georgia
M&E	Monitoring and Evaluation
MPH	Master of Public Health
N/A	Data Not Available
NCEQE	National Centre for Education Quality Enhancement
OSLD	Occupational Safety and Logistics Department
OSCE	Objective Structured Clinical Examination
PHC	Primary Health Care
PhD	Doctor of Philosophy, Post-graduate Academic Degree
QA	Quality Assurance
QAD	Quality Assurance Department
QI	Quality Improvement

SA	Students' Academy
SAFEMED+	Simulation in Undergraduate MEDical Education for Improvement of SAFETy and Quality of Patient Care
SDP	Strategic Development Plan
SI(s)	Sub-indicator(s)
SOPs	Standard Operating Procedures
SRPHDD	Scientific Research and PhD Department
SPMD	Social Projects Management Department
TBL	Team Based Learning
TLA(s)	Teaching and Learning Activities
TMA	Tbilisi Medical Academy
VR	Virtual Reality
WFME	World Federation for Medical Education
WPBA	Workplace-Based Assessment

Introduction

The current document presents the **strategic development vision of Petre Shotadze Tbilisi Medical Academy (TMA) for 7 academic years** spanning from September 2021 to August 2028.

In 2018 TMA received a 7-year authorization from the **National Centre for Education Quality Enhancement (NCEQE) of the Ministry of Education and Science of Georgia (MES)**, based on the **European Higher Education Area (ESG) 2015 standards**. Later, in 2020, medical education programmes of the university were **accredited and awarded with recognition from NCEQE** guided by National Standards for Higher Education, Sectoral Benchmarks for Medicine, and Basic Medical Education (BME) standards of the **World Federation for Medical Education (WFME)**.

Despite success in multi-year authorization and accreditation process, **TMA decided to assess its current performance and revise its 2018-2024 Strategic Development Plan** based on an advanced, results-oriented vision, how to accelerate progress towards attainment of the core institutional mission of the university and position the institution stronger among national, regional and global partners in higher education and research.

The **Mission Statement of TMA serves as a core foundation to its institutional vision and the revised Strategic Development Plan (SDP) for 2021-2028**.

Mission Statement

TMA as a student-oriented higher education institution, primarily seeks to teach and develop national and international healthcare professionals in an innovative manner by using evidence-based knowledge, whilst practically benefiting the community of Georgia through research-based outreach activities.

SDP Preparation Methodology

The present Strategic Development Plan for 2021-2028 was developed through an inclusive consultation process, with **active engagement of academic and administrative staff** of TMA as well as **local and international students** at the university.

The strategic planning process included the following steps:

- **Desk review of available policy and administrative documents** of the university and **reports related to TMA performance** assessment, such as annual programme and financial **audit reports**, and **students' and staff satisfaction surveys**.
- Special consideration was given to **recommendations and suggestions from 2020 accreditation process of TMA's education programmes by NCEQE** based on Standards for Higher Education, Sector Benchmarks for Medicine and **WFME/BME standards** (hereafter NCEQE/WFME recommendations).
- **Focus Group discussions** with Georgian and international students, administrative staff and faculty members of the university provided critically important information to the strategic planning process.

- Findings of the desk review and focus group discussions led to detailed **analysis of TMA's achievements, synthesis of remaining barriers and recommended actions** how to further advance educational, research and social development goals of the university in line with national and international higher educational standards and recommendations.
- **The 2021-2028 SDP was drafted and finalized also through an intensive consultation** process with TMA staff, students, young researchers, and local and international experts.
- The SDP is built on an integrated **Results Framework**, as an effort to consolidate the evidence-based and results-oriented approach of TMA for the next 7 academic years. The Results Framework in turn considers international recommendations and experience of different universities in monitoring and evaluation (M&E) of educational, research, social and overall institutional management processes.
- Finally, the renewed strategic vision of TMA **integrates the critical experience gained through the COVID-19 pandemic**, that considerably affected students, academic and administrative staff. However, the pandemic response at the same time demonstrated the capacity of the university to adapt to extremely challenging circumstances and explore alternative, innovative approaches to teaching and research.

SDP Structure

The present document is structured into 3 main parts.

Part 1 offers brief stocktaking at TMA, including its history and progress made by the institution over the last 3 decades, analysis of the current situation and remaining challenges, as well as the priority directions for action in pursuit of the university's mission, institutional development goals, and related learning, research, and corporate culture outcomes.

Part 2 of the document presents the Strategic Development Plan for the next 7 academic years (section 2.1). The SDP builds on the challenges and priority directions identified in Part 1 and presents a detailed vision of TMA how to attain its institutional mission and further improve its performance vis-à-vis student-centered environment, academic and research excellence, and corporate culture goals.

A key component of the document is a detailed Results Framework for 2021-2028 SDP (section 2.2). Due to complexity of M&E frameworks for higher education institutions, Key Performance Indicators (KPIs) and Sub-indicators (SIs) were agreed based on international recommendations as well as locally constructed indicators tailored to the specific context and M&E needs of TMA.

The Results Framework is followed by a detailed Monitoring and Evaluation Plan (section 2.3), that presents key measurement instruments and responsible parties for tracking progress in KPIs and SIs vis-à-vis goals and objectives of the 2021-2028 SDP.

Finally, **Part 3** summarizes budget estimates for full-scale implementation of the 7-year Strategic Development Plan of the Tbilisi Medical Academy.

Part 1. Stocktaking at TMA

1.1. History and Major Achievements

Institutional growth

TMA is one of the first private medical universities established in Georgia in 1992, during a critical period of political and socio-economic transition of the country after dissolution of the Soviet Union. Since its commencement, up to **2500 medical and public health professionals have graduated** from TMA and have been working in clinical medicine, public health, or scientific research among leading institutions of Georgia, United States, European Union (EU) countries and other geographic regions.

Over the last 3 decades **TMA has evolved significantly** from an extremely low students' enrolment and sustainability challenges of the university, to a financially and operationally independent institution with **continuously growing number of local and international students**, stepwise introduction of **state-of-art teaching and research methodologies and expanding partnerships** in education and research areas both in Georgia and abroad.

As of June 2021, **853 students** were enrolled in the Doctor of Medicine (MD), undergraduate medical education programmes of TMA, including 302 Georgian and 551 international students. The MD programmes are **instructed in Georgian** language for local students and in **English** both for Georgian and foreign students. With a faculty of **157 academic staff and invited lecturers**, TMA offers medical education of continuously improving quality and a **wide spectrum of innovative technologies and methodologies** in teaching, examination, and research.

In parallel, TMA has **expanded its infrastructure** capacities, including through construction of a new **library, advanced bio-medical laboratory, clinical skills education center/lab (CSL) and new conference and teaching facilities**. The university provides adequate physical and programme infrastructure to meet the special needs of **students with disabilities**. With the current infrastructure the university has the capacity to enroll up to **1,300 medical students**, **expand its education programmes to master's (MPH) and postgraduate (PhD)** academic degrees, and implement **complex interdisciplinary and bio-medical research** both in clinical medicine and public health.

National and International Recognition

As noted, TMA received a **7-year authorization from NCEQE of the Ministry of Education and Science of Georgia in 2018** based on the **European Higher Education Area (ESG) 2015 standards**. Later, in 2020, medical education programmes offered by TMA also received a **7-year accreditation and recognition from NCEQE** based on the standards of the **World Federation for Medical Education**.

As a result, TMA through the international accreditation process has been **enlisted in the European Quality Assurance Register for Higher Education and holds the WFME recognition status** – two critical steps for stronger positioning of the university as a credible education institution among national and international stakeholders.

Recognition of TMA's Best Practices

Within the **NCEQE/WFME** accreditation process of TMA's education programmes in 2020, **TMA was acknowledged to be demonstrating best practices in two directions: 1. "Real Patient Concept"** which includes paid patients to improve students' practice in patients' communication and examination skills, and **2. TMA's support to its graduates in employment at partner hospitals and financial contribution to their salaries** prior to starting residency programmes.

Growing Interest towards TMA

Over the last 5 years, interest of applicants towards TMA has substantially increased, both from Georgia and foreign countries. As an example, in 2019-2020 Unified National Examination process **46% of Georgian students admitted at the university have indicated TMA as their first-choice higher education institution**, compared to only **9.8% in 2015-2016**. In the same period, enrollment of the **1st year foreign students at TMA increased 6-fold** from 19 to 120.

By June 2020, **among 32 universities** offering medical education (MD) programmes in Georgia, **TMA stood as the 3rd institution admitting the highest number of students with strong academic readiness**, with **29.8% of them receiving State Education Grants** due to demonstrated excellence in Unified National Examinations. At the same time, TMA ranked as the **5th out of 32 universities** by the **highest number of admitted students** for 2020-2021 academic year.

Qualification of Teaching Staff

TMA currently engages **157 lecturers in medicine and public health**, including 53 academic staff and 104 invited lecturers with a full-time (FTE) faculty-to-student ratio of 1:5.4 (157/853). At the same time, **77% of academic staff holds PhD qualifications**. Finally, **82% of academic personnel and 59% of invited lecturers are affiliated/working only with TMA**.

In view of its institutional mission, TMA prioritizes attraction and retention of highly qualified teaching staff. In pursuit of this goal, the university has put in place a **regular performance assessment** system for lecturers, such as administrative monitoring instruments (i.e., tracking attendance and learning outcomes of students), 360-degree assessment tools and students' satisfaction surveys. In addition, TMA launched **financial and academic incentives** for highly qualified academic and invited staff, including financial bonuses and expanded opportunities for participation in international exchange programmes.

Teaching Innovations

TMA, as a student-centered university, is continuously investing in state-of-art teaching methodologies and technological innovations, based on the best international practice. Students are regularly engaged in feedback mechanisms on the learning process, critical assessment of existing teaching methods and proposition of new tools. The chart below summarizes the new **teaching methodologies already in place** at TMA.

Teaching Methodologies implemented at TMA

Virtual Reality (VR)
Objective Structured Clinical Examination (OSCE)
Objective Structured Practical Examination (OSPE)
Laboratory work in Biochemistry, Microbiology and Immunology (Learning by Doing)
Anatomage Table
Team Based Learning (TBL)
Early Clinical Exposure (ECE)
Case Reviews
Workplace-Based Assessment (WPBA)
Portfolio

Expanding Partnerships for Teaching Excellence

In 2020 TMA succeeded in **Erasmus + grant application** for *Simulation in Undergraduate MEDical Education for Improvement of SAFETY and Quality of Patient Care (SAFEMED+)*. As the **lead institution in SAFEMED+ project**, TMA will work with **8 medical universities** of Armenia, Georgia, Italy, Lithuania, Spain and Ukraine to implement the **Clinical Line Concept** in medical curricula in 3 domains of clinical care (Practical Procedures, Physical Examination and Communication).

TMA in partnership with Batumi International University (Georgia) and Sofia University (Bulgaria) is also working on **Erasmus + Capacity Building Project SPRING for peer-review** of educational and institutional processes. The initiative brings together 14 universities from 7 countries – Belarus, Bulgaria, Georgia, Lithuania, Kazakhstan, Moldova and Tajikistan. The project implies external quality assessment of institutional work, and development and implementation of peer-review based recommendations for further enhancement of the universities' performance.

Finally, TMA in collaboration with Georgian Institute of Public Affairs (GIPA) is planning to launch a joint **Master of Public Health Degree programme** starting from 2022-2023 academic year.

The Chart below presents **11 partner universities in Georgia and abroad** that TMA is currently collaborating in teaching excellence initiatives.

TMA Partner Institutions in Teaching Excellence and Innovations

Yerevan Haybusak University (Armenia)
Yerevan State Medical University (Armenia)
Sofia University (Bulgaria)
Batumi International University (Georgia)
Georgian Institute of Public Affairs (Georgia)
Tbilisi State Medical University (Georgia)
University of Catania (Italy)
Vilnius University (Lithuania)
Universidade de Santiago de Compostela (Spain)
Bucovina State Medical University (Ukraine)
Ivan Horbachevsky Ternopil National Medical University (Ukraine)

Students' Satisfaction with Teaching and Administration

Students, overall, express **high satisfaction with academic experience at TMA** and the effectiveness of the **feedback mechanisms** with the university administration. Recommendations and arguments brought by the students to TMA administration are carefully considered on a regular basis and most of the academic-related inquiries are already implemented.

At the same time, majority of students engaged in focus group discussions for the SDP development process positively assess the quality of teaching, faculty qualification and student-centered approach of the administration. TMA is already implementing semi-annual students' satisfaction surveys, that is a positive practice. However, the university should ensure higher engagement of students in the surveys for stronger validity of the study results.

Expanded Access to Education and Research Resources

Throughout the years TMA has built a **substantive library basis for its students, faculty and researchers**. It has expanded its infrastructure (library facilities), book vault (5085 textbooks) and provides free access to textbooks, teaching platforms (AMBOSS, Complete Anatomy), academic honesty check software (Turnitin), eBooks (ClinicalKey Student) and journals through Hinari, Web of Science MEDLINE, and Elsevier's ScienceDirect and Scopus databases. Notably, the initial contract with Elsevier was facilitated through active engagement and support of the Ministry of Education and Science of Georgia.

Progress in Internationalization

In line with its internationalization vision, TMA has successfully established **partnerships with 20 Universities in 13 countries of Europe and Asia**. As of June 2021, 86 students, 7 faculty members and 5 administrative staff members of the university have participated in **exchange programmes** through **Erasmus +** or other bi- and multilateral partnership initiatives.

TMA Partner Universities and Organizations in Students and Staff Exchange

Sofia University (Bulgaria)
University of Antwerp (Belgium)
Masaryk University (Czech Republic)
Charite Medical University Berlin (Germany)
University of Bari Aldo Moro (Italy)
Klaipeda University (Lithuania)
Vilnius University (Lithuania)
Radboud University Nijmegen (Netherlands)
Medical Centre of Erasmus University Rotterdam (Netherlands)
Pavol Jozef Safarik University Kosice (Slovakia)
University of Granada (Spain)
University of Santiago de Compostela (Spain)
University of Lodz (Poland)
Medical University of Bialystok (Poland)
Altinbas University (Turkey)

In addition, TMA partners with the International Federation of Medical Students Association (**IFMSA**) on students' exchange programmes in European countries and Turkey. Through cooperation with Global Education Exchange in Medicine and Health Professions (**GEMx**) TMA also offers exchange opportunities for students in countries of Africa, Asia, Europe, Latin America and Caribbean's, and the Middle East. Finally, the university in partnership with **AMOpportunities** offers short-term clinical experience to students at hospitals and outpatient clinics in the United States.

Striving for Strong Research Capacities

With **increasing laboratory capacities** for bio-medical research TMA started **joint research initiatives with 4 universities in Georgia and Germany**. TMA is the **recipient of Shota Rustaveli National Science Foundation of Georgia (SRNSFG) awards** for research initiatives led unilaterally or in partnership with local and international institutions.

As of 2021 TMA has completed or is implementing **12 research projects** in public health and basic sciences, including through internal grants, and is launching a research project that will contribute to the global knowledge basis for **COVID-19 pandemic response**.

TMA is **investing 5% of its annual budget in research** and intends to double its fund allocations over the next 7 academic years in parallel to **introduction of PhD programmes**.

TMA Partner Institutions in Research

Charite Medical University Berlin (Germany)
Ilia State University (Georgia)
Tbilisi State University (Georgia)
Tbilisi State Medical University (Georgia)

Engagement in CSR Activities Pertinent to Local Community Needs

TMA has been actively involved in **Corporate Social Responsibility (CSR) Initiatives** focusing on the local community needs. The university through active engagement of its students and staff has supported promotion of voluntary blood donation, awareness raising activities on COVID-19 pandemic, cancer screening programmes, environmental protection initiatives and visits to geriatric care facilities.

1.2. Remaining Challenges and Priority Areas for Action

Despite the impressive, tangible results achieved by the university, TMA’s vision is to further accelerate its progress towards attainment of its core institutional mission through critical self-reflection, application of latest evidence from empirical and operational research, and learning from good practices both locally and internationally.

Based on annual performance reports (built on internal and external audits, staff and students’ satisfaction surveys) and continuous measurement of KPIs in line with national and international accreditation standards, TMA has identified remaining challenges towards its institutional development and relevant priority areas for action to address the barriers.

TMA’s future vision of the student-centered institution that offers academic and research excellence and sound corporate culture, is structured around 6 main and 3 cross-cutting challenges and respective priority areas for action.

Main Challenges and Priority Areas for Action	Cross-cutting Challenges and Priority Areas for Action
<ul style="list-style-type: none"> ● Need for enhancement of students’ engagement in academic, research and social initiatives ● Need for further development of Human Resources ● Further enhancement of the scope and quality of education programmes ● Need for substantial development of the research component ● Stronger positioning of the Corporate Culture of TMA ● Need for enhancement of TMA’s sustainability and institutional growth 	<ul style="list-style-type: none"> ● Further development of digital technologies in teaching and administration ● Strengthening public communication and stakeholders’ engagement ● Need for further improvement of Quality Assurance in teaching, research, and administration

1. Enhancement of students' engagement in academic, research and social initiatives

- Students see critically important to have peer-to-peer **Tutorship programmes** at TMA, so that those engaged in semesters 7-12 or clinical studies (Step II) could tutor younger students enrolled in semesters 1-6 or Basic sciences (Step I). Students consider tutorship as a good opportunity for renewing theoretical knowledge and practical skills in clinical manipulations such as laboratory work, trauma management, etc.
- Georgian students have more opportunities for **international exchange** than international students (due to national regulatory limitations). TMA should explore additional opportunities for exchange programmes through working with Embassies of the countries represented by foreign students at the university.
- Every student consulted during the strategic planning process expresses high interest for engagement in **research** projects. However, the **research possibilities are limited with only 1.8% of students** currently engaged in research. TMA should intensify work on new initiatives (including through internal grants) and ensure maximum engagement of local and international students in TMA-based or joint interdisciplinary and bio-medical research with other institutions.
- Students are also interested in more **extracurricular** social and cultural activities and training (i.e., Communications, Arts and Therapy), and TMA through its newly established **Arts Centre** should prioritize skills-building and targeted initiatives in these areas.
- **Students Academy** should be easier-to-access with no complex hierarchy. Reflections on the Students' Academy was mostly critical, as it is **not meeting the actual needs and interests of students**. The only **exception is the international committee of the Student's Academy** that offers conferences and international exchange programmes of high interest for students.
- Based on the students' recommendations, TMA should support continued operation of the **Students' Academy with a minimum secretariat** (up to 5 members), **annually rotating leadership** and establish **equal opportunities for students' initiatives and small grants** irrespective of their membership to the Students' Academy.
- **International students requested support for their stronger integration into the local society**. They highly appreciate the **Georgian language courses** offered by TMA to help foreign students in adaptation to the new environment. However, due to the language barrier that remains in communication with peers, clinical staff and patients, international students recommend maintenance of 4-semester Georgian language courses that TMA started in 2020-2021. The **2020 accreditation process of TMA programmes by NCEQE/WFME also recommended** enhancement of Georgian language studies for international students.
- Foreign students also requested a **1-week orientation session** for newcomers (how to use public transport, orientation around the campus, etc.) that could be facilitated by Georgian and international students. Interaction of foreign students with Georgian peers is limited, calling for more **integration of academic classes, social and cultural events**.

- Finally, focus group discussions with students in semesters XI and XII, revealed interest of students to remain actively engaged in TMA' activities even after graduation. TMA should consider stronger **communication and continuous engagement with its Alumni**.

2. Need for further development of Human Resources

- TMA's mission focuses on formation of a **highly qualified and skilled team**, which shares the Code of Ethics, teaching and research excellence vision, the corporate culture of the university and **expresses satisfaction with his/her job and workplace environment**. TMA already made an important progress in attraction/recruitment of qualified staff, however, still faces the following challenges.
- As noted above, 82% of academic staff and 59% of invited lecturers are affiliated/working only with TMA. However, proportion of **full- and part-time staff solely affiliated with TMA should be further increased** through competitive remuneration schemes and diverse opportunities for professional development.
- **77% of full-time academic staff holds PhD qualifications**, already a positive indicator. Though, **only 13% of invited lecturers** possess academic degrees from the 3rd level of higher education studies. Based on students' and staff surveys, many young professionals who demonstrate excellent teaching skills have not completed PhD studies due to resource limitations or insufficient incentives to advance their academic qualifications. **TMA should offer professional growth opportunities to its teaching staff, especially young lecturers** with positive performance evaluation, **through its PhD programme** scheduled to commence in 2022.
- TMA has put in place a **regular performance assessment** system for the teaching staff, including administrative monitoring instruments (i.e., tracking attendance and learning outcomes of students), 360-degree assessment tools and students' satisfaction surveys. However, the **instruments should be further refined** for stronger validity and impact.
- Despite the demonstrated progress in recruitment and retention of qualified staff, **TMA should further strengthen transparency and standard operating procedures (SOPs) of its HR management processes** for recruiting skilled academic and administrative professionals.
- The **performance-based bonus system** introduced by TMA has proved to be a positive step and the university should invest in additional **monetary and non-monetary incentives for retention and continuous professional development** of its team members.
- As of 2021, 13% of academic and 30% of administrative staff have participated in **international exchange programmes**, including in international conferences convened by AMEE, WFME and other global stakeholders. TMA should improve the baseline data and invest more in exchange programmes as an important **professional development incentive** for the faculty and administrative staff.
- **Institutional Organogram, Division of Labour (DoL)** among departments and **Job Descriptions (JDs)** of individual staff members should be refined based on the new 2021-2028 Strategic Development Plan. The latter will ensure a clear definition of

responsibilities, and agreement on the performance measurement system that will recognize, and reward contributions made by individual team members to the common goals and objectives of the university.

- In addition to professional skills-building initiatives, TMA considers important to **enhance interpersonal, communication and other soft skills** of its staff members for creating student-centered environment with academic and research excellence and sound corporate culture.

3. Need for further enhancement of the scope and quality of education programmes

- TMA as a student-oriented medical university should **continuously invest in teaching innovations** to accelerate progress towards achievement of **learning outcomes** among students (especially in clinical sciences) and attainment of professional **competencies reflecting CanMEDS roles**.
- Both local and international students assess exceptionally positively the teaching methodologies and innovations implemented by TMA at the Basic Sciences' level (Step I). However, they request increased opportunities for **bed-side teaching and clinical practice** (especially against the background of COVID-19 pandemic) and more intensive clinical skills-building teaching through clinical reviews, clinical reasoning, and hands-on training at the TMA's Clinical Skills Centre/Lab (CSL).
- Similarly, assessment tools for learning outcomes have been substantially improved at the Basic Sciences' level, but challenges remain in **quality assessment of Teaching and Learning Activities (TLAs) and assessment processes in Clinical disciplines** (Step II).
- Based on **NCEQE/WFME accreditation process recommendations** and findings of **focus group discussions for SDP**, TMA should **strengthen the quality of clinical teaching** across the network of its collaborating teaching hospitals.
- TMA in line with **NCEQE/WFME recommendations**, should also **increase the number of administrative staff** at clinical settings for stronger monitoring and quality assurance of the study and assessment processes.
- TMA should focus on building **new strategic partnerships with Primary Health Care (PHC)** providers in the country, that can offer teaching in appropriate clinical settings with appropriate number of qualified personnel. The latter would address yet another **recommendation from NCEQE/WFME accreditation process of TMA education programmes** to improve the clinical teaching experience for students with appropriate number of patients.
- The ultimate objective of the university is to launch its own **University Clinic** by 2023, that will ensure substantial improvement of bed-side teaching and clinical practice opportunities for students and **full-scale implementation of NCEQE/WFME recommendations**.
- **English language skills among TMA's Georgian students and faculty** should be further improved to ensure access to and application of latest scientific and clinical knowledge into the teaching/learning processes. Students enrolled in the Georgian course of

medicine also expressed **concern with the quality of Georgian textbooks and inconsistency** of Georgian literature to international resource guides.

- **In parallel to improving English language skills** of students and faculty, TMA should also prioritize **translation of latest medical textbooks/series**. The latter will facilitate teaching not only at TMA but **contribute to the advancement of medical education teaching in Georgian language throughout the country**.
- As an institution oriented on teaching excellence, TMA should ensure **continuous assessment/revision of its TLAs and assessment methodologies**, based on the latest international evidence, field-specific standards and innovations, and feedback from faculty and students through annual and semi-annual surveys.
- Finally, TMA should support a mix of teaching and learning activities that can stimulate **deep-level learning and reflection** on the professional evolution and growth. As an example, after successful piloting of Portfolio in Semesters 1 and 2 of 2020-2021 academic year, TMA should ensure **full-scale implementation of Portfolio** throughout the 6-year MD programme and alignment of learning outcomes with **competence-based** assessment methods, including within formative and summative assessment processes.

4. Need for substantial development of the research component

- Despite important research initiatives supported through internal grants and external research foundations, TMA needs **breakthrough efforts for stronger positioning of the university as a credible research institution** in Georgia and abroad.
- As of 2020-2021 TMA's **academic staff and invited lecturers dedicate 20%** of their time to research and **only 33.9% of teachers are engaged in research activities**. Furthermore, only **6 publications** included authors/co-authors affiliated with TMA, including 5 articles published in periodicals indexed in international scientific databases. TMA striving for research excellence should **invest considerable financial resources and professional efforts for improvement of its baseline indicators in research**.
- TMA should continuously invest in integration of the **latest scientific and research evidence** in medicine and public health in its teaching process.
- The university should **strengthen engagement of the faculty and students in research** through internal training/orientation, internal grants programmes, and bi- and multi-lateral initiatives. For this purpose, TMA should ensure **structural administrative support** to researchers and PhD students in development of grant applications for resource mobilization, as well as implementation of relevant projects.
- Mobilization of the **first grants from Shota Rustaveli National Science Foundation of Georgia** was a critical success for TMA. But the **scope and number of research initiatives** in collaboration with national and international groups of researchers should be considerably increased as well as the number of publications by TMA-affiliated authors.
- TMA should prioritize **building new alliances with industry/health care sector and research institutions** at national and international levels to install a chain of knowledge transfer, including through multi-disciplinary and translational research.

- Finally, the university should **revise priority research areas** to concentrate its limited human and financial resources on initiatives that will increase engagement of both students and faculty and improve the visibility of TMA among research institutions.

5. Stronger positioning of the Corporate Culture of TMA

- As noted, TMA has already supported **CSR Initiatives pertinent to the local community** needs, including promotion of voluntary blood donation, visits to geriatric care facilities, awareness raising on COVID-19, cancer screening and environmental protection.
- However, both students and staff consider important to expand engagement in social projects. At the same time focus group discussions **identified 5 major areas of special interest** for students, faculty and administration that could respond more effectively to the Georgian community needs. The priority areas identified for TMA's social projects include: (1) health care needs of Internally Displaced Persons (IDPs) and families living in the occupied territories of Georgia; (2) Mental Health, including drug addiction; (3) Environmental and Planetary Health; (4) support to children and adults living with disabilities, and (5) health education for general population.

6. Need for enhancement of TMA's sustainability and institutional growth

- TMA has **substantially strengthened its infrastructure**, including teaching and research facilities, library, and clinical skills center. The university should ensure **periodic update and enhancement** of the library, laboratory, and simulated learning center resources for continuous quality improvement of its educational and research activities.
- Establishment/building of a **University Clinic, with its full-time clinical staff**, could address all major barriers that remain in clinical teaching at TMA, including: (a) limited access of students to bed-side teaching and work environment; (b) more effective teaching assessment methodologies in clinical settings, and (c) need for stronger interaction of international students with peers, practitioners, and patients.
- As part of its institutional growth efforts, **TMA should expand its education programmes** to master's (MPH) and postgraduate (PhD) levels both for its students and young lecturers.
- TMA should **intensify internalization efforts** through expanded opportunities for staff and students' exchange programmes and research initiatives.
- In addition, TMA should focus on **diversification of countries** represented by students and faculty at the university from 11 States of Asia and Middle East in 2020-2021 to at least 20 countries by 2027-28 representing both current geographic regions as well as Europe, the Americas and Oceania.

7. Further development of digital technologies in teaching and administration

- The COVID-19 pandemic response demonstrated the capacity of TMA to adapt to critical challenges and implement innovative approaches in TLA processes.

- The latter experience prompted the TMA leadership to **explore establishment of a stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching**. The initiative will imply design and implementation of specific software applications, digital teaching and assessment methodologies and relevant resources. The initiative will also facilitate attraction of international students and faculty from different geographic regions.
- Finally, students and faculty in focus group discussions expressed concern with **efficiency of internal communication**. International students requested more interactive communication platforms for information exchange on classes, exams, scientific or social project opportunities. Students also recommended development of TMA mobile applications as well as interactive dialogue forums under the university website.

8. Strengthening public communication and stakeholder engagement

- Despite success of TMA in national and international recognition and increased interest of students towards the university, **visibility of TMA in media, including social media platforms is extremely low**.
- **Awareness of TMA's academic and research capacities** should be further increased among local and international students and stakeholders for further institutional growth of the university and expansion of its partnership initiatives.
- Awareness on TMA's capacities and culture of learning should be particularly strengthened among **potential employers of TMA's graduates, both in Georgia and abroad**.

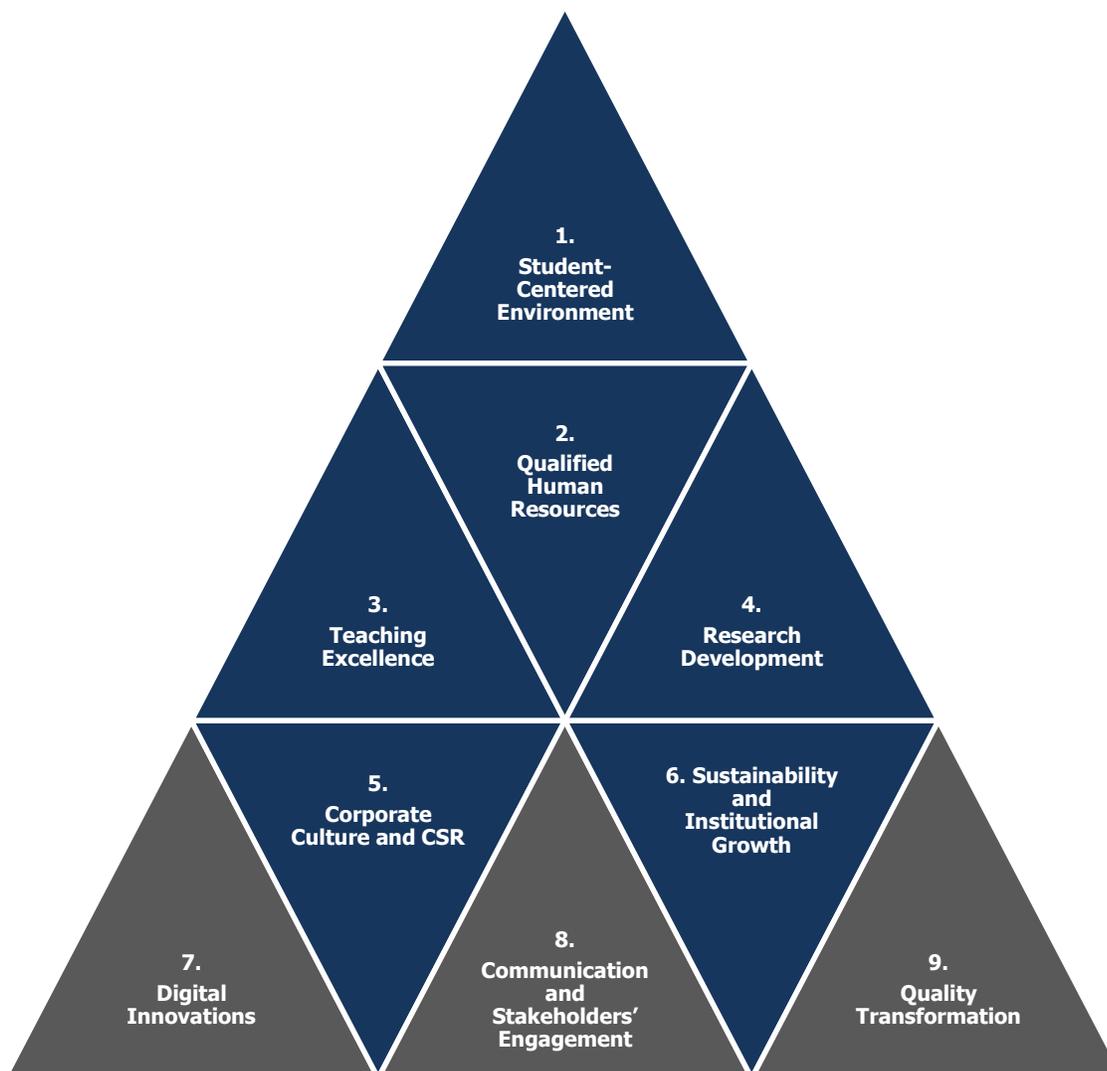
9. Need for improvement of Quality Assurance in teaching, research and administration

- TMA's mission and vision for future institutional growth implies an integrated **approach to quality assurance (QA) and quality improvement (QI)** across its administrative, academic and research work.
- **Internal and external QA/QI processes and instruments are already in place**, based on national and international standards of higher education institutions.
- However, transformative improvement of TMA's quality assurance calls for creation and implementation of **prospective quality enhancement approaches** at all levels (individual, community, society) of its teaching, learning, research and CSR activities.

Part 2. 2021-2028 SDP

2.1. Priority Areas and Actions

Based on the institutional mission and analysis of current results and challenges, the 2021-2028 Strategic Development Plan of TMA has been structured around **6 Core Priority Areas** and **3 Cross-cutting Priority Areas**, as presented in the **SDP Pyramid** below.



6 Core Priority Areas

1. Student-Centered Environment
2. Qualification of Human Resources
3. Teaching Excellence
4. Research Development
5. Corporate Culture and CSR
6. Sustainability and Institutional Growth

3 Cross-Cutting Priority Areas

1. Digital Innovations
2. Communication and Stakeholders' Engagement
3. Quality Transformation

Core Priority Area 1: Student-Centered Environment

Statement of the Goal

To foster a student-oriented environment at TMA that cultivates student's ideas, autonomy, self-care and well-being, and promotes student's proactive qualities and culture of learning.

Objectives of the Priority Area

- 1.1. Ensuring that by 2027-2028 **at least 90% of students expresses satisfaction** with the quality of education programmes, qualification of academic staff, library and lab capacities, bed-side teaching, and clinical skills centre/lab.
- 1.2. Increasing **engagement of Georgian and international students in extracurricular activities** (including research, social projects, and exchange programmes) in Georgia and abroad from 17.8 % in 2020-2021 to 50% by 2027-28.
- 1.3. **Increasing peer-to-peer education and support opportunities**, including Tutorship programmes and activities for greater integration of foreign students into the local community.
- 1.4. Ensuring that **every student with disabilities has appropriate inclusive environment** for learning, examination and engagement in research and social activities.
- 1.5. **Ensuring equal opportunities for all TMA students to participate in students' governance** and in the design and implementation of **extra-curricular social and cultural initiatives**.

Priority Actions for attainment of the Goals and Objectives

- Ensuring stronger **engagement of students in TMA governance** for guaranteeing that students' ideas and recommendations are reflected in the discussions, and the revision process of education programmes and methodologies. As the first step, TMA will ensure **engagement of students in the work of the Board of Advisors (BA)** on an annual rotation basis.
- TMA will also ensure that at least **1 student from each academic year of education programmes** are formally engaged in the work of the **Curriculum Committee**. The later means that **6 MD students** are included in the Curriculum Committee work starting from 2021-2022 academic year, and upon commencement of new programmes, **2 MPH students and 3 PhD students** will join the process. In line with **NCEQE/WFME Recommendations** from 2020 accreditation process, TMA will ensure annual **rotation of students** at the Curriculum Committee through a **students' led election process**.
- Strengthening of existing collaboration initiatives and exploring new partnerships with local and international institutions for **students' exchange programmes**.

- Launching partnerships with **Embassies and Diplomatic Missions** of foreign countries in Georgia to explore international exchange opportunities for foreign students of relevant citizenships enrolled at TMA.
- Supporting engagement of students in **research activities and scientific conferences**, including through TMA's internal grants, and ensuring that every research project engages at least 1 local and 1 international student (*please also refer to Core Priority Area 4*).
- TMA will continue regular assessment and upgrading (as relevant) of physical and programme infrastructure for ensuring **inclusive environment for students with disabilities**. At the same time, TMA will revise its current policy document and integrate assessment and teaching instruments for inclusive education under a **new Concept Note**.
- Support establishment and implementation of **Tutorship programmes among students**, where students in Semesters 7 through 12 support peers in Semesters 1 through 6 in basic sciences and pre-clinical skills-building.
- Support **integration of international students** into the local community through (a) initiation of 1-week orientation sessions for the 1st year foreign students; (b) continuation of Georgian language courses for international students during 4 semesters, and (c) scheduling elective intra-, inter-, and trans-disciplinary classes with engagement of both Georgian and foreign students.
- Supporting **awareness-raising, capacity building and counselling initiatives** that promote student's self-care and well-being, and competencies for self-awareness, self-reflection, and self-regulation. e.g., regularly convening student's focus groups to discuss personal and professional development challenges.
- Provision of more **extra-curricular, inter-disciplinary training** in Communications, Arts and Therapy, and other topics of interest to students through the newly established **Arts Centre** of the university. TMA with its Arts Centre will develop a comprehensive **Concept Note** for extra-curricular, inter-disciplinary trainings.
- Minimizing the secretariat structure of the **Students' Academy** (up to 5 members), introducing annual rotation policy of its leadership, and maximizing accessibility of the Students' Academy to all students.
- Empowering and strengthening students' inclusion in CSR and **community-based initiatives**. Supporting local and international students in the design and implementation of **social and cultural projects**, including through TMA's internal grants (*please also refer to Core Priority Area 5*).
- Introducing transparent **procedures and guides for students' grant applications and review** to offer equal opportunities to students in development and implementation of educational, research, social and cultural projects, irrespective of their membership to the Students' Academy.

- The students' grant applications should be reviewed by **Independent Commissions composed of external experts** from science, sports, art, Community-Based Organizations (CBOs) and international organizations.

Core Priority Area 2: Qualified Human Resources

Statement of the Goal

Formation of a highly qualified and skilled team, which shares the Code of Ethics, the teaching and research excellence vision and corporate culture of TMA, and expresses satisfaction with his/her job and the workplace environment.

Objectives of the Priority Area

- 2.1. Maintaining high percentage of full-time professors **holding PhD qualifications** from the baseline of 77% to at least 80% and increasing the percentage of invited lecturers with PhD qualifications from 13.4% in 2021 to at least 40% by 2027-28.
- 2.2. Maintaining the current **Faculty-to-Student ratio** (1:5.4) in view of the potential increase in the total number of students in 2021-2028 period.
- 2.3. Improving **attraction and retention of qualified teachers** to ensure that > 90% of full-time and 80% of invited academic staff are affiliated only with TMA.
- 2.4. Ensuring that at least **80% of teaching and administrative staff expresses satisfaction** with his/her job and the workplace environment at the TMA.
- 2.5. **Improving effectiveness of HR management** at TMA through implementation of new planning and performance assessment instruments and continuous professional development opportunities.
- 2.6. Increasing **TMA's investments in teaching** from 52% of 2021 fiscal year budget to 55% by 2027.

Priority Actions for attainment of the Goals and Objectives

- Supporting attraction and retention of qualified academic and administrative staff through offering **competitive remuneration, and monetary and non-monetary incentives** for continuous professional development.
- Continuing and regularly revising **performance assessment measurement** of teaching staff (including 360-degree assessment tool) for ensuring stronger validity of the instruments and assessment results, and retention and promotion of qualified teachers.
- Supporting professional development and retention of qualified young teachers by offering enrollment and co-financing of **MPH and PhD studies at TMA**.
- Expanding **exchange opportunities** for academic and administrative staff at partner institutions abroad and through initiatives offered by Erasmus and other bi- and multilateral cooperation programmes.

- Improving effectiveness of human resource management at TMA through development and implementation of well-structured **organogram** (in line with the Mission and SDP), clear **Division of Labour** (DoL) between departments, detailed **Job Descriptions (JDs)** for individual staff members, and **annual performance evaluation system**.
- Implementation of detailed JDs and **contracts build around specific, rather than generic description of duties for academic staff and invited lecturers**, is already started and will continue in line with **NCEQE/WFME recommendations** from 2020 accreditation process of TMA.
- **NCEQE/WFME** accreditation process also recommended **annual update of staff profiles** based on regular assessment of academic performance. For this purpose, TMA will implement **Teachers' Portfolios** as a new instrument for regular assessment and retention of qualified human resources. Portfolios will reflect continuously updated professional profile of teachers, including reflections from students' feedback.
- Offering **continuous professional development programmes for academic and administrative staff** to foster the environment of teaching excellence and wellbeing. i.e., training in principles of Medical Education; self-evaluation, self-awareness, self-reflection, and self-regulation; supportive and inclusive culture and diversity of perspectives in decision-making; interpersonal, communication and other soft skills.
- Regular needs assessment and adjustment of **financial resource investments** in teaching and human resource development of TMA.
- Designing and implementing **communication campaigns** for raising awareness on TMA as a credible institution that values qualified staff and applies transparent and effective HR management processes (*please also refer to Cross-cutting Priority 8*).

Core Priority Area 3: Teaching Excellence

Statement of the Goal

Enhancement of current education programmes by continuous introduction of innovative teaching and assessment methodologies, and research-oriented and research-based teaching in line with stakeholders' needs and emerging global knowledge in medical and public health education.

Objectives of the Priority Area

- 3.1.** Continuous enhancement of teaching and assessment methodologies with **> 90% of disciplines implementing innovations** by 2027-28 vs. 52% baseline.
- 3.2.** By 2027-28 at least **80% of TMA students successfully graduate** MD programme in 6 years.
- 3.3.** Reduce the **drop-out rate of students to less than 15%** by 2027-2028 academic year via increasing academic readiness of admitted students.

- 3.4. By 2028 at least 95% of TMA graduates are **employed in health industry, research or continue advanced degrees' studies** in 2 years after graduation.
- 3.5. By 2028 > 80% of TMA graduates **pass license examination** in Georgia or abroad.
- 3.6. Georgian students and faculty members have increased access to latest teaching and research resources through specialized **English-language training** courses for medical professionals and a **translation center** for medical literature.

Priority Actions for attainment of the Goals and Objectives

- For effective planning, coordination and implementation of medical education reforms, TMA will establish a new unit – **Centre of Innovations in Medical Education (CIME)**. CIME in coordination with the Curriculum Committee will ensure continuous revision of teaching and assessment methodologies and strengthening of the research line across all disciplines. The process will be guided by the latest evidence, field-specific standards and innovations, and feedback from faculty and students through annual and semi-annual surveys.
- TMA will ensure full-scale implementation of **Portfolio** throughout the 6-year programme and alignment of learning outcomes with **competence-based** assessment methods, including in formative and summative assessment processes.
- As the lead coordinator University of Erasmus + SAFEMED + project, TMA will **integrate the Clinical Line Concept** in medical education curricula in partnership with 8 universities in Armenia, Georgia, Italy, Lithuania, Spain, and Ukraine.
- **Strengthening of clinical teaching** through increased exposure of students to clinical reviews, clinical reasoning, hands-on training at the TMA clinical skills center/lab and Tutorship programmes.
- Based on **recommendations from NCEQE/WFME accreditation** process special attention will be given to **expansion of Real Patients' pool**, as TMA's Best Practice for students' skills-building in patients' communication and examination.
- Strengthening **quality of clinical teaching based on NCEQE/WFME recommendations** and findings of **focus group discussions for the current SDP**. Revisit the ongoing collaboration with 27 clinics for selective-contracting of best-performing teaching hospitals. The process will include evaluation of TLA processes, assessment of number of staff engaged in clinical teaching and patient contact opportunities for students.
- In line with **NCEQE recommendations**, TMA will **increase the number of administrative staff** at clinical settings for stronger monitoring and quality assurance of the study and assessment processes.
- The university will focus on building new strategic partnerships with local **Primary Health Care** providers to substantially increase clinical teaching and clerkship opportunities for students. PHC network offers a clinical setting that can ensure access of TMA students to more intensive clinical experience and **improved learning outcomes in the domains of Clinical Care** (knowledge and skills), Professionalism (teamwork and ethical issues),

and Communication (with co-workers and patients). The latter would address yet another **recommendation from NCEQE/WFME accreditation** to improve the clinical teaching experience for TMA's students with appropriate number of patients.

- **Design and launch of TMA's University Clinic (Outpatient)** for substantial improvement of clinical teaching quality for students and residents, and **full-scale implementation of NCEQE/WFME recommendations** (*please also refer to Priority Area 6*).
- Development and implementation of two **new educational programs**, including **Master's Degree** programme in Applied Public Health (MPH) and **postgraduate Doctoral Degree** (PhD) programme in Medical Sciences (*please also refer to Core Priority Area 6*).
- TMA will **establish specialized English-language courses for medical professionals** as the opportunity for TMA's Georgian students and teachers to advance their skills in English to at least **C1 levels**. The latter will also be a significant contribution from TMA to the broader medical and public health community in Georgia.
- Finally, the TMA will host a unit for **development/translation of medical textbooks/series in Georgian** to facilitate teaching at TMA and contribute to the advancement of medical teaching standards in Basic and Clinical Sciences throughout Georgia.

Core Priority Area 4: Research Development

Statement of the Goal

Improve TMA's research capacities through active engagement of academic staff, invited lecturers and students in research activities, and increased linkages of education programmes to the latest scientific and research evidence.

Objectives of the Priority Area

- 4.1. Improved **engagement of academic staff and invited lecturers** (from 33.9% in 2020-2021 to 50% by 2027-28) in research activities and **visibility of TMA among research institutions**.
- 4.2. Improved engagement of **students in research** from 3.5% (28 students) in 2020-2021 to > 10% by 2027-28.
- 4.3. Improving **TMA's investments and utilization of fund allocations in research** from 5% of 2021 fiscal year budget to > 10% by 2027.
- 4.4. Increase **external funding for research** activities from 26% of 2021 fiscal year budget for research to > 50% by 2027.

Priority Actions for attainment of the Goals and Objectives

- **Strengthening the Research Line across all disciplines** by continuous integration of latest scientific and operational research evidence in medicine and public health in the curricula.

- Strengthening **engagement of teaching staff in research** through provision of internal training/orientation, internal grants programmes, bi- and multilateral research initiatives. TMA will provide **structural administrative support** to researchers and PhD students, including: (a) searching, profiling and information-sharing on national and international organizations offering research grants and funding opportunities, (2) support in writing/development of grant applications for resource mobilization, (3) assistance in implementation oversight of relevant projects, and (4) support in dissemination and publication of research findings.
- Supporting engagement of students in **research activities and scientific conferences**, including through TMA internal grants, and ensuring that every research project engages at least 1 local and 1 international student (*please also refer to Core Priority Area 1*).
- Maintain and **further develop research infrastructure, including increased access to** scientific databases and required laboratory infrastructure.
- In line with **recommendations from NCEQE/WFME accreditation process**, substantially increase **fund allocations** for research and recruit **additional academic and administrative staff** for PhD programmes planned to be commenced in 2022-2023.
- Investing in **priority research areas** for concentrating the limited human and financial resources of TMA. Focus on (a) generation and dissemination of evidence in **applied sciences**; (b) **Inter-disciplinary partnerships** such as **Arts and Science**, and (c) **science popularization**, including the scope and results of research implemented by TMA.
- **Support science popularization** through organization of public lectures, scientific festivals, seasonal schools and other events for presentation of ongoing research projects and results to attract students and young researchers.
- **Expand collaboration** with other **research groups** at national and international levels and build **new alliances with industry/health care sector** to install a chain of knowledge transfer, including through multi-disciplinary and translational research.

Core Priority Area 5: Corporate Culture and CSR

Statement of the Goal

Stronger positioning of the **Corporate Culture of TMA** within and outside of the university, including through strengthening of the student-centered environment, teaching and research excellence, academic freedom, corporate social responsibility (CSR) and community engagement endeavors.

Objectives of the Priority Area

- 5.1. Ensure that > 50% of students and staff are **engaged in priority CSR** activities by 2027-28.
- 5.2. Improve **awareness on TMA mission, corporate culture, Code of Ethics, and Academic Honesty** among staff and students.

5.3. Strengthen the TMA's corporate culture through **active engagement of both current and former students and staff members** in its work and attainment of the university's mission.

Priority Actions for attainment of the Goals and Objectives

- Convening **annual review meetings** with students, faculty, and administrative staff **on the Corporate Culture of the TMA**, to assess how the university fulfills its commitments to student-centered environment, teaching and research excellence, academic freedom, community engagement, and consolidate recommendations for further improvements in the area.
- Offering orientation **sessions/trainings for staff and students on the TMA Mission, corporate culture, Code of Ethics and Academic Honesty**, including its CSR values, vision for community engagement and contribution to the development of local and global societies. The latter should be closely interlinked with **intra- and extra-curricular competency-building training reflecting CanMEDS roles of the physician**.
- Designing and implementing **intra-curricular social activities** to facilitate development of necessary skills for socially active professionals, including definition of the scope of social activities in the frames of the curriculum, step-by-step implementation, supervision and regular revision of the activities and relevant teaching and implementation approaches.
- Supporting students' and staff engagement in **extracurricular CSR projects in the following five priority areas**: (1) meeting healthcare needs of internally displaced people (IDPs) and families living in the occupied territories of Georgia - Abkhazia and Tskhinvali region; (2) public awareness-raising and support to people affected by mental health problems, including drug addiction; (3) research and public-awareness on Environmental/Planetary Health as a critical strategy for disease prevention; (4) supporting children and adults living with disabilities, including through research, awareness-raising and service delivery, and (5) health education for general population, including disease prevention, health promotion and popularization of First Aid skills, with focus on Cardiopulmonary Resuscitation (CPR).
- Strengthening **TMA's Alumni Network** for regular communication and engagement of its graduates and former staff members in education, research, CSR and community engagement endeavors of the university.
- **Strengthening collaboration with public health networks** and support joint initiatives for raising awareness of local communities on contemporary public health challenges.

Core Priority Area 6: Sustainability and Institutional Growth

Statement of the Goal

Strengthening operational and financial sustainability of TMA through increased investments in academic and research excellence, and expanded internalization of its teaching, research, and partnership initiatives.

Objectives of the Priority Area

- 6.1. Expand the **number of students**, including foreign degree-seeking, MPH and PhD students, from 853 in 2020-21 to 1,300 by 2027-28, taking into consideration regular analysis of **market surveys on employment opportunities** for future graduates.
- 6.2. **Expand geographic coverage of foreign students and faculty members** at TMA from 11 countries in 2020-2021 to at least 20 countries by 2027-2028 academic year.
- 6.3. Increase engagement of **academic and administrative staff in exchange programmes** from 13% and 30%, respectively in 2020-2021 to at least 50% both for teaching and administrative teams by 2027-28.
- 6.4. Expand the number of international universities engaged in **partnership programmes with TMA** from 20 Universities in 13 countries to at least 40 in 20 countries.
- 6.5. Improve engagement of **foreign faculty** members from 1.8% in 2020-2021 to 10% by 2027-2028 academic year, including Georgian teachers working abroad.
- 6.6. Improve clinical teaching through establishment of the **Outpatient University Clinic** by 2023-2024 academic year.
- 6.7. Expand and diversify education programmes from **MD to MPH and PhD** degrees by 2022-2023 academic year.
- 6.8. Increase **financial sustainability of TMA** through increased financial resources, including from external sources.
- 6.9. Strive for improved **Gender balance** among TMA staff, both academic and administrative.

Priority Actions for attainment of the Goals and Objectives

- **Strengthen attraction of local students** through stronger communication/awareness-raising initiatives and offering new opportunities to the last-year students of secondary schools to observe the actual level of teaching and learning at TMA. The latter may include summer schools and attendance of MD courses at the university.
- **In line with NCEQE/WFME recommendations** from 2020 accreditation process, ensure regular review of market surveys and **stepwise increase in number of students in view of future employment opportunities**.
- Ensure continuation and expansion of TMA's **Best Practice for assisting and co-financing graduates' employment** at partner clinics.
- In parallel, invest more in **public-private partnerships** for expanding **employment opportunities for TMA's graduates** (*please also refer to Cross-cutting Priority Area 2*).
- **Intensify internalization efforts** for attraction of students and faculty from different

geographic areas, expansion of staff and students' exchange programmes and joint research initiatives.

- Focus on **diversification of countries represented by students and faculty members** of the university from **11 States of Asia and Middle East** as of 2020-2021 to **> 20 countries** by 2027-2028 academic year representing both **current geographic regions as well as Europe, the Americas and Oceania**. Special priority will be given to partnerships with **EU countries, United States, Israel** and former soviet states of **Central and Eastern Europe and Central Asia**.
- Prioritize engagement of **Georgian teachers and researchers working abroad** (US, EU countries and Israel) in the **teaching and research initiatives** and experience-sharing opportunities through **public lectures and conferences** hosted by TMA.
- **Implement 2 new education programmes** at master's (MPH) and postgraduate (PhD) levels for students and young academic personnel from 2022-2023 academic year.
- Establish/launch **TMA's Outpatient University Clinic, with full-time clinical staff** to improve teaching and assessment methodologies, exposure of students with bed-side teaching and working environment, and improved interaction of international students with practitioners and patients. Operationalization of the University Clinic can ensure **full-scale implantation of NCEQE/WFME Recommendations** for TMA vis-à-vis **clinical teaching and improved employment opportunities** for its graduates.
- Develop and implement **fundraising strategy** for establishment of the **Outpatient University Clinic**, including for resource mobilization efforts from international donor agencies, state authorities and the private sector.
- **Continuously update and enhance** library capacities (book vault and electronic resources), laboratory and simulated learning center resources (Anatomage, VR) based on the latest evidence, and teaching and research innovations.
- Implement **gender-equality** policies and instruments for HR recruitment processes. Raise awareness on the importance of gender-equality for institutional development of TMA and broader Sustainable Development goals of Georgia and international society.

Cross-cutting Priority Area 1: Digital Innovations

Statement of the Goal

Support internalization as well as external and internal communication efforts of TMA through development and implementation of state-of-art digital technologies.

Objectives of the Priority Area

- 7.1. By 2023-2024 academic year ensure accreditation and implementation of **TMA's stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching**.

- 7.2. By 2027-28 at least 90% of students and staff express satisfaction with the **efficiency of internal communication** and information exchange.

Priority Actions for attainment of the Goals and Objectives

- Design and implement **TMA's stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching and blended training courses**, with corresponding digital teaching resources (database of TMA's video-lectures), adapted assessment methodologies and relevant electronic resources for learning and examination (i.e., Elsevier).
- Improve **digitalization of administrative and information exchange processes** (administration-academic, staff-students) for stronger efficiency of communication within the TMA community. The latter includes renewal of the TMA's official website and development/launch of special TMA's mobile applications.

Cross-cutting Priority Area 2: Communication and Stakeholders' Engagement

Statement of the Goal

Positioning TMA as a credible educational and research institution with a sound corporate culture among public and private partners in Georgia and abroad through the design and implementation of an effective communication strategy.

Objectives of the Priority Area

- 8.1. Media coverage of TMA** teaching, research and CSR initiatives increased to > 1 media story/interview per quarter and 1 internet press article per month.
- 8.2.** By 2027-2028 academic year **> 75% of applicants have learned about TMA** from media, social media and/or TMA's website.
- 8.3.** Number of TMA's **partner organizations** in Georgia and abroad increased from 20 by 2020-2021 to at least 50 by 2027-28.

Priority Actions for attainment of the Goals and Objectives

- **Strengthen awareness on TMA** among local and international stakeholders through promoting success stories of students and faculty via internet media, social networks, TMA website, video ads and TV/Radio interviews.
- Reform the existing **Marketing and PR Department** of the university with establishment of a **special unit for internal and external communication** with short lines to TV/Radio, press and internet-based media and weekly **media monitoring** of news about TMA endeavors.
- Organize open-door events, public lectures, conferences, summer schools, education fairs and other activities for **positioning TMA as one of the leading medical schools** in

Georgia that offers modern infrastructure, study labs, exchange programs and other innovative teaching and research methodologies.

- Revamp **TMA's website** and **social media** communication channels for more active internal and external communication with students, faculty, staff, external stakeholders, and prospective partners.
- **Create and regularly disseminate** annual reports and information materials (brochures, newsletters) about TMA programs both in Georgian and English for attraction of new applicants and young researchers.
- Organize networking meetings and conferences with potential **public and private partners** in academic and research initiatives and formalization of partnerships by Memorandums of Understanding (MoUs).
- **Linking TMA students with potential employers** from public and private sectors with shared institutional and CSR values (*please also refer to Priority Area 6*).

Cross-cutting Priority Area 3: Quality Transformation

Statement of the Goal

Ensure implementation of prospective quality enhancement system across all sectors of TMA's work (TLA, research, and CSR) and at all levels - individual, community, and society.

Objectives of the Priority Area

- 9.1. Further strengthening of internal and external QA/QI system** for continuous improvement of institutional performance and staff/students' satisfaction.
- 9.2. Prospective quality enhancement system** for individual-, community- and society-level assessment of teaching, research and CSR activities developed and fully implemented by 2023-2024 academic year.

Priority Actions for attainment of the Goals and Objectives

- **Continuous implementation and revision of internal and external quality assessment/quality improvement processes**, based on national and international standards of higher education institutions.
- Implementation of semi-annual **students' satisfaction surveys**, annual **staff satisfaction surveys** and annual **internal and external audits**. Regular analysis of the audit and survey results for decision-making and action by TMA Leadership and relevant departments of the university.
- Design and implementation of **prospective quality enhancement systems and tools**, including individual, community, and society-level assessment of (a) TMA's teaching and learning processes; (b) research activities, and (c) Corporate Social Responsibility endeavors of the university.

2.2. Results Framework for 2021-2028 SDP

Priority Area 1		Student-Centered Environment					
Statement of the Strategic Goal		TMA fosters students-oriented environment that cultivates student's ideas, autonomy, self-care, and well-being, and promotes student's proactive qualities and culture of learning					
Strategic Objectives		Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations
1.1. By 2027-2028 >90% of students express satisfaction with the quality of education programmes, including qualification of academic staff, library and lab capacities, bed-side teaching, and clinical skills centre/lab.		KPI	% of students satisfied with the overall quality of learning at TMA Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed	<ul style="list-style-type: none"> • Ensure stronger engagement of students in TMA governance, including membership of the Advisory Board on a rotational basis • Ensure that > 1 student from each academic year of education programmes is formally engaged in TMA Curriculum Committee. • In line with NCEQE/WFME Recommendations ensure annual rotation of students through a students' led election process. 	<ul style="list-style-type: none"> • TMA Leadership • Board of Advisors (BA) • International Affairs Department (IAD) • Social Projects Management Department (SPMD) • Students' Academy (SA) • Curriculum Committee (CC) • Dean's Office - School of Medicine (DOSM) 	<ul style="list-style-type: none"> • IFMSA • GMEx • AMOpportunities • Erasmus + • Embassies and Diplomatic Missions of Georgia abroad • Embassies and Diplomatic Missions of foreign countries in Georgia • National Centre for Education Quality Enhancement (NCEQE) • Partner Universities in Georgia (GIPA,
		SI	% of students satisfied with quality of courses and teaching Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
		SI	% of students satisfied with inclusion of work/practical experience Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			

	SI	% of students satisfied with Library facilities Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed	<ul style="list-style-type: none"> ● Expand partnerships for students' exchange programmes. ● Launch partnerships with Embassies and Diplomatic Missions of foreign countries in Georgia to explore exchange opportunities to foreign students ● Support engagement of students in research activities and scientific conferences. Ensure that every research project engages at least 1 local and 1 international student. ● Support social and cultural projects with engagement of local and international students, including through TMA grants. ● Support initiation of Tutorship programmes among students. ● Support integration of international students in the local community through (a) 1-week 	<ul style="list-style-type: none"> ● Dean's Office - School of Public Health (DOSPH) ● QA Department (QAD) ● Department of Counseling and Career Support (DCCS) ● Marketing and PR Department (MPRD) ● Department for Study Process Management (DSPM) ● Scientific Research and PhD Department (SRPHDD) ● Clinical Skills Lab (CSL) ● TMA's Art Centre ● Library (LIB) ● IT Department (ITD) 	<p>TSMU, DTMU, BAU)</p> <ul style="list-style-type: none"> ● TMA partner Universities in 13 countries ● Safemed + Consortium Partners
	SI	% of students satisfied with Laboratory facilities Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
	SI	% of students satisfied with Digital teaching Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
	SI	% of students satisfied with linking clinical/preclinical teaching Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
	SI	% of students satisfied with Skills Labs Baseline 2019-20: N/A Target 2023-24: 75% Target 2027-28: 90%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			

1.2. Increase engagement of Georgian and international students in extracurricular activities in Georgia and abroad from 17.8% in 2020 to 50% by 2027-28.	KPI	% of Georgian and international students engaged in extracurricular activities Baseline 2019-20: 17.8% (152 students) Target 2023-24: 30% Target 2027-28: 50%	TMA administrative data. Numerator: # of Georgian and international students engaged in extracurricular activities (including research, social projects and exchange programmes) in Georgia and abroad. Denominator: # of Georgian and international students in the current year.	orientation sessions for 1st year students; (b) extended Georgian language courses, and (c) education classes including both Georgian and foreign students. <ul style="list-style-type: none"> • Support awareness-raising and counselling initiatives for students. • Develop a Concept Note and provide more intensive extra-curricular, interdisciplinary training in Communications, Arts and Therapy, and other topics of interest to students through TMA's Arts Centre. • Convene regular student's focus groups to discuss personal and professional development challenges. • Revise current policy, develop a Concept Note and ensure continuous assessment and upgrading (as 		
	SI	% of students completing an exchange programme or internship abroad longer than 2 weeks Baseline 2019-20: 10% Target 2023-24: 15% Target 2027-28: 20%	TMA administrative data. Numerator: # of students completed an exchange programme or internship abroad longer than 2 weeks. Denominator: total number of TMA students in the reporting year			
	SI	% of students positively assessing opportunities to study abroad via TMA Baseline 2019-20: 10% Target 2023-24: 25% Target 2027-28: 50%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
1.3. Increasing peer-to-peer education and support opportunities, including Tutorship programmes and activities for greater	KPI	% of students in Semesters 7-12 engaged in Tutorship programmes Baseline 2020-2021: 0% Target 2023-24: 10% Target 2027-28: 20%	TMA administrative data. Numerator: # of students in semesters 7-12 tutoring for younger students in semesters 1-6 Denominator: Total # of students in semesters 7-12			

integration of foreign students into the local community.	SI	4-semester Georgian language classes for new foreign students in place (Yes/No) Baseline 2020-2021: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data	<p>relevant) of physical and programme infrastructure for ensuring inclusive environment for students with disabilities.</p> <ul style="list-style-type: none"> • Minimize the secretariat structure of Students' Academy, introduce annual rotation policy of its leadership and maximize accessibility of Students' Academy. • Introduce transparent procedures for students' grant applications to offer equal opportunities for students to design and implement educational, research, social and cultural projects - irrespective of their membership to the Students' Academy. • Ensure that students' grant applications are reviewed by independent commissions composed of external experts from science, sports, art or CBOs. 		
	SI	1-week orientation sessions for new foreign students in place (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data			
1.4. Ensuring that every student with disabilities has appropriate inclusive environment for learning, examination and engagement in research and social activities.	KPI	TMA provides inclusive environment, including adequate physical and programme infrastructure for students with disabilities (Yes/No) Baseline 2020-2021: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data			
1.5. Ensuring equal opportunities for all TMA students to participate in students' governance and in the design and implementation of extra-curricular social	KPI	TMA Students' Academy implements annual rotation policy of its leadership (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	Charter and procedures of TMA Students' Academy			

and cultural initiatives	SI	A transparent procedures and guides in place for TMA grant applications for students' initiatives (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data and procedures.			
	SI	Independent Review Commissions with external experts operational for reviewing students' grant applications (Yes/No) Baseline 2020-2021: No Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data and records of the Independent Review Commissions' meetings			
Priority Area 2	Qualified Human Resources					
Statement of the Strategic Goal	Formation of a highly qualified and skilled team, which shares the code of ethics, the teaching and research excellence vision and corporate culture of TMA					
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations
2.1. Maintaining high percentage of full-time professors holding PhD qualifications from	KPI	% of academic staff holding PhD qualification Baseline 2020-21: 77.4% Target 2023-24: 80% Target 2027-28: 80%	TMA administrative data. Nominator: # of academic staff with PhD degrees. Denominator: Total # of academic staff.	<ul style="list-style-type: none"> Ensure attraction and retention of qualified staff through competitive salaries and incentives for 	<ul style="list-style-type: none"> TMA Leadership BA Department for Continuous Professional 	<ul style="list-style-type: none"> Partner Universities in Georgia and abroad

77% to > 80% and increasing percentage of invited lecturers with PhD qualifications from 13.4% in 2021 to at least 40% by 2027-2028 academic year.	KPI	% of invited lecturers holding PhD qualification Baseline 2020-21: 13.4% Target 2023-24: 20% Target 2027-28: 40%	TMA administrative data. Nominator: # of invited teachers/lecturers with PhD degrees. Denominator: Total # of invited teachers/lecturers.	professional development (PD) ● Continue and regularly revise performance assessment measurement of academic staff and invited lecturers (including 360-degree	development and HR Department (CPDHR) ● QAD ● IAD ● DOSM ● DOSPH ● Financial Department (FD)	● Think Tanks and M&E agencies ● External Audit companies ● NCEQE
2.2. Maintaining and further improving the current Faculty-to-Student ratio (1:5.4) in view of the potential increase in number of students in 2021-2028 period.	KPI	Ratio of full-time equivalent faculty to full time students (FTE) Baseline 2020-21: 1:5.4 Target 2023-24: 1:5.2 Target 2027-28: 1:5	TMA administrative data. Numerator: # of academic staff and invited lecturers. Staff solely involved in research is excluded. Denominator: # of students (hand-count).	assessment tool) for stronger validity of instruments and assessment results. ● Offer enrollment and co-financing of MPH and PhD studies at TMA to lecturers. ● Expand exchange opportunities for academic and administrative staff.	● Legal Department (LD) ● Occupational Safety and Logistics Department (OSLD) ● LIB ● ITD ● Examination Centre (EC)	
2.3. Improve attraction and retention of qualified teachers to ensure that > 90% of academic staff and 80% of invited lecturers are affiliated only with TMA.	KPI	% of academic staff affiliated only with TMA Baseline 2020-21: 82% Target 2023-24: 85% Target 2027-28: 90%	TMA administrative data. Numerator: # of academic staff affiliated only with TMA. Denominator: Total # academic staff.	● Improve effectiveness of HR management through development/ implementation of well-structured organogram, clear DoL between departments, JDs for individual staff, and annual performance		
	SI	% of invited lecturers affiliated only with TMA Baseline 2020-21: 59% Target 2023-24: 70% Target 2027-28: 80%	TMA administrative data. Numerator: # of invited lecturers affiliated only with TMA. Denominator: Total # invited lecturers.			

2.4. Ensure that at least 80% of teaching and administrative staff expresses satisfaction with his/her job and the workplace environment at TMA.	KPI	% of administrative staff expressing satisfaction with his/her job and the workplace environment at TMA Baseline 2020-21: NA Target 2023-24: 50% Target 2027-28: 80%	Staff satisfaction surveys. Numerator: # of administrative staff members enrolled in survey who positively assesses the indicator. Denominator: Total # of staff members surveyed	evaluation system <ul style="list-style-type: none"> As per NCEQE/WFME recommendations continue and improve practice of detailed JDs and contracts build around specific, rather than generic JDs for academic staff and invited lecturers. Implement Teachers' Portfolios as a new instrument for regular assessment and retention of qualified human resources. Foster the environment of teaching excellence and wellbeing through continuous professional development. Offer academic and administrative staff trainings in principles of Medical Education; self-evaluation, self-awareness, self-reflection, and self-regulation; supportive 		
	KPI	% of academic staff and invited lecturers expressing satisfaction with his/her job and the workplace environment at TMA Baseline 2020-21: NA Target 2023-24: 50% Target 2027-28: 80%	Staff satisfaction surveys. Numerator: # of academic staff and invited lecturers enrolled in survey who positively assesses the indicator. Denominator: Total # of academic staff and invited lecturers surveyed			
	SI	% of academic staff and invited lecturers expressing satisfaction with the teaching resources (textbooks, library, IT resources, and laboratory) at TMA Baseline 2020-21: NA Target 2023-24: 60% Target 2027-28: 80%	Staff satisfaction surveys. Numerator: # of academic staff and invited lecturers enrolled in survey who positively assesses the indicator. Denominator: Total # of academic staff and invited lecturers surveyed			

<p>2.5. Improve HR management processes at TMA through implementation of new planning and performance assessment instruments for departments and individual staff members.</p>	<p>KPI</p>	<p>New HR management instruments in place, including DoL, JDs, Performance Evaluation reports and Teacher’s Portfolios (Yes/No). Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes</p>	<p>TMA administrative records – HR management procedures and reports.</p>	<p>and inclusive culture and diversity of perspectives in decision-making; interpersonal, communication and other skills.</p> <ul style="list-style-type: none"> ● Regular needs-assessment and adjustment of financial resource investments in teaching and HR. ● Communication campaigns to raise awareness on TMA as a credible institution that values qualified staff and applies transparent HR management procedures (see Cross-Cutting Priority Area 2). 		
<p>2.6. Increase TMA’s investments in teaching from 52% of 2021 fiscal year budget to 55% by 2027.</p>	<p>KPI</p>	<p>TMA’s expenditure on teaching as a percentage of corresponding fiscal year budget. Baseline 2021: 52% Target 2024: 54% Target 2027: 55%</p>	<p>TMA administrative data, annual internal and external audit reports.</p>			
<p>Priority Area 3</p>		<p>Teaching Excellence</p>				
<p>Statement of the Strategic Goal</p>	<p>Enhancement of current education programmes by continuous introduction of innovative teaching and assessment methodologies, and research-oriented and research-based teaching in line with stakeholders’ needs and emerging global knowledge in medical and public health education.</p>					
<p>Strategic Objectives</p>	<p>Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets</p>	<p>Method of Measurement/ Means of Verification</p>	<p>Priority Actions/Activities</p>	<p>Responsible Departments at TMA</p>	<p>Partner Organizations</p>	

<p>3.1. Continuous enhancement of teaching and assessment methodologies with > 90% of disciplines implementing innovations by 2027-28 vs. 52% baseline</p>	KPI	<p>Penetration level - % of disciplines implementing innovative methods in teaching and assessment Baseline 2019-2020: 52.3% Target 2023-24: 75% Target 2027-28: 90%</p>	<p>TMA administrative data. Numerator: # of disciplines in basic and clinical sciences that use innovative forms of students' assessment (e.g., structured clinical cases). Denominator: Total # of disciplines in basic and clinical sciences</p>	<ul style="list-style-type: none"> ● Establish Centre of Innovations in Medical Education (CIME) ● CIME in coordination with Curriculum Committee to continuously revise teaching/assessment methodologies and strengthen research line across all disciplines based on the latest evidence, field-specific standards, innovations, and feedback from faculty and students through surveys. ● Full-scale implementation of Portfolio throughout the 6-year programme and alignment of learning outcomes with competence-based assessment methods. ● As the lead University of Erasmus +/- SAFEMED + grant, integrate the Clinical Line Concept in medical education curricula in partnership with 8 universities in Georgia, Armenia, Italy, Lithuania, Spain, and Ukraine. ● Strengthen clinical 	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● CIME ● CC ● DSPM ● QAD ● IAD ● DOSM ● DOSPH ● Department of Residency Programmes (DRP) ● DCCS 	<ul style="list-style-type: none"> ● NCEQE ● TMA Partner Universities in Georgia (GIPA, TSMU, DTMU, BAU) ● TMA Partner Universities in 13 countries ● Safemed + Consortium Partner - 8 Universities in Armenia, Georgia, Lithuania, Italy, Spain and Ukraine. ● TMA Partner hospitals and Primary Health Care providers for clinical teaching in Georgia ● State Language Department ● National Health Authority
<p>3.2. At least 80% of TMA students successfully graduate MD programme in a 6-year period</p>	KPI	<p>6-year graduation rate among students at TMA Baseline 2019-2020: 70.5% Target 2023-24: > 75% Target 2027-28: > 80%</p>	<p>TMA administrative data. Numerator: # of students graduating TMA in the reporting academic year who completed MD programme in a 6-year period. Denominator: # of students graduating TMA in the reporting academic year.</p>			
<p>3.3. Reducing drop-out rates of students to less than 15% by 2027-2028 by stronger academic readiness of admitted students</p>	KPI	<p>% of students dropping out of TMA in a course of 6 academic years Baseline 2019-2020: 18.1% Target 2023-24: 17% Target 2027-28: < 15%</p>	<p>TMA administrative data. Numerator: # of students dropping out of TMA during the last 6 academic years. Denominator: # of total number of students enrolled in TMA during the last 6 academic years</p>			
<p>3.4. By 2028 > 95% of TMA graduates are employed in health industry, research or continue advanced degrees' studies in 2 years after graduation.</p>	KPI	<p>% of Georgian and international students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme Baseline 2019-2020: 89.5% Target 2023-24: 92% Target 2027-28: 95%</p>	<p>TMA administrative data. Numerator: # of all students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme. Denominator: Total # of students graduating MD programme 2 years earlier.</p>			

				teaching through increased exposure of students to clinical reviews, hands-on training at the TMA clinical skills center, and mentorship.		
	SI	<p>% of Georgian students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme</p> <p>Baseline 2019-2020: 85% Target 2023-24: 90% Target 2027-28: 95%</p>	<p>TMA administrative data.</p> <p>Numerator: # of Georgian students employed, continuing advanced degrees studies or research 2 years after graduating MD programme. Denominator: # of Georgian students graduating MD programme 2 years earlier</p>	<ul style="list-style-type: none"> ● Based on NCEQE/WFME recommendations expand the 'Real Patients' pool as TMA's Best Practice for students' experience in patients' communication and examination skills. ● Strengthen quality of clinical teaching based on NCEQE/WFME recommendations. ● Revisit current collaboration with 27 clinics for selective-contracting of best-performing teaching hospitals. The process to include evaluation of TLA processes, 		
	SI	<p>% of international students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme</p> <p>Baseline 2019-2020: 94% Target 2023-24: 95% Target 2027-28: 95%</p>	<p>TMA administrative data.</p> <p>Numerator: # of international students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme. Denominator: # of international students graduating MD programme 2 years earlier.</p>			

3.5. At least 80% of TMA graduates pass medical license examination in Georgia or abroad	KPI	% of Georgian and international students passing medical license examinations in Georgia or abroad 2 years after graduating MD programme. Baseline 2019-2020: 71.5% Target 2023-24: 75% Target 2027-28: 80%	TMA administrative data. Numerator: Total # of students passing license examination in Georgia or abroad 2 years after graduating MD programme. Denominator: Total # of students graduating MD programme 2 years earlier who participated in license examination process.	assessment of number of staff engaged in clinical teaching and patients contact opportunities for students. <ul style="list-style-type: none"> ● In line with NCEQE/WFME recommendations, increase the number of administrative staff at clinical settings. ● Build new strategic partnership with PHC providers to offer more intensive clinical experience to students – also in line with NCEQE/WFME recommendation. ● Design and launch TMA’s University Clinic for improving clinical teaching quality and full-scale implementation of NCEQE/WFME recommendations (see Priority Area 6). ● Develop/implement MPH and PhD programmes (see Priority Area 6). 		
	SI	% of Georgian students passing medical license examinations in Georgia or abroad 2 years after graduating MD programme. Baseline 2019-2020: 65% Target 2023-24: 70 % Target 2027-28: 80 %	TMA administrative data. Numerator: # of Georgian students passing license examinations in Georgia 2 years after graduating MD programme. Denominator: # Georgian students graduating MD programme 2 years earlier who participated in license examination process.			
	SI	% of international students passing medical license examinations abroad 2 years after graduating MD programme. Baseline 2019-2020: N/A Target 2023-24: 60% Target 2027-28: 80%	TMA administrative data. Numerator: # of Georgian and international students passing license examinations abroad 2 years 2 years after graduating MD programme. Denominator: # international students graduating MD programme 2 years earlier who participated in license examination process.			

3.6. Increased access for Georgian students and faculty to latest teaching and research resources through specialized English-language training courses for medical professionals and a translation center for medical literature.	KPI	TMA’s Translation Center for medical literature established and self-sustainable (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data	<ul style="list-style-type: none"> • Establish English-language courses for medical professionals for Georgian students and teachers • Develop/translate medical textbooks/series in Georgian to facilitate teaching at TMA and other universities of Georgia. 		
	SI	Medical Terminology Database in Georgian established (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data			
	KPI	English courses for medical professionals established at TMA for students and faculty (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data			
Priority Area 4	Development of Research Component					
Statement of the Strategic Goal	Improve TMA’s research capacities through active engagement of faculty and students in research activities, including publications, and increased linkages of education programmes to latest research evidence					
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI), Baselines and Targets	Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations	

4.1. Improved engagement of academic staff and invited lecturers in research and visibility of TMA among research institutions	KPI	% of academic staff engaged in research Baseline 2019-20: 33.9% (18 faculty members) Target 2023-24: 40% Target 2027-28: 50%	Research Department data. Numerator: # of academic staff engaged in research activities. Denominator: Total # of academic staff	<ul style="list-style-type: none"> ● Strengthen research line across all disciplines. ● Strengthen staff engagement in research through internal training and bi- and multi-lateral initiatives. ● Ensure structural administrative support to researchers and students by (a) searching and profiling national/international organizations offering research grants, (2) supporting writing of grant applications, (3) project implementation support, and (4) dissemination/ publication of research findings. ● Support engagement of students in research and scientific conferences. Ensure that every research project engages > 1 local and 1 international student. ● Maintain/further 	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● SRPHDD ● TMA Administration (ADMIN) ● FD ● LIB ● Laboratory (LAB) 	<ul style="list-style-type: none"> ● Partner institutions in Georgia and abroad ● National and International Research Foundations ● Audit Companies
	SI	# of research publications with > 1 author is affiliated to TMA Baseline 2019-20: 6 Target 2023-24: 10 Target 2027-28: 20	Research Department data.			
	SI	# of TMA's research publications that covers interdisciplinary work, including Art related research, with > 1 author is affiliated to TMA Baseline 2019-20: 0 Target 2023-24: 4 Target 2027-28: 8	Research Department Data.			
	KPI	# of research publications in periodicals indexed in international scientific databases, with > 1 author is affiliated to TMA Baseline 2019-20: 5 Target 2023-24: 10 Target 2027-28: 20	Research Department Data			

	KPI	# of partner institutions implementing joint research work with TMA Baseline 2020-21: 4 Target 2023-24: 8 Target 2027-28: 20	Research Department Data	develop research lab infrastructure and access to scientific databases <ul style="list-style-type: none"> Based on NCEQE/WFME recommendations 		
4.2. Improved engagement of students in research activities	KPI	% of students engaged in research activities Baseline 2020-21: 3.5% (28 students) Target 2023-24: 5% Target 2027-28: 10%	TMA administrative and Research Department data. Numerator: # of students engaged in research activities. Denominator: Total # of students	increase funding for research and recruit additional academic and administrative staff, including for PhD programmes. <ul style="list-style-type: none"> Invest in priority research areas for concentrating limited resources with focus on (a) applied science; (b) inter-disciplinary partnerships; and (c) science popularization 		
4.3. Improve TMA's investments and utilization of fund allocations for research from 5% of 2021 fiscal year budget to at least 10% by 2027.	KPI	% of research expenditures within the TMA fiscal year budget Baseline 2021: 5% Target 2024: 7.5% Target 2027: 10%	TMA administrative data, annual internal and external audit reports. Numerator: Expenditure on research activities in USD equivalent. Denominator: Total expenditures at TMA in USD equivalent	<ul style="list-style-type: none"> Support science popularization by public lectures, scientific festivals, seasonal schools to present ongoing research initiatives and results 		
4.4. Increase external funding for research activities from 26% of 2021 fiscal year budget to > 50% by 2027.	SI	% of external research income Baseline 2021: 26% Target 2024: 40% Target 2027: 50%	TMA Administrative and Research Department data. Numerator: Revenue for research as part of grants received from government, national and international funding agencies, research councils, research foundations, charities, and other NGOs. Denominator: Total research budget of TMA	<ul style="list-style-type: none"> Expand collaboration with research groups at national/international levels and build new alliances with industry/health sector, to install a chain of knowledge transfer. 		

Priority Area 5		Corporate Culture and CSR					
Statement of the Strategic Goal		Stronger positioning of the Corporate Culture of TMA within and outside of the university, including through strengthening of student-centered environment, teaching and research excellence, academic freedom, corporate social responsibility (CSR) and community engagement endeavors.					
Strategic Objectives		Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations	
5.1. Ensure that at least 50% of students and staff are engaged in priority CSR activities by 2027-28		KPI	% of students engaged in CSR activities Baseline 2019-20: 10.7% Target 2023-24: 25% Target 2027-28: 50%	TMA administrative data. Numerator: # of students engaged in CSR. Denominator: Total # of students	<ul style="list-style-type: none"> Annual review meetings with students and staff on TMA Corporate Culture, to discuss progress, challenges, and recommendations. Trainings for staff and students on TMA Mission, corporate culture, Code of Ethics and Academic Honesty. Intra-curricular social activities to help development of necessary skills for socially active medical professionals. Extracurricular CSR projects in 5 priority areas: (1) healthcare needs of IDPs and 	<ul style="list-style-type: none"> TMA Leadership BA CPDHRD CIME LD ADMIN SPMD SA MPRD CSL IAD 	<ul style="list-style-type: none"> Government of Abkhazia Local universities (i.e. Sokhumi State University, GIPA) UN and international agencies working with IDPs and families living beyond the occupation line (i.e. UNHCR, DRC) National Centre for Disease Control and Public Health (NCDCPH) Centre for Drug Addiction and Mental Health
		KPI	% of staff engaged in CSR activities Baseline 2019-20: 6% Target 2023-24: 25% Target 2027-28: 50%	TMA administrative data. Numerator: # of staff engaged in priority CSR. Denominator: Total # of staff			
5.2. Improve awareness of TMA mission values, corporate culture, Code of Ethics and Academic Honesty among staff and students		KPI	% of TMA staff understanding and implementing TMA mission and corporate culture values Baseline 2019-20: 82% Target 2023-24: 85% Target 2027-28: 90%	TMA Staff Surveys (Annual) Numerator: # of TMA staff understanding and implementing TMA mission and corporate culture values. Denominator: number of TMA staff surveyed			

	SI	% of TMA staff engaged in awareness-raising activities on TMA mission, corporate culture and ethics code Baseline 2019-20: N/A Target 2023-24: 50% Target 2027-28: 90%	TMA administrative data. Numerator: # of TMA staff who have been participated in orientation on the corporate culture and ethics code over the last 3 years. Denominator: Total # of staff at TMA in the current reporting year	families living beyond the occupation line; (2) Mental Health; (3) Environmental Health; (4) children and adults living with disabilities; (5) Health Education for general population, including First Aid skills.		<ul style="list-style-type: none"> ● CBOs working in TMA's priority CSR areas ● Local and international consultants engaged in facilitation of seminars and other awareness-raising activities
	SI	% of TMA students engaged in awareness-raising activities on TMA mission, corporate culture and ethics code Baseline 2019-20: N/A Target 2023-24: 50% Target 2027-28: 90%	TMA administrative data. Numerator: # of students who have been participated in orientation on the corporate culture and ethics code of TMA over the last 3 years. Denominator: Total # of students at TMA in the current reporting year	<ul style="list-style-type: none"> ● Strengthen TMA's Alumni Network for regular communication and engagement of its graduates and former staff members in education, research, CSR and community engagement endeavors of the university. 		
5.3. Strengthen the TMA's corporate culture through active engagement of both current and former students and staff members in its work and attainment of the university's mission.	KPI	TMA's Alumni Network established and operational Baseline 2020-2021: Yes Target 2023-24: Yes Target 2027-28: Yes	TMA Administrative Data. TMA's Alumni Network Documentation.	<ul style="list-style-type: none"> ● Strengthen collaboration with public health networks and support joint awareness raising initiatives on contemporary public health challenges. 		
Priority Area 6	Sustainable Growth and Development of TMA					
Statement of the Strategic Goal	Strengthening operational and financial sustainability of TMA through increased investments in academic and research excellence, and expanded internalization of its teaching, research and partnership initiatives					

Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations
<p>6.1. Expand the number of students, including foreign degree-seeking, MPH and PhD students, from 853 in 2020-21 to 1,300 by 2027-28, taking into consideration regular analysis of market surveys on employment opportunities for future graduates.</p>	KPI	<p>Number of students, both local and international, enrolled in MD, MPH and PhD programmes Baseline 2020-21: 853 Target 2023-24: 1,052 Target 2027-28: 1,300</p>	<p>TMA administrative data. Total # of students from Georgia and abroad enrolled in TMA programmes (MD, MPH, PhD) in the reporting year</p>	<ul style="list-style-type: none"> ● Strengthen attraction of local students – offer new opportunities to the last-year students at secondary schools to observe/experience the actual level of teaching and learning at TMA (e.g. summer school, attendance of courses). ● As per NCEQE/WFME recommendations, regularly review market surveys and ensure stepwise increase in number of students in view of future job opportunities. ● Continue and expand TMA’s Best Practice for assisting/co-financing graduates’ employment at partner clinics. ● Invest more in public-private partnerships for employment opportunities for TMA’s graduates (see Cross-cutting Priority Area 2). ● Attract students and faculty from different 	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● IAD ● ADMIN ● SA ● CPDHRD ● CIME ● FD ● DRP ● CSL 	<ul style="list-style-type: none"> ● TMA Partner Universities in Georgia (GIPA, TSMU, DTMU, BAU) ● TMA Partner Universities in 13 countries ● Safemed + Consortium Partner - 8 Universities ● TMA Partner hospitals and PHC providers for clinical teaching in Georgia ● Embassies and Diplomatic Missions of foreign countries in Georgia ● Georgian American Medical and Public Health Association (GAMPA) ● Georgian International Medical and Public
	SI	<p>% of foreign degree-seeking students Baseline 2020-21: 64.7% Target 2023-24: 70% Target 2027-28: > 70%</p>	<p>TMA administrative data. Number of degree-seeking students with a foreign qualifying diploma as a percentage of total number of degree-seeking students.</p>			
<p>6.2. Expand geographic coverage of foreign students and faculty members from 11 countries to > 20 countries by 2027-2028 academic year</p>	KPI	<p>Number of countries represented at TMA through foreign students and faculty members Baseline 2020-21: 11 Target 2023-24: 15 Target 2027-28: 20</p>	<p>TMA administrative data</p>			
<p>6.3. Increase engagement of academic and admin staff in exchange programmes from 13% and 30%, respectively to > 50% by 2027-2028.</p>	KPI	<p>% of academic staff and invited lecturers engaged in exchange programmes Baseline 2019-20: 13% Target 2023-24: 25% Target 2027-28: 50%</p>	<p>TMA administrative data. Numerator: # of academic staff and invited lecturers engaged in Erasmus + or other exchange programmes. Denominator: Total # of academic staff and invited lecturers</p>			

	KPI	% of administrative staff engaged in exchange programmes Baseline 2019-20: 30% Target 2023-24: 40% Target 2027-28: 50%	TMA administrative data. Numerator: # of administrative staff engaged in exchange programmes. Denominator: Total # of administrative staff.	geographic areas and expand staff and students exchange programmes and joint research initiatives. ● Diversify countries represented by students and faculty from 11 States of Asia and Middle East in 2020 to > 20 countries representing both current geographic regions as well as Europe, the Americas and Oceania. Prioritize partnerships with EU countries, US, Israel, and former social states of Central/Eastern Europe and Central Asian. ● Engage Georgian	Health Association (GIMPA) ● UN Women ● CBOs working on Gender Equality ● Audit companies
6.4. Number of foreign universities in partnership with TMA increased from 20 Universities in 13 countries to at least 40 in 20 countries by 2027-2028.	KPI	Number of universities in partnership with TMA for staff/students' exchange Baseline 2020-21: 20 in 13 countries Target 2023-24: 25 in 15 Target 2027-28: 40 in 20	TMA administrative data		
6.5. Expand engagement of foreign faculty members from 1.8% to 10% by 2027-2028, including Georgian teachers working abroad	KPI	% of foreign faculty members Baseline 2019-20: 1.8% Target 2023-24: 5% Target 2027-28: 10%	TMA administrative data Numerator: # academic staff and invited lecturers at TMA with foreign citizenship. Denominator: # academic staff and invited lecturers at TMA		

6.6. Improving clinical teaching through establishment of the TMA University Clinic by 2023-2024 academic year.	KPI	% of TMA graduates positively assessing bedside teaching experience Baseline 2020-21: N/A Target 2023-24: 50% Target 2027-28: 80%	Students' satisfaction surveys. Numerator: # of students enrolled in survey that positively assess the indicators for the current reporting period. Denominator: Total # of students surveyed	teachers and researchers working abroad (United States, EU countries and Israel) in teaching and research and experience-sharing opportunities with faculty and students through public lectures and conferences. <ul style="list-style-type: none"> ● Implement 2 new education programmes at master's (MPH) and postgraduate (PhD) levels for students and young academic staff. ● Periodically update and enhance library capacities (book vault, electronic resources), laboratory and simulated learning center (Anatomege, VR) resources based on latest evidence and innovations. ● Establish/build an Outpatient University Clinic, with its full-time 		
	KPI	Selective-contracting in place to prioritize best-performing hospitals for clinical teaching Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data			
	SI	Hospital beds available for teaching per 100 students Baseline 2020-21: 62 Target 2023-24: > 60 Target 2027-28: > 60	TMA administrative data. # of beds available for teaching at university hospitals and/or affiliated hospitals of TMA per 100 students in Semesters V through X.			

6.6. Expanding and diversifying education programmes from MD to MPH and PhD by 2022-2023	KPI	Highest level of academic degree awarded by TMA Baseline 2020-21: MD Target 2023-24: MPH Target 2027-28: PhD	TMA administrative data	clinical staff. University Clinic can ensure full-scale implantation of NCEQE/WFME Recommendations for clinical teaching and improved employment opportunities for graduates.		
6.8. Increase financial sustainability of TMA through increased financial resource capacities, including from international sources	KPI	Total annual operational budget of TMA Baseline 2021: 3.2 million USD Target 2024: 4.3 million USD Target 2027: 5.7 million USD	TMA administrative data. Sum of the annual revenues (tuition fees), grants and alumni donations to TMA, USD equivalent.	<ul style="list-style-type: none"> • Develop/implement fundraising strategy for establishment of the University Clinic. • Implementing gender-equality instruments for HR recruitment processes 		
	SI	Income from international sources, as % of annual budget Baseline 2021: 1% Target 2024: 3% Target 2027: 5%	TMA administrative data. Numerator: Revenues from foreign sources received during the fiscal year. Denominator: Total revenues during the fiscal year.	<ul style="list-style-type: none"> • Raising awareness on importance of gender-equality for institutional development and broader Sustainable Development goals of Georgia and international society. 		
6.9. Strive for improved Gender balance among TMA staff, both academic and administrative	KPI	Gender ratio of faculty and administration Baseline 2020-21: 2.15 Target 2023-24: 1.8 Target 2027-28: 1.5	TMA administrative data. Numerator: # of female faculty members and administrative staff at TMA. Denominator: # of male faculty members and administrative staff at TMA in the current reporting year			
Cross-cutting Priority Area 1	Digital Technologies					
Statement of the Strategic Goal	Support internalization as well as external and internal communication efforts of TMA through development and implementation of state-of-art digital technologies					

Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations
7.1. Accreditation and implementation of TMA's stand-alone MD programme for hybrid face-to-face and on-line teaching by 2023-2024 academic year.	KPI Hybrid face-to-face and on-line MD programme operational (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data	<ul style="list-style-type: none"> Design and implement TMA's stand-alone medical education (MD) programme for hybrid face-to-face and on-line teaching and blended training courses, with digital teaching resources (video-lectures), assessment and examination methodologies. Digitalization of administrative and information exchange process for improved communication within TMA community. Renewal of TMA's official website and launching special TMA's mobile apps. 	<ul style="list-style-type: none"> DOSM DOSPH DSPM CIME ADMIN QAD ITD MPRD LIB SA 	<ul style="list-style-type: none"> NCEQE Think Tanks and M&E Agencies IT agencies working on website and mobile applications
7.2. > 90% of students and staff express satisfaction with the efficiency of communication and information exchange through website and mobile applications.	KPI % of students expressing satisfaction with internal communication systems Baseline 2019-20: 82.4% Target 2023-24: 85% Target 2027-28: 90%	Students' satisfaction surveys (semi-annual). Numerator: # of students enrolled in survey that positively assess the indicator. Denominator: Total # of students surveyed			
	KPI % of staff expressing satisfaction with internal communication systems Baseline 2019-20: 66.7% Target 2023-24: 85% Target 2027-28: 90%	Staff satisfaction surveys (annual). Numerator: # of staff enrolled in survey that positively assess the indicator. Denominator: Total # of staff surveyed			
Cross-cutting Priority Area 2	Communication and Stakeholders' Engagement				
Statement of the Strategic Goal	Positioning TMA as a credible educational and research institution with a sound corporate culture among public and private partners in Georgia and abroad through the design and implementation of an effective communication strategy.				
Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets	Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations

8.1. Improved media presence of TMA via coverage of its teaching, research or CSR initiatives	KPI	Media (TV, Radio, internet-press) coverage of TMA’s activities. Baseline 2020-21: N/A Target 2022 and beyond: > 1 success story in local TV media per quarter and > 1 internet press article per month	Media Monitoring reports	<ul style="list-style-type: none"> ● Promote success stories of students and faculty via social media, website, video ads, media interviews. ● Establish a unit for internal and external communication ● weekly media monitoring of news about TMA. 	<ul style="list-style-type: none"> ● MPRD ● ITD ● IAD ● DRP ● DCCS ● CPDHRD ● SA 	<ul style="list-style-type: none"> ● Local and international partner organizations ● Association of Private Universities ● Media agencies ● Think Tanks and M&E Agencies
8.2. > 75% of applicants have learned about TMA from media, social media and/or TMA’s website by 2027-2028 academic year.	KPI	% of applicants who have learned about TMA from media, including social media and official website Baseline 2019-20: 12.5% Target 2023-24: 40% Target 2027-28: 75%	Students’ satisfaction surveys. Numerator: # of applicants and 1st year students who have learned about TMA from media/social media/website. Denominator: total # of applicants and 1st year students surveyed	<ul style="list-style-type: none"> ● Organize public lectures, conferences, summer schools, education fairs, etc. ● Revamp TMA’s website and social media channels. ● Organize networking meetings with public-private partners with focus on potential employers of TMA graduates 		
8.3. Number of TMA’s partner organizations in Georgia and abroad increased from 20 by 2020 to > 50 by 2027-28.	KPI	# of TMA’s partner organizations Baseline 2020-21: 20 Target 2023-24: 30 Target 2027-28: 50	TMA administrative data			
Cross-cutting Priority Area 3	Quality Transformation					
Statement of the Strategic Goal	Ensure implementation of prospective quality enhancement system across all sectors of TMA’s work (teaching/learning, research and CSR) and at all levels - individual, community, and society.					

Strategic Objectives	Key Performance Indicators (KPI), Sub-Indicators (SI) Baselines and Targets		Method of Measurement/ Means of Verification	Priority Actions/Activities	Responsible Departments at TMA	Partner Organizations
9.1. Internal and external QA/QI system for continuous improvement of institutional performance and staff/students' satisfaction in place and revised regularly	KPI	Internal and external QA/QI systems operational (Yes/No) Baseline 2020-21: Yes Target 2023-24: Yes Target 2027-28: Yes	Internal and external audit reports. Staff and students' satisfaction surveys.	<ul style="list-style-type: none"> ● Continuous implementation and revision of internal and external QA processes, based on national and international higher educational standards. ● Semi-annual students' satisfaction surveys ● Annual staff satisfaction surveys ● Annual external audits. ● Annual internal audits ● Regular analysis of audit and survey results for decision-making and action. ● Design/implement prospective quality enhancement system and tools for individual, community and society-level assessment of TLA processes, research and CRS activities. 	<ul style="list-style-type: none"> ● TMA Leadership ● BA ● QAD ● DOMS ● DOSPH ● SRPHDD ● CIME ● DSPM ● SPMD ● IAD ● DRP ● FD ● CSL 	<ul style="list-style-type: none"> ● NCEQE ● External Audits ● Thinks Tanks and M&E Agencies ● Safemed + Consortium Partner - 8 Universities ● TMA Partner Universities in Georgia ● TMA Partner Universities in 13 countries ● TMA Partner hospitals and PHC providers for clinical teaching in Georgia
9.2. Prospective quality enhancement system for individual, community- and society-level assessment of teaching, research and CSR activities implemented by 2023-2024 academic year.	KPI	Prospective quality enhancement system implemented (Yes/No) Baseline 2020-21: No Target 2023-24: Yes Target 2027-28: Yes	TMA administrative data. Quality assessment reports.			

2.3. Monitoring and Evaluation Plan for 2021-2028 SDP

The current section describes all relevant data collection and analysis processes and tools to measure whether TMA is implementing its 2021-2028 SDP according to the plan (monitoring) and if the agreed goals and objectives of SDP are met (evaluation).

TMA has identified **5 major instruments to effectively organize the complex M&E processes** for the 7-year Strategic Development Plan and **ensure that data for Key Performance Indicators (KPI) and Sub-Indicators (SI) are regularly collected, analyzed, and reported.**

The university will use the following 5 instruments for tracking and analyzing progress and results of its SDP:

1. Quarterly Review of **TMA Administrative Data and Routine Statistics**
2. Semi-annual **Students' Satisfaction Surveys**
3. Annual **Staff Satisfaction Surveys**
4. Monthly **Media Monitoring**, and
5. Semi-annual **Focus Group Discussions** for Qualitative Assessments

The M&E data collected and analyzed through the five instruments will be **used for the following purposes and audiences:**

1. **Annual Internal Audits** of TMA to review the key functional areas of the university (institutional policies, TLA processes of the education programmes, HR management, financing, logistics, communications, and information technology) and ensure their compliance with national and international higher education standards, recommendations from NCEQE/WFME and the goals and objectives of the 2021-2028 SDP.
2. **Annual External Audits** of TMA to review and assess the key functional areas of the university (with focus on institutional policies, TLAs, HR management and financing) and ensure their compliance with national and international higher education standards, recommendations from NCEQE/WFME, and the goals and objectives of the 2021-2028 SDP.
3. **Reporting to NCEQE**, including for subsequent rounds of authorization, accreditation and periodic monitoring purposes of TMA and its education programmes.
4. **Annual Reporting** on TMA performance, and progress and challenges vis-à-vis implementation of the 2021-2028 SDP. The reports will be disseminated through the official website of the university and annual presentation meetings with key stakeholders.

5. **PR and Media** for reaching the public with the news about TMA activities through TV/Radio/Internet/Social channels and communication materials (TMA newsletters, booklets, etc.)
6. **TMA Leadership discussions** on the progress and remaining challenges vis-à-vis 2021-2028 SDP implementation, full-scale implementation of NCEQE/WFME recommendations and decision-making on relevant priority actions.
7. **Internal Quality Assessment/Quality Improvement** processes for ensuring regular data collection, analysis, and internal and external reporting on TMA performance.
8. **Donor Organizations**, including bi- and multi-lateral donors currently supporting education, research and/or social initiatives of TMA as well as future prospective donors/sponsors in Georgia and abroad.
9. **Partner Universities**, including 24 partner universities of TMA in Georgia and 13 countries and new prospective partners in education, research and social initiatives, and
10. **Partner Clinics**, including 27 local hospitals currently partnering with TMA for clinical teaching and new, prospective partner institutions from primary care and hospital sectors.

Five tables below summarize:

- **KPIs and SIs from 2021-2028 Strategic Development Plan** that will be monitored and evaluated by respective M&E instruments (TMA Administrative Data, Students' Satisfaction Survey, Staff Satisfaction Survey, Media Monitoring and Focus Group Discussions).
- **TMA departments primarily responsible** for the data collection, analysis, and reporting for specific indicators, as well as **contributing TMA departments** and **external partners** to be engaged in M&E activities, where relevant, and
- How the M&E data will be **used and disseminated**.

1. TMA Administrative Data/Routine Statistics – Quarterly

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination										
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics	
KPI	% of Georgian and international students engaged in extracurricular activities	SPMD	DOSM, DOSPH, SA	Partner Organizations											
SI	% of students completing exchange programme or internship abroad longer than 2 weeks	IAD	DOSM, DOSPH, SA	Partner Universities											
KPI	% of students in Semesters 7-12 engaged in Tutorship programmes	SPMD	DSPM												
SI	4-semester Georgian language classes for new foreign students in place (Yes/No)	SPMD	SA												
SI	1-week orientation sessions for new foreign students in place (Yes/No)	SPMD	SA												
KPI	TMA provides inclusive environment, including adequate physical and programme infrastructure for students with disabilities (Yes/No)	SA	ITD, DOSM, DOSPH	MES, CBOs working on Inclusive Education											
KPI	TMA Students' Academy implements annual rotation policy of its leadership (Yes/No)	SA													
SI	A transparent procedures and guides in place for TMA grant applications for students' initiatives (Yes/No)	SPMD	BA, FD												
SI	IRCs with external experts operational for reviewing students' grant applications (Yes/No)	ADMIN	IRCs, FD	External Experts of the Commissions											
KPI	% of academic staff holding PhD qualification	CPDHRD													

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination															
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics						
KPI	% of invited lecturers holding PhD qualification	CPDHRD																		
KPI	Ratio of full-time equivalent faculty to full time students	CPDHRD	QAD																	
KPI	% of academic staff affiliated only with TMA	CPDHRD	QAD																	
SI	% of invited lecturers affiliated only with TMA	CPDHRD	QAD																	
KPI	New HR management instruments in place, including DoL, JDs, Performance Evaluation reports and Teacher's Portfolios (Yes/No).	CPDHRD	TMA Leadership, All Departments																	
KPI	TMA's expenditure on teaching as % of corresponding fiscal year budget.	FD		External Auditors																
KPI	Penetration level - % of disciplines implementing innovative methods in teaching and assessment	DSPM																		
KPI	6-year graduation rate among Georgian and international students at TMA	QAD	DRP																	
KPI	% of students dropping out of TMA in a course of 6 academic years	QAD	DCCS, IAD																	
KPI	% of Georgian and international students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme	DCCS	DRP, QAD	National Health Authority																

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination									
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics
SI	% of Georgian students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme	DCCS	DRP, QAD	National Health Authority										
SI	% of international students employed, continuing advanced degrees' studies or research 2 years after graduating MD programme	DCCS	DRP, QAD											
KPI	% of Georgian and international students passing medical license examinations in Georgia or abroad 2 years after graduating MD programme.	DCCS	DRP, QAD	TMA's partner organizations, including clinics and universities										
SI	% of Georgian students passing medical license examinations in Georgia or abroad 2 years after graduating MD programme.	DCCS	DRP, QAD	TMA's partner organizations, including clinics and universities										
SI	% of international students passing medical license examinations abroad 2 years after graduating MD programme.	DCCS	DRP, QAD	TMA's partner organizations, including clinics and universities										
KPI	TMA's Translation Center for medical literature established and self-sustainable (Yes/No)	ADMIN	DOSM, DOSPH, SRPHDD, LIB											
SI	Medical Terminology Database in Georgian established (Yes/No)	Translation Centre	DOSM, DOSPH, SRPHDD, LIB											

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination												
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics			
KPI	English courses for medical professionals established at TMA for students and faculty (Yes/No)	CPDHRD	DOSM, DOSPH, SRPHDD														
KPI	% of academic staff engaged in research	SRPHDD	CPDHRD														
SI	# of research publications with > 1 author is affiliated to TMA	SRPHDD															
SI	# of TMA's research publications that covers interdisciplinary work, including Art related research, with > 1 author is affiliated to TMA	SRPHDD															
KPI	# of research publications in periodicals indexed in international scientific databases, with > 1 author is affiliated to TMA	SRPHDD															
KPI	# of partner institutions implementing joint research work with TMA	SRPHDD		Partner Institutions in Research													
KPI	% of students engaged in research activities	SRPHDD	SA														
KPI	% of research expenditures within the TMA fiscal year budget	FD	SRPHDD	External Auditors													
SI	% of external research income	FD	SRPHDD	External Auditors													
KPI	% of students engaged in CSR activities	SPMD	SA														
KPI	% of staff engaged in CSR activities	SPMD	SA														

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination									
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics
SI	% of TMA staff engaged in awareness-raising activities on TMA mission, corporate culture and ethics code	CPDHRD												
SI	% of TMA students engaged in awareness-raising activities on TMA mission, corporate culture and ethics code	CPDHRD	SA											
KPI	TMA's Alumni Network established and operational (Yes/No)	MPRD	CPDHRD, IAD, SA											
KPI	Number of students, both local and international, enrolled in MD, MPH and PhD programmes	ADMIN	QAD, IAD											
SI	% of foreign degree-seeking students	IAD												
KPI	Number of countries represented at TMA through foreign students and faculty members	IAD												
KPI	% of academic staff and invited lecturers engaged in exchange programmes	IAD	DOSM, DOSPH	Partner Universities										
KPI	% of administrative staff engaged in exchange programmes	IAD	CPDHRD	Partner Universities										
KPI	Number of universities in foreign countries in partnership with TMA for staff and students' exchange	IAD	DOSM, DOSPH	Partner Universities										
KPI	% of foreign faculty members	IAD	CPDHRD	Partner Universities										
KPI	Selective-contracting in place to prioritize best-performing hospitals for clinical teaching (Yes/No)	TMA Leadership	DOSM, DOSPH, CSL, QAD											

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination											
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics		
SI	Hospital beds available for teaching per 100 students	QAD		Partner clinics												
KPI	Highest level of academic degree awarded by TMA	ADMIN														
KPI	Total annual operational budget of TMA, USD equivalent	FD		External Auditors												
SI	Income from international sources as % of annual budget	FD		External Auditors												
KPI	Gender ratio of faculty members and administration	CPDHRD														
KPI	Hybrid face-to-face and on-line MD programme and blended courses operational (Yes/No)	TMA Leadership	DOSM, DOSPH, DSPM, CSL, EC													
KPI	Internal and external QA/QI systems operational (Yes/No)	QAD	FD	External Auditors												
KPI	Prospective quality enhancement system implemented (Yes/No)	QAD	FD	Partner Organizations												

2. Students' Satisfaction Surveys - Semi-annual

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination											
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics		
KPI	% of students satisfied with the overall quality of learning at TMA	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies												
SI	% of students satisfied with quality of courses and teaching	QAD	DOSM, DOSPH, CC	Think Tanks/M&E Agencies												
SI	% of students satisfied with inclusion of work/practical experience	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies												
SI	% of students satisfied with Library facilities	QAD	LIB	Think Tanks/M&E Agencies												
SI	% of students satisfied with Laboratory facilities	QAD	LAB	Think Tanks/M&E Agencies												
SI	% of students satisfied with Digital teaching	QAD	DOSM, DOSPH, ITD	Think Tanks/M&E Agencies												
SI	% of students satisfied with linking clinical/preclinical teaching	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies												
SI	% of students satisfied with Skills Labs	QAD	CSL	Think Tanks/M&E Agencies												
SI	% of students positively assessing opportunities to study abroad via TMA	QAD	IAD	Think Tanks/M&E Agencies												
KPI	% of students positively assessing bedside teaching experience at TMA	QAD	DOSM, DOSPH	Think Tanks/M&E Agencies												
KPI	% of students expressing satisfaction with internal communication systems	QAD	MPRD	Think Tanks/M&E Agencies												

3. Staff Satisfaction Surveys - Annual

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination											
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics		
KPI	% of TMA staff understanding and implementing TMA mission and corporate culture values	QAD	CPDHRD	Think Tanks/M&E Agencies												
KPI	% of administrative staff expressing satisfaction with his/her job and the workplace environment at TMA	QAD	CPDHRD	Think Tanks/M&E Agencies												
KPI	% of academic staff and invited lecturers expressing satisfaction with job and the workplace environment at TMA	QAD	CPDHRD	Think Tanks/M&E Agencies												
SI	% of academic staff and invited lecturers expressing satisfaction with TMA teaching resources (textbooks, library, IT resources, laboratory)	QAD	CPDHRD	Think Tanks/M&E Agencies												
KPI	% of staff expressing satisfaction with internal communication systems	QAD	MPRD	Think Tanks/M&E Agencies												

4. Media Monitoring – Monthly

Key Performance Indicators (KPI) and Sub-Indicators (SI)		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners to be engaged (if applicable)	Data Use and Dissemination									
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics
KPI	Media (TV, Radio, internet-press) coverage of TMA's activities	MPRD	TMA Leadership	Media Agencies										
KPI	% of applicants who have learned about TMA from media, including social media and official web-site	QAD	MPRD	Think Tanks/M&E Agencies										
KPI	# of TMA's partner organizations	ADMIN	IAD	Partner Organizations										

5. Focus Group Discussions for Qualitative Assessments – Semi-annual

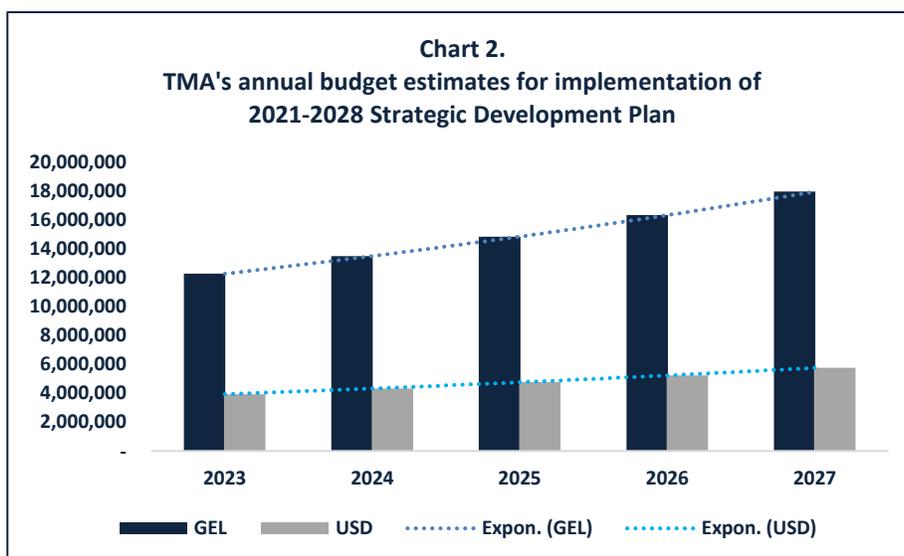
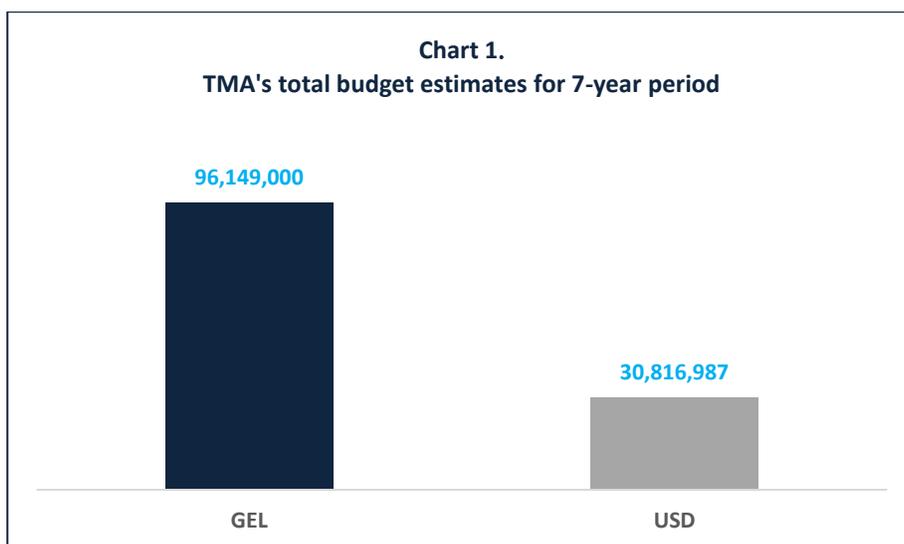
Discussion Topics		Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination									
					Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics
Assessment and perspectives from students on learning, research and social engagement opportunities at TMA		QAD	DOSM, DOSPH, SRPHDD, SA, CIME	Think-Tanks/M&E Agencies										
Assessment and perspectives from international students on social integration opportunities offered by TMA		QAD	DOSM, DOSPH, SRPHDD, SA, CIME	Think-Tanks/M&E Agencies										
Assessment and perspectives from academic staff and invited lecturers on teaching, learning activities and assessment processes at TMA		QAD	DOSM, DOSPH, SRPHDD, CIME	Think-Tanks/M&E Agencies										

Discussion Topics	Primarily Responsible TMA Department for Data Collection	Other Contributing TMA Departments	External Partners (if applicable)	Data Use and Dissemination										
				Internal Audits	External Audits	NCEQE Reporting	Annual Reports	PR/Media	TMA Leadership	Internal QA/QI	Donor Reporting	Partner Universities	Partner Clinics	
Assessment and perspectives from academic staff and invited lecturers on workplace environment and professional development opportunities at TMA	QAD	CPDHRD, DOSM, DOSPH, SRPHDD, CIME	Think-Tanks/M&E Agencies											
Assessment and perspectives from administrative staff on workplace environment and professional development opportunities at TMA	QAD	CPDHRD, DOSM, DOSPH, SRPHDD	Think-Tanks/M&E Agencies											
Assessment and recommendations from partner Universities in Georgia and abroad on TMA performance	QAD	DOSM, DOSPH, SRPHDD, CIME	Partner Universities											
Assessment and recommendations from partner clinics in Georgia on TMA performance	QAD	DOSM, DOSPH, SRPHDD, CIME	Partner Clinics											
Expectations from TMA graduates from the perspective of potential employers in health industry in Georgia and abroad	QAD	IAD, DOSM, DOSPH, SRPHDD, SA	Think-Tanks/M&E Agencies											

Part 3. Budget estimates for 2021-2028 SDP

For implementation of 2021-2028 Strategic Development Plan, TMA estimates a total budget of 96,149,000 GEL (equivalent to 30.8 million USD) for the next 7 years. Please refer to Chart 1.

The estimates include on average 10% annual increase in the total operational budget (see Chart 2) that will ensure financial sustainability of the institutional, academic and scientific research activities at the university.



In the **budget planning process TMA has focused on the following 3 indicators** to ensure fulfillment of its institutional mission and the goals and objectives of the 7-year SDP:

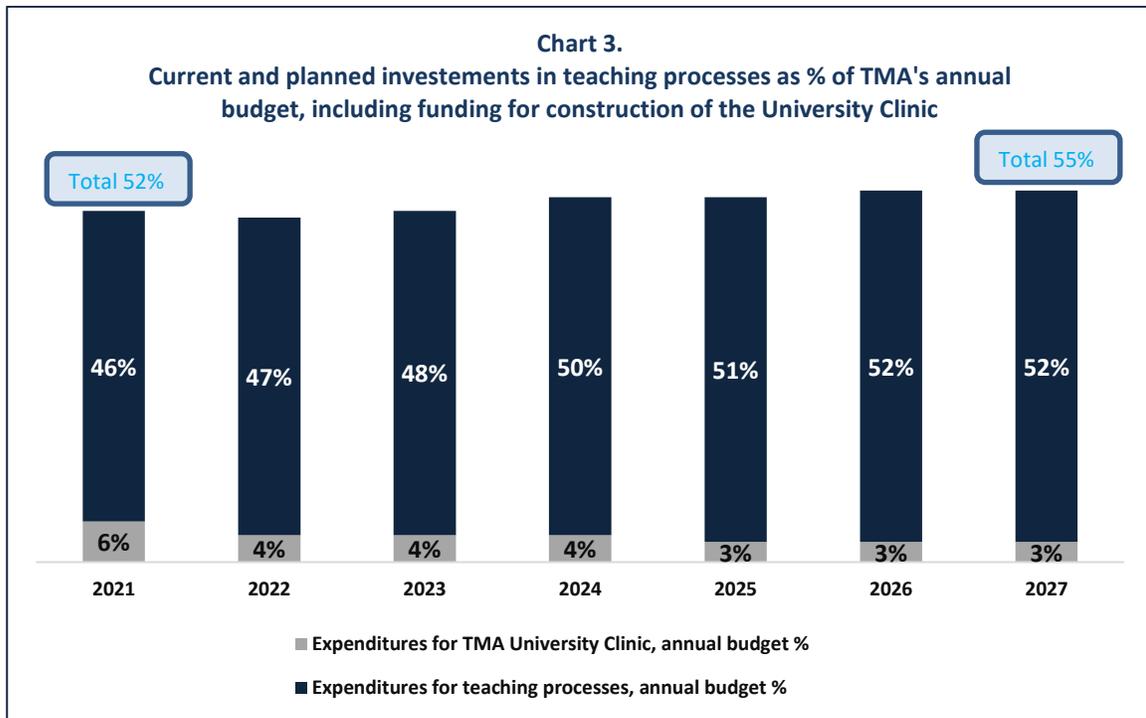
- Current and planned investments in the teaching processes,
- Current and planned investments in research, and
- Income from international sources as percentage of the total annual budget.

(1) As of today, **TMA is investing 46% of its annual operational budget into the teaching processes.** The latter ensures continuous renewal of educational programmes with introduction of new technologies and innovations, attraction and retention of qualified academic personal and invited lecturers, and competitive remuneration and continuous professional development opportunities for teaching and academic staff.

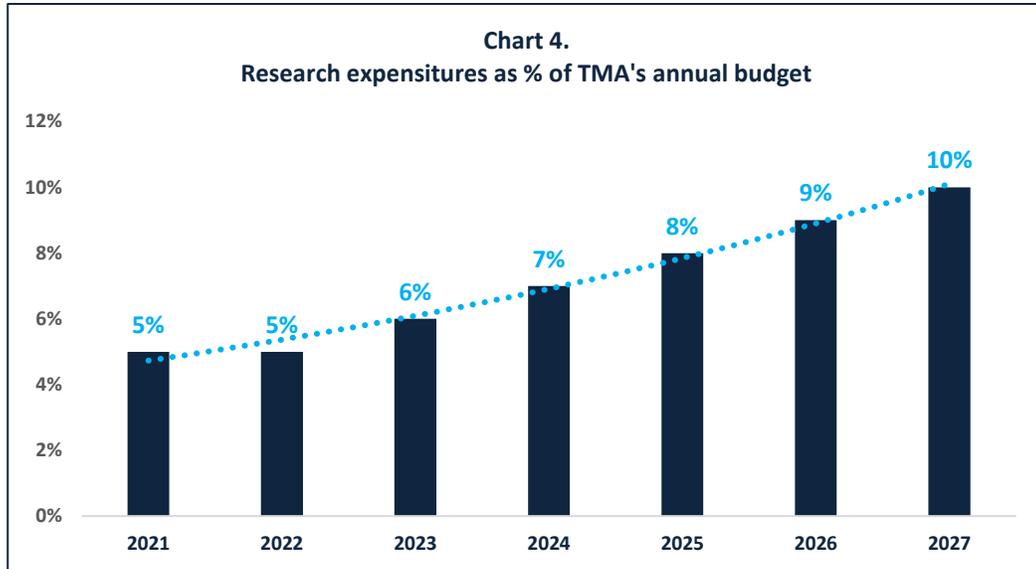
TMA plans not only to retain the current high-level investments in the teaching excellence, but to continuously increase funding for non-interrupted improvement of TLA processes. Specifically, in 2021-2028 period, TMA estimates **increase of its investments in the teaching processes from 46% to 52% of annual budgets.**

At the same time, TMA is starting the design of the University Clinic and foresees significant infrastructural investments in construction and operationalization of the Outpatient Clinic. Overall, in 2021-2028, TMA will increase its **total budgetary investments in the teaching processes, including the construction of the University Clinic from 52% to 55%.**

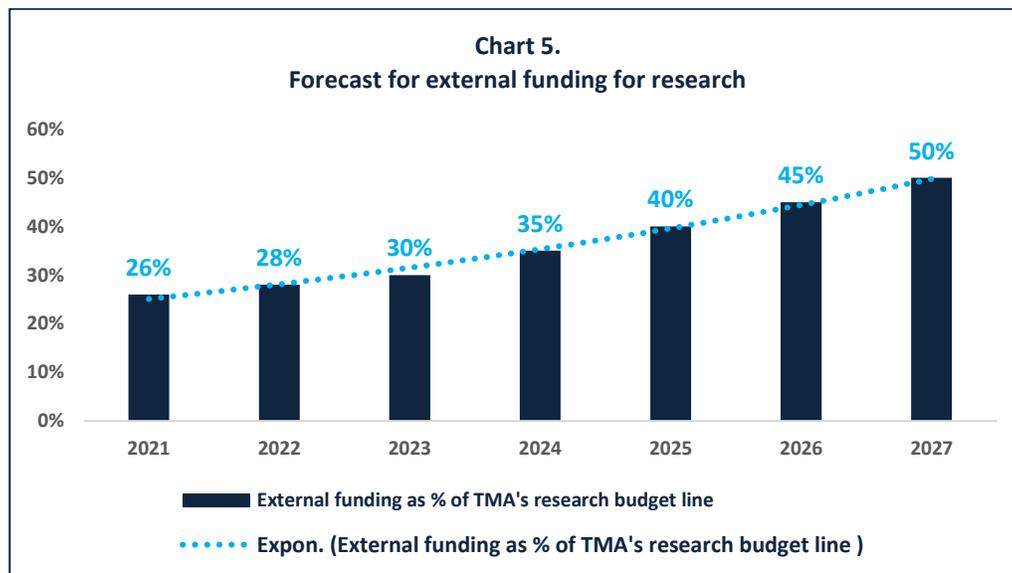
Please refer to Chart 3 for TMA’s current and planned investments in the teaching processes.



(2) Percentage of **research expenditures within TMA's budget** is the second key indicator from the perspective of fiscal planning. As noted, TMA is currently allocating 5% of its annual budget for scientific-research activities. For the upcoming 7 years the university will increase its research expenditures to 10% in line with the launch of PhD programmes (please refer to Chart 4).



Furthermore, TMA prioritizes expansion of international partnership programmes in research. Currently external funding comprises 26% of the research budget line, including the resources mobilized from national and international science foundations. The **2021-2028 SDP envisages increase in external funding for research to at least 50%** (please refer to Chart 5).



(3) Finally, TMA aims at stronger partnerships with international organizations in education, research and social areas. Expansion of international partnership initiatives is expected to increase **income from international sources from 1% in 2021 to estimated 5% by 2027 fiscal year** (see Chart 6).

