GUIDELINES

for Third Mission Activities Strategic Planning

2023

GUIDELINES

for Third Mission Activities Strategic Planning

"**Strengthening the Quality and Relevance of the 3rd mission in Georgian Universities – SQUARE**" is Erasmus + Capacity Building for Higher Education project that marks a paradigm shift not only within the consortium member universities but also across the entire landscape of Higher Education Institutions (HEIs) in Georgia.

The SQUARE project consortium comprises eight Georgian HEIs, the Ministry of Education and Science of Georgia, the National Center for Educational Quality Enhancement of Georgia, and four EU partners from Belgium, Portugal, France, and Finland. Coordination is led by Ivane Javakhishvili Tbilisi State University.

At the core of the project's objectives is the enhancement of the relevance and quality of the third mission in Georgian universities, with an emphasis on encouraging top management representatives to actively participate. The initial proposal outlined specific plans for consortium partners to implement throughout the project's duration. This involved providing methodologies and guidelines for HEIs to execute the entire cycle of third mission activities. Additionally, it aimed to influence changes in current legislation and institutional accreditation standards, making the third mission a mandatory component for all Georgian HEIs at the national level.

TABLE OF CONTENTS

Chapter 1 – Third Mission Strategic Planning at HEI

THIRD MISSION STRATEGIC PLANNING – EUROPEAN PERSPECTIVE

The mission and the purpose of the High Education Institutions evolve and change over the time. For decades HEI foster two main purposes: Research (create a new knowledge) and Educate (transfer the knowledge). These areas are referred as "First" and "Second" missions of the universities and are already well outlined in the mission statements and the strategic plans of the institutions. The First and Second missions of the Universities are already scrutinised thanks to a large set of quality assurance indicators, performance indicators and monitoring systems to control, report and eventually take any corrective actions if necessary. Most of these indicators are linked to the evaluation of the effect or actions towards the direct beneficiaries of the Universities students, entrepreneurs, etc.

But the role of High Education Institutions in the societies they operate has been increasing consistently. This demands from HEI to contribute to the development of society beyond traditional teaching and research activities. Activities which are performed by HEI the main purpose of which is to transfer knowledge to society, promote formation of the human capital and develop societies are referred to as Third Mission (TM) of the Universities (Etzkowitz, 2003b; Rothaermel et al., 2007; Di Berardino and Corsi, 2018). It became pivotal in the context of a European educational strategy to enhance its scientific, technologic, and innovative capabilities.

Third mission activities have various forms, from lifelong-learning programmes to cultural management of a museum, innovation labs and social inclusion events. They involve a large panel of university' stakeholders: top managers (vice-rectors, deans, directors of university social extension), professors, researchers, administrative and support staff, and sometimes even students. Direct beneficiaries include local entrepreneurs, SMEs, children, and anyone who has attended any activity of the university. As their form is diverse, it is important to consider indirect beneficiaries as well. They include the civil society, the families, and anyone who is indirectly affected by the organisation of an activity. For example, a gender-equality promotion event organised by the university can consider as direct beneficiaries anyone who actually participated, and as indirect beneficiaries the society as a whole. Due to the vast array of activities and the importance of it TM activities has to be incorporated into the Strategies of the Universities, therefore the TM strategic planning has to become integral part of the Strategic Planning Process of the Universities.

Third Mission strategic planning has particularly gained significant attention in the European landscape as universities are increasingly seen as key drivers of socioeconomic growth and innovation. Many European countries and organizations have recognized the importance of fostering closer collaboration between academia, industry, and local communities to address societal challenges and promote economic development. Therefor HEI are aligning their Third Mission activities with regional development priorities, societal needs, and global challenges.

Especially with regard to the innovation development aspect of the European universities, and their role in the "triple helix" (universities, firms, governments), the embeddedness of innovation in their regional ecosystem has been shown to become crucially important. The concept of regional ecosystem is important in that it provides a context where common values, common narratives, social ties and expectations are most easily established in order to establish new forms of con-

nectivity to enable the development of common agendas spanning diverse cultures in different sectors. These forms of connectivity rely on connective leadership, common norms and narratives, connective strategies, connective institutional structures, as well as connective spaces (Reichert 2019). According to EUA research illustrating the current state of affairs, the strategic development of universities may display significant influence on regional policies, and vice versa.

In this context, many European universities have developed their own strategies and action plans to enhance their Third Mission activities. These plans often involve establishing technology transfer offices, intellectual property (IP) policies, spin-off creation incentives, incubators, and accelerators to support the valorisation of research and facilitate collaboration with industry. They also focus on promoting entrepreneurship among students and researchers, fostering social engagement initiatives, and strengthening partnerships with local communities and policymakers. The specific approaches to Third Mission strategic planning vary across European countries and institutions, notwithstanding the diversity of national policies, regional priorities, and institutional cultures. Some countries have established dedicated funding schemes and incentives to encourage universities to engage in knowledge transfer and innovation activities. Others have focused on developing regional innovation ecosystems by fostering collaboration between universities, research centres, businesses, and public institutions.

Several European countries have developed national policies and initiatives to support and encourage universities in their third mission endeavours. These policies provide a framework for universities to align their strategic planning with national priorities and objectives. They often include funding schemes and guidelines that promote and incentivize societal engagement.

In this sense, several initiatives and frameworks have been established at the European level to support Third Mission activities. For example, the European Commission has been promoting knowledge transfer and innovation through programs such as Horizon 2020, Horizon Europe and the European Institute of Innovation and Technology (EIT). These initiatives provide funding opportunities and encourage collaboration between academia, industry, and other stakeholders, specifically to facilitate the transfer of research results from research facilities to universities.

However, approaches to strategic planning vary across institutions and countries. At one end of the spectrum, some universities (e.g. in Denmark or in Ireland) have well-established strategies, including dedicated departments and funding mechanisms, specifically focused on their third mission activities. These universities prioritise societal engagement and align their strategic planning accordingly. At the other end of the spectrum, various institutions are still in the early stages of developing and implementing strategies and frameworks for their third mission. In this regard, resource allocation is often a significant challenge, for limited financial resources hinder the implementation and scalability of third mission activities. Universities require adequate funding to develop infrastructure, hire specialised staff, and establish support mechanisms for effective engagement with society.

Unfortunately, current national quality assurance systems and indicators may not be fit to reflect the diversity of these activities. The universities should then take the lead and provide the public authorities with relevant information to reflect on the added-value of these activities, their importance for the society and eventually justify their fundings.

TOOLS AND METHODS FOR INSTITUTIONAL INVENTORY AND MAPPING −
EUROPEAN PERSPECTIVE

THE CONSERVATOIRE NATIONAL DES ARTS ET MÉTIERS (CNAM)

To conduct an institutional inventory and mapping of Third Mission activities, universities employ various tools and methods. Some commonly used approaches include:

- ☑ Surveys and questionnaires: These tools help gather information about the existing Third Mission activities within the institution. They can be distributed among faculty, staff, and students to identify ongoing initiatives, partnerships, and areas of expertise.

- ☑ Stakeholder interviews and focus groups: Engaging with internal and external stakeholders can provide valuable insights into the current state of Third Mission activities. Interviews and focus groups allow for in-depth discussions and the identification of strengths, weaknesses, and opportunities for improvement.

- ☑ Data analysis: Utilizing available institutional data, such as research outputs, community engagement metrics, and industry collaborations, can help identify existing Third Mission activities and their impact.

This diversity of tools and methods is potentially problematic and calls for more standardized and generally accepted metrics in this domain.

NOVA UNIVERSITY LISBON

To achieve its vision, outlined in the key objectives defined in the Strategic Plan, NOVA has adopted a Quality Policy that is strongly commitment to the continuous improvement of the university's activities, ensuring the involvement of students and other stakeholders (internal and external) in the institution's continuous improvement processes.

NOVA carries out periodic institutional mapping assessment that include the production of Quality Reports through NOVA's Internal Quality Monitoring and Evaluation System (NOVA SIMAQ), which comprises the key areas of the university mission: Teaching-Learning, Research and Development, Value Creation, Internationalization, and Interinstitutional and Community Collaboration – Value Creation and Interinstitutional Community Collaboration cover NOVA's Third Mission.[1]

---

1   https://www.unl.pt/en/nova/nova-simaq

TOOLS AND METHODS FOR ASSESSING, UPDATING/CREATING, EXECUTING AND SUSTAINING STRATEGIC PLANNING FOR 3M – EUROPEAN PERSPECTIVE

CNAM

Universities are increasingly recognizing the importance of assessing and evaluating their societal outcomes, although in most of them, traditional academic evaluation systems that primarily focus on research and teaching still need to be adapted to recognize and evaluate third mission activities. Universities utilize several tools and methods:

✓ SWOT analysis: This standard analytical tool is largely used in 3M activities, often for lack of a better one. Institutions find it convenient to assess their current situation and develop strategies based on the identified factors.

✓ Benchmarking: Comparing the Third Mission strategies and practices of other universities provides insights and inspiration for developing effective strategies. Benchmarking allows institutions to learn from successful approaches and adapt them to their own context. Benchmarking has been a central component of the SQUARE project and has proved to be a relevant and effective tool.

✓ Key performance indicators (KPIs) specific to Third Mission activities: Such KPIs may include metrics related to community engagement, knowledge transfer, industry partnerships, and societal impact.

✓ Regular evaluation and feedback mechanisms: Establishing feedback loops and evaluation processes ensures continuous monitoring of the Third Mission strategies. This allows for adjustments, updates, and improvements based on the evolving needs of the institution and its stakeholders.

NOVA UNIVERSITY LISBON

It's important to note that the specific tools and methods used may vary depending on the context, institution, and the nature of Third Mission activities. Institutions should tailor their approach based on their specific goals, resources, and stakeholders. Below are some of the strategies used by NOVA:

✓ Benchmarking and Best Practices: Benchmarking involves NOVA's Third Mission activities with those of peer institutions who are leaders and have renowned successful strategies. By identifying best practices and successful models, NOVA learns from others and adopts effective strategies. This process can inform the updating or creation of strategic plans by incorporating proven approaches.

✓ SWOT Analysis: Conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis helps assess the current state of NOVA's Third Mission activities. It helps us to identify internal strengths and weaknesses within the institution, as well as external opportunities and threats in the operating environment to form the basis for strategic decision-making and priority setting.

☑ Stakeholder Analysis: Understanding the needs and expectations of key stakeholders, particularly civil society, and industry partners, is crucial for successful Third Mission planning. Stakeholder analysis involves identifying and engaging with relevant stakeholders such as industry partners, local communities, policymakers, and funding agencies. This process helps NOVA to gather input, build collaborations, and ensure that its strategic plans align with stakeholder interests.

☑ Awareness Raising: Facilitating strategic workshops involving key stakeholders can generate valuable ideas and insights. These sessions help the NOVA community to be aware of the internal procedures and the importance of engaging in Third Mission activities.

☑ Key Performance Indicators (KPIs) and Metrics: Establishing KPIs and metrics is essential for monitoring and evaluating the progress of Third Mission activities at NOVA. These can include indicators related to knowledge transfer, innovation, industry partnerships, social impact, and regional development. Clear and measurable KPIs help track performance and ensure alignment with strategic objectives. Based on these numbers, regular evaluation and feedback mechanisms is essential for assessing the effectiveness of strategic planning and making necessary adjustments.

☑ Implementation Plans and Roadmaps: Developing detailed implementation plans and roadmaps is crucial for executing strategic initiatives effectively. These plans outline specific actions, responsibilities, timelines, and resource allocation. They provide a roadmap for implementing various Third Mission activities at NOVA, including those related to knowledge transfer, entrepreneurship support, community engagement, and more.

☑ Strategic Partnerships and Collaborations: Building strategic partnerships and collaborations with external organizations, including industry, government agencies, NGOs, and community groups, is critical for sustaining Third Mission activities. Such collaborations can provide access to expertise, funding opportunities, and shared resources. Developing a network of partners enhances the long-term viability and impact of strategic planning.

UTU

Tools for university third mission strategic planning should contribute to establishing where the university wants to be at a point of time in the future and how it would get there. A university should make a distinction of the different levels of strategy in their organization. Adapting strategic thinking from the business world, a university can also consider their "functional" strategy, "business" strategy, and "corporate" strategy. In this way of thinking about the levels of strategy, corporate strategy refers to the highest level of strategic planning and refers to the overall strategy of the organization. The business strategy level is where an upper (corporate) level strategic goal is adapted into a more practical goal, using business-level knowledge. Finally, functional-level strategies are adaptations of the strategies of the upper levels that at the end are the deciding ones from the point of view of the outcomes that the organization produces as a result of its overall activities. (Cascade 2022)

A university shall as well define its mission, vision, values and goals. Mission states what the organization exists. Vision states what the organization wants to reach in the future. Values are core principles which are of importance for the organization. Goals are concrete milestones for the development of the organization. For example, at the University of Turku:

- The mission – is that "(The university) is an internationally active and attractive research which strength lies in high-quality, multidisciplinary research. We promote education based on research. We collaborate closely with Finnish society and actively participate in the development of the region."

- The vision – is that "We are a high quality, internationally recognized research university. We proactively foster both well-being and a sustainable future."

- The values – are creativity, openness, ethical principles, critical thinking, and strong community.

- Goals – First, the university strives to inspire unique learning experiences and outstanding learning outcomes. As two specific aims under that, it aims for the learning experience at UTU to be the best in Finland, and that UTU shall be a pioneer in lifelong learning. As the second goal, the university strives to cultivate an engaging and exceptional research environment. In specific, the university names that UTU has a strong and distinct multi-disciplinary research profile, as well as that it has an internationally competitive research environment for top experts and early career researchers. Third, the university strives to be a proactive and dynamic partner. The university formulates that it is a respected and responsible social contributor, and its strong partnerships make the university's operational environment unique and internationally attractive. Finally, as the fourth goal, UTU names that it is an active expert community. As key points, its inclusive and equal community is committed to common values and goals, and it is a forerunner in the staff and students' digital competence and expertise. (UTU strategy 2030).

REAL-LIFE EXAMPLES AND KEY LEARNING POINTS RELATED TO
3M STRATEGIC PLANNING - EUROPEAN PERSPECTIVE

CNAM

CNAM is a European historical landmark for the third mission, as it has made the Third mission one of its key missions since its inception in 1794. CNAM's approach focuses on bridging the gap between academia and industry by promoting knowledge transfer, notably through its Museum of Arts and Crafts. CNAM also engages in collaborations with industry partners and civil society organizations, actively seeking opportunities for joint research projects.

CNAM's strategy is supported by the French government. Various national policies and funding schemes aim to support universities in their societal engagement efforts. Initiatives such as the French Tech Mission and the PIA (Programme d'Investissements d'Avenir) aim to foster innovation, entrepreneurship, and technology transfer, providing resources and incentives for universities to align their strategic planning with societal needs.

Overall, the case of CNAM highlights the important role that universities play in addressing societal challenges and promoting sustainable growth. Some key learning points include:

- ☑ Integrating Third Mission into institutional culture: CNAM embedded the Third Mission into the university's values, policies, and practices to create a holistic approach to societal engagement.

- ☑ Engaging stakeholders: CNAM involved internal and external stakeholders in the strategic planning process to ensure relevance and alignment with societal needs.

- ☑ Collaboration and partnerships: CNAM established collaborations with industry, government, and community to enhance knowledge transfer, innovation, and social impact.

- ☑ Evaluation and adaptation: CNAM regularly evaluated its Third Mission activities to measure impact, identify areas for improvement, and adapt strategies accordingly.

NOVA UNIVERSITY LISBON

- ☑ Awareness raising events: Having understood the cruciality of making sure all of NOVA's community is in the same page regarding its Third Mission activities, awareness raising actions, such as workshops, have been offered to the community of researchers, teachers and staff.

- ☑ Giving researchers the appropriate tools: Science-based entrepreneurship is at the core of NOVA's mission of creating value to society. However, we know that it is always challenging to ensure scientists are motivated and have the conditions to translate their research results to the marketplace. The Sciencepreneur® course, provide Ph.D. students, young scientists, and even more senior researchers with proper tools needed to put their research and ideas into a wider context, namely on the valorization of research results and their benefits to society. This will stimulate the transfer of scientific results to the general public, contributing to enhanced innovation and cooperation between academia, industry, investors, and

society as a whole. Comprising theoretical lectures, case studies and discussion sessions with successful science-based entrepreneurs, investors and corporate CEOs, this course will provide insights into the process of knowledge-driven innovation and idea generation, besides creating awareness of the impact that scientists can have from an economical and societal perspective, as well as of protecting intellectual property rights. The students will have to deliver a business case, which must be related to their research area. It is mandatory to have an analysis of the potential market of their business solution, as well as a potential business model. Additionally, students have to choose another topic of their preference to explore in their business case. All the topics will be explored throughout the course to give the students the required tools.

✅ Collaborating with society: The Collaborative Laboratories (CoLABs) is a state initiative under the Interface Programme, aimed at accelerating technology transfer processes and strengthening the links between science, economic activity, and society at large. CoLABs' main goal is to create skilled and scientific jobs in Portugal, both directly and indirectly, by implementing research and innovation agendas geared at creating economic and social value. NOVA has deeply embraced this initiative, standing out in the national scene for the promotion and coordination of several applications to the attribution of the CoLAB seal, co-designing research and innovation agendas aligned with market and societal demands, together with industrial partners and other stakeholders, such as technological Interface Centers, business associations, public administration agencies, and other partners within the productive, social, or cultural fabric. The seal is attributed by the Portuguese Science and Technology Foundation, the public entity responsible by attributing public funds to R&D+I initiatives, after a thorough selection process. It is up to the coordinators of the proposals to draft with a compelling bid in terms of engaging with industrial partners and other research institutes to deliver the most effective approach in addressing the most pressing societal needs. NOVA has already successfully coordinated four applications. Both the industrial and the academic parties enter the future association as associates.

UTU

At the University of Turku, strategic planning follows different tiers, as described in this guide. The highest tier of strategy defines the mission, vision, values and underlying themes of the university. The middle tier defines the strategic goals and further policies and their actions for how to achieve these goals. The lowest tier defines how the organization, departments and units operate to implement the policies and their actions.

The Aalto University strategy as an innovation university – The Aalto university has focused on establishing itself as an innovation university, building on three main pillars of innovation expertise: art and design, business, and technology. At Aalto, the main strategy is built around the innovation ecosystem key success factors of a) talent in terms of educating a generation of game changers, b) research in terms of expanding the internationality and competitiveness of its research groups, and c) knowledge exchange in terms of orchestrating an entrepreneurial and global-oriented culture, and sustainability-wise value-driven orientation (Reichert 2019). When being formed out of merging three universities, the key enabling factors of the transformation at Aalto were the extensive hiring policy that was deployed, and the introduction of a tenure track system.

The development of research focused on developing internationally leading research groups, and achieving an impact on society. Tenure decisions would be based on strong research evaluation and excelling in teaching, and the prospect of tenure would also contribute to making those positions internationally competitive. Furthermore, with regard to research infrastructure, parallel to the hiring policy, the developments of most expensive research infrastructure were started to be organized as shared facilities, instead of professor-driven infrastructural investments. (Reichert 2019)

Chapter 2 – Third Mission Strategic Planning at Georgian HEI

Higher education institutions (HEIs) in Georgia are required by the law to work in compliance with the internal and external quality assurance mechanisms. Nowadays, Georgia's system of external quality assurance comprises of institutional Authorization and Programme Accreditation.[2] Authorization is an institutional evaluation, which defines the compliance of an HEI with the seven Authorization Standards. The first authorization standard looks at the Mission and Strategic Development of the HEI, which states evaluation criteria and evidence by which institutions will be evaluated. Therefore, to comply with this standard, every HEI in Georgia has 7-year Strategic and 3-year Action plans. The HEIs' were free to choose the methodology or theoretical foundation for the Strategic Development Process. For example, Caucasus University chose Balanced Scorecard[3] and Strategic Mapping as a foundation for its strategic development process. All eight Georgian Universities while elaborating their strategic plans employ SWOT framework to organize data and derive avenues for development.

Strategic Plans of every institution is composed of Strategic Directions, Strategic Objectives (Goals), KPI's for measuring the achievement of these goals and list of activities that have to be performed to achieve Strategic Goals (which standing alone document become Action Plan).

Third mission related Strategic Objectives, KPI's and Activities are the integral part of the Universities Strategic Plans. None of the Georgian HEI which were the part of the SQUARE consortium has separate document for Third Mission Strategy.

In the following section, there are examples from Georgian HEI regarding:

- ☑ The approach to Third Mission Strategic Planning

- ☑ Tools and methods employed for institutional inventory and mapping of 3M activities

- ☑ Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

AKAKI TSERETELI STATE UNIVERSITY (ATSU)

Akaki Tsereteli State University has developed a "Social Responsibility Strategy" as a distinct document focusing on the principles of "Responsibility to the public and the state," "Emphasize on the society's well-being," "Academic culture and freedom," "Openness and respect for diversity," and "Aspiration to perfection." The strategy aims to align with and emphasize the university's social policy goals, integrating the 3M concept (presumably referring to Monitoring, Management, and Measurement) into both strategic planning and day-to-day operations. The monitoring plan outlines 3M activities, making faculties and units accountable for them. The strategy identifies key priorities, including social, cultural, educational, cognitive economic, environmental, and organizational aspects, ensuring that the university's actions and decisions reflect its values and contribute positively to society. Indicators that will measure Third Mission goals will marked with 3M sign in the documents to be easier to monitor their fulfillment.

---

2   https://eqe.ge/en/page/parent/581/umaghlesi-ganatlebis-khariskhis-uzrunvelqofa

3   https://hbr.org/1992/01/the-balanced-scorecard-measures-that-drive-performance-2

BATUMI SHOTA RUSTAVELI STATE UNIVERSITY (BSU)

Batumi Shota Rustaveli State University, it it's Strategic Plan 2019-2024 has one Strategic Goal which has connection to the University's Third Mission, namely "The University should play an important social role in the public life of the region and country". At this stage, university does not have any specific tool for institutional inventory and mapping. This process was led by the top management and the financial department with participation of faculty deans and other administrative offices. Each unit stated the accomplished activities in the previous years which were related to Third Mission.

CAUCASUS UNIVERSITY (CU)

Current way university carries out Third Mission Strategic Planning

Caucasus University, in the academic year of 2019-2020, elaborated a strategic development plan for the next 7 years (2020/21-2026/27). In addition, the action plan for years 2020/21-2022/23 was approved, where the main activities identified which must be implemented by the structural units of the University in these three years.

The Caucasus University strategic planning process is based on Balanced Scorecard model (the methodology authors: R. Kaplan, D. Norton) and is a participatory process where all the stakeholders are involved. Monitoring of the strategic/action plans is automatized and is embedded in the specially developed software. Every structural unit of the University has to regularly fill up the required fields in the Strategy/Action Plan Monitoring System. At the end of each academic year, every structural unit reports its progress (activities accomplished, KPIs met, etc.) to the Executive Board of the University. Based on the results correspondent changes are made to the action plan of the next academic years.

Recent globalization processes put upward pressure on high educational institutions to redesign their teaching and research missions and bring them closer to the public interests. The Caucasus University, along with its development process, has growing number of activities which contribute and positively impact local society's social-economic welfare. Through various forms of communication and social engagement, the University is directly and indirectly engaged in social and cultural development process. So far, the third mission activities at the Caucasus University consists of an extensive array of activities, performed by the administration, academic staff, and students. Specifically, the University's vision of the third mission activities closely resembles traditional concept of a corporate social responsibility, through which the University has enormous commitment to contribute to Georgia's economic, social, cultural and environmental development process. This commitment is well reflected in a variety of multifunctional and multidisciplinary collaboration processes at a local and global scale through which the Caucasus University performs its active social role.

Nowadays, the Third Mission is evolving concept in Georgian reality, which has been articulated in policy dialogues between the governmental institutions, private and public universities. Capacity building project "Strengthening the Quality and Relevance of the 3rd mission in Georgian Universities" is one of the best examples of this hype. It should be noted that, Caucasus University is the only private Georgian University among the project beneficiaries. The University top management with the International Relations and Projects Department as well as the Strategic Devel-

opment Department at the CU is purposely engaged in the implementation processes. Thus, this is a unique window for the Caucasus University to better focus on its potentials and constraints strategize and prioritize voluntary social initiatives and clearly define the role of third mission in its institutional outlook.

Caucasus University has systematic approach to revise its strategic plan to align the University mission and objectives with the increasingly changing environment and job market demands. One of the driving force for Strategic Plan revision in 2022-23 academic year was the growing interest and emphasis on societal impact of the universities as well as the results of the monitoring of implemented three-year action plan. In Spring, 2023 the changes in the strategic goals were made:

- ☑ The Strategic Goal P13 "Implementation of activities with a positive impact on society" has been redesigned and broadened in the following manner: "developing and implementing the projects in accordance with the third mission of the university, taking into account the requirements of the market and society". A few activities have been added to this Strategic Goal. Some of the new activities are:

  - Creating a database of projects and activities related to the third mission of the university

  - Creation of the University's third mission policy document

  - Assessing the university's performance in relation to the SDG goals and developing a compliance plan

  - Initiation-implementation of projects compliant with the strategy of the third mission

- ☑ The Strategic Goal P2 "Promotion of strengthening of research activities" has also been modified and focused on the university industry cooperation and commercialization of research.

Tools and Methods used for institutional inventory and mapping

Inventory and mapping have been largely based on personal interviews with deans of the schools (faculties) and heads of departments of the University somehow associated with the third mission activities. Discussions have been arranged on adopting the forms of cooperation between related units. As a result, personnel of the strategic development department have initiated trainings for the administrative and academic staff of the University. Initially an "Inventory" of Third Mission activities has been made up and later followed by a "Map" of the Third Mission activitiescreated providing a general view of the ongoing and planed activities (Pic. 1). Besides, the map has helped in finding connections between the third mission activities and strategic goals of the University.

Continuing Education
- CU Training Center short-term training courses
- CU and Khetsuriani Sommelier joint professional certificate program
- CU Entrepreneurship Development Center
- CSB-GEM (Grenoble Ecole de Management) Dual MBA Program

Knowledge transfer
- School of Law- Publication: Analysis of court decisions
- School of Media - Teaching Media Literacy at Secondary Schools - guideline for teachers
- School of Technology - Architectural project design for public park
- School of Tourism - Catalog of Georgian Cultural Monuments in Turkey
- School of Humanities - Psychological Counseling Centers

Social Engagement
- Triangle Effect of European Studies at schools" (TEESS)
- Teaching Media Literacy at Secondary schools
- Intelectual TV show: "What? Where? When?"
- 100 % scholarship for Georgian Ethnic minorities from Fereydan Region of Iran
- Free dinner for all in nursing house
- The project of digitalization of unique audio and video archive materials of Georgian folk music

Figure 1 - Examples of 3M Activities at CU

Category	#	CU 3Mission	F1	F2	F3	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	R1	R2	R3	R4	R5	R6	R7	R8	sum
Cont Education	1	CU Training Center short-term training courses																																7
	2	Khetsuriani Sommelier joint edu program																																5
	3	CU Entrepreneurship Development Center																																10
	4	CSB - MBA GGSB & Executive MBA																																15
Knowledge transfer	1	School of Law- Publication -Analysis of court decisions																																10
	2	School of Media - Teaching Media Literacy at Secondary schools - guideline for teachers																																6
	3	School of Technology Architectural project design for public park																																8
	4	School of Tourism -Catalog of Cultural Monument's in Turkey																																10
	5	School of Humanities Psychological Counseling Centers																																7
Social Engagement	1	School of Humanities -Triangle Effect of European Studies at schools" (TEESS)																																7
	2	School of Media -Teaching Media Literacy at Secondary schools																																6
	3	School of Economics "What? Where? When?"																																5
	4	Social - CU 100 % scholarship for Georgian Ethnic minorities from Fereydan																																8
	5	Social - Free dinner for Catharsis																																3
	6	Social & Cultural - The unique audio and video archive materials of Georgian fold music																																3
		sum	3	4	4	3	3	2	3	5	1	6	2	1	1	3	7	12	-	4	3	15	1	12	4		6	1	3	1	-	-	-	

Figure 2 - Map of 3M Activities at CU

Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

Monitoring of the process of the implementation of the Strategic and Action plans is broken into four stages (figure 3):

Figure 3 - Monitoring stages of the process of the implementation of the Strategic and Action plans at CU

STAGE 1 – Information Organization Stage: The information contained in Caucasus University Strategic and Action plans is entered into a specially developed software "Strategic and Action Plan Implementation Monitoring Program" - created for effective monitoring of implementation of the Strategic Development and Action Plans. The following information is entered:

- ☑ Strategic goals;

- ☑ Key Performance Indicators for each of the Strategic Goal;

- ☑ Activities planned for reaching the objectives along with their implementation progress and appropriate deadlines;

The program is accessible for the school deans, department heads and others involved in the implementation and execution of the Strategic Development plan. They shall, on a regular basis, indicate progress in respect of each goal and action, its current status, present situation, etc.

STAGE 2 – The stage of the evaluation of the job performed: On this stage of monitoring, the Strategic Development Department ensures proper consideration of the obtained information and evaluation of the work performed. The Department evaluates the action plan two times a year: at the end of the Fall and Spring semesters. On the monitoring stage, the planned and conducted activities are compared and the progress and status related to each of the initiative are reviewed.

Evaluation of implementation of the Strategic Development Plan is carried out after 2-2.5 years of its commencement. The Strategic Development Department measures each goal with a relevant measure indicator. The target benchmark and the benchmark reached are compared.

STAGE 3 – Stage of Feedback and Report Drawing: After evaluation of the job performed, the Strategic Development Department, together with cross functional working group, shall issue appropriate advice and recommendations and consider them with the relevant schools and departments.

STAGE 4 – Stage of Amending the Strategic and Action plans: After the preceding stages are completed, the Strategic Development Department shall decide if any changes to the action plan are needed and shall operate accordingly.

The findings obtained as a result of the monitoring can be responded in the following ways:

- ☑ Provided the objectives are met and the activities carried out according to the plan, implementation shall continue as planned.

- ☑ In the case the objectives and activities are not executed according to the strategic plan, the reasons shall be found.

  - If the reason of failing to reach the target benchmark is inadequacy of the activities planned, additional activities shall be generated, planned and the action plan shall be changed accordingly. The final version of the Action Plan shall be drawn by the Department in cooperation with the working group and presented to the Board of Governors; the actions shall be taken in accordance with the revised plan after an approval is received.

- If the reason of the failure of reaching the set benchmark is alteration of any internal or external factors, which makes reaching the set objective impossible, the Strategic Development Department shall amend the Strategic Development Plan (e.g., the target benchmark shall be reviewed and changed, the strategic objectives modified, etc.). On the basis of the revised strategic plan, the Department shall make changes to the action plan. Later, the Department shall present the project of changes to the Cross Functional Group; a final version shall be drawn up, which shall be considered by the Board of Governors; the revised plan shall be approved by the Partners' Meeting (General Meeting of the Shareholders), if needed. The actions shall be carried out in accordance with the modified plan.

Online web page designed particularly for elaborating and updating the 3M strategy related issues serves as a best platform for keeping up with the ongoing 3M activities. The system requires a number of units being permanently involved in the third mission activity accomplishment process. Every strategic objective has a Key Performance Indicator assigned that serves as the best estimate for measuring the goal's achieving progress. Besides, the 3M activities are being described in detail by a performing unit which also provides a status for the ongoing activity which could be one of these:

- ✅ Ongoing

- ✅ Suspended

- ✅ Completed

Periodically all the 3M activities are monitored and reviewed by the managers of a project together with the strategic development department. Amendments are made step-by-step, and consultations provided.

GEORGIAN TECHNICAL UNIVERSITY (GTU)

Current way university carries out Third Mission Strategic Planning

Georgian Technical University does not have separate document for Third Mission strategy. Although, the University's Strategic Plan includes objectives and activities which are in line with the 3rd Mission and it underlines the importance of the University's role towards society's social and economic development. The mentioned strategy contains seven main directions which are: 1 – Organizational Development; 2 – Quality Management; 3 – Learning and Teaching; 4 – Research and Innovation; 5 – Internationalization; 6 – Student Life; 7 – Social Responsibility. All these directions are designed to cope with not only organizational but societal challenges. GTU's strategic policy is confirmed and approved by the University Rectorate and Academic Council.

Tools and Methods used for institutional inventory and mapping

GTU, as multi-profile and main engineering higher educational institution of the country, with a special history and mission, has 32 main scientific directions realized within the 14 faculties and 15 scientific-research institutes. Based on the above, the university has a complex institutional structure. Each structural unit is responsible for its personal obligations and total institutional information, including their feedback are collected in the midterm and annual reports based on the

ISO:9001 procedures, which include: QMS internal audit; Organizational risks and opportunities assessment; Quality guide, etc.

Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

GTU holds the ISO9001 -2015 certificate. The mentioned system contains various tools and protocols for performance and quality assessment. GTU management conducts in-depth research and analysis regarding strategic objectives and activities implementation status. Based on the interim and annual reports GTU management makes amendments and updates its strategic plan.

GORI STATE UNIVERSITY (GSU)

Current way university carries out Third Mission Strategic Planning

Gori State University's stated position regarding Third Mission is included in the existing Strategic Development Plan. Staff of the University were involved in the development of the Strategic Plan, which was based on internationally approved methodology of PDCA cycle. Process of strategic planning at GSU includes 4 main stages:

- ☑ Information gathering, research and analysis
- ☑ Monitoring and assessment
- ☑ Elaboration of the strategic/action plan revision
- ☑ Implementation of the action plan

Tools and Methods used for institutional inventory and mapping

The initial phase of strategic planning involves collecting information from university staff, beneficiaries, and other stakeholders to understand internal processes, attitudes, and visions. This includes processing internal and external regulatory documents and utilizing qualitative and quantitative methods if necessary.

A SWOT analysis is then conducted based on the gathered information. Internal factors analysis covers various issues such as teaching processes, scientific research, quality assurance, staffing and their professional development support, student services, material-technical and financial resources and the management system. Weaknesses and strengths are identified through this analysis. External factors analysis includes renewed legislative requirements for higher education institutions, standards, economic-social conditions of the country (demographics, labor market requirements, competition, university's educational program requirements, etc.). This analysis helps manage and prevent threats and risks, while identifying opportunities for both the university and its competitors.

The analyses enable the anticipation of the university's position. Following this first stage, review and feedback processes occur, leading to the confirmation of the Strategic Plan by the Academic Council.

Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

The university employs a comprehensive monitoring and assessment process to ensure the quality level and effectiveness of its objectives and activities outlined in strategic/action plans. The monitoring process, overseen by a monitoring group established through the rector's order, occurs annually, with the ability for unscheduled monitoring in emergencies or immediate plan adjustments. The monitoring group produces a report assessing short-term activities based on objective results from the year under review. Structural unit supervisors provide reports on the activity accomplishments.

Tasks and activities are categorized into different statuses: Completely Fulfilled, Largely Fulfilled, Partly Fulfilled, Fulfilment is Ongoing, Fulfilment has not been Started, and Fulfilment is Stopped. The monitoring group establishes activity plans and assesses results based on gathered indicator-based information. The results are presented to the Strategic Council, which evaluates them and develops final feedback. In case of negative trends or problems, the strategic development council requests explanations and proposes improvement approaches after thorough analyses. The final project undergoes a feedback process with structural units, leading to the creation of a final version sent to the academic council. The Rector initiates relevant procedures based on the academic council's resolution. This structured process ensures continuous improvement and accountability in achieving the university's strategic objectives.

ILIA STATE UNIVERSITY (ISU)

Current way university carries out Third Mission Strategic Planning

The Strategy Planning and Development Task Force is assigned to design the University's next 7-year strategic plan (2024-2030) that serves different purposes and informs the internal and external stakeholders on the vision, mission, values and advancement ambitions of the university. The new strategy will embed the Third Mission Dimension objectives in the relevant goals linked to the primary process of Ilia State University – teaching and learning and research.

The Task Force started to review the current strengths and weaknesses of the university, drawing on aspirations and potential intended outcomes to develop goals and objectives that take all (weaknesses, strengths, aspirations, and results) into consideration. The work is a collaborative, participatory and in-depth process for shaping the future of Ilia State University. The primary role of the Task Force is to provide guidance and oversight to the strategic planning process, specifically recommendations stemming from the work of the ILIAUNI academic and administrative community, ISU Research Institutes and Center, programs and subgroup of students, alumni, and employers including national and international partners and stakeholders.

Resources solicited from these groups and respondents, in-depth interviews, focus groups, surveys, and other similar materials will be used to inform the work of the Task Force and to streamline the process. Through guidance and oversight by the Strategic Planning Task Force, the subgroups will meet on a regular basis from March 2023 through November 2023 to develop a comprehensive strategic plan for implementation in January 2024, ending in 2030. The Strategic Planning Task Force, throughout the process, will collect data and responses with agendas and minutes available to the campus community and authorised stakeholders (e.g. University Authorization Board and Experts) for review and information.

The Task Force must produce a plan that will be strategic in nature, containing a realistic number of focused and feasible goals, along with a list of measurable objectives for each. The plan will bring laser focus on initiatives that will enhance institutional prominence in teaching and learning, research and third mission components while building fiscal and business continuity strength. Objectives will be categorised as short term, mid-term, and long-term, and will serve as a road map to the future of the institution. The plan will also provide a way to easily measure progress. The adopted plan will be used to guide all future budget allocations decisions and supportive policies for smooth implementation, as well as the continued development of a capital construction plan.

The task force is chaired by the Vice-Chancellor for Advancement and Revenues with the Chancellor composed of representatives from across campus, faculty, and units, and include faculty, staff, students and university leadership. Comprehensive and inclusive ILIAUNI community involvement with the Strategy Development Task Force, through membership, attendance at meetings or feedback via individual task force websites, will ensure the successful formation and execution of ILIAUNI's next strategic plan.

The strategic plan will be underpinned by a more detailed implementation plan overseen by the action monitoring team chaired by the Vice-Chancellor reporting to the Rector and Chancellor on a termly basis and, through it, to Academic and Representative Councils on an annual basis. The annual reports will also be available upon request by relevant stakeholders..

Tools and Methods used for institutional inventory and mapping

The work to fill in the institutional inventory and mapping of the third mission activities has been a collaborative, participatory and in-depth process for mapping out the third mission description Ilia State University. The university carried out the inventory exercise involving the SQUARE project team members to collect information on the projects and programs running in support of the third mission of the university in 2021 and offered an initial SWOT analysis based on the data collected:
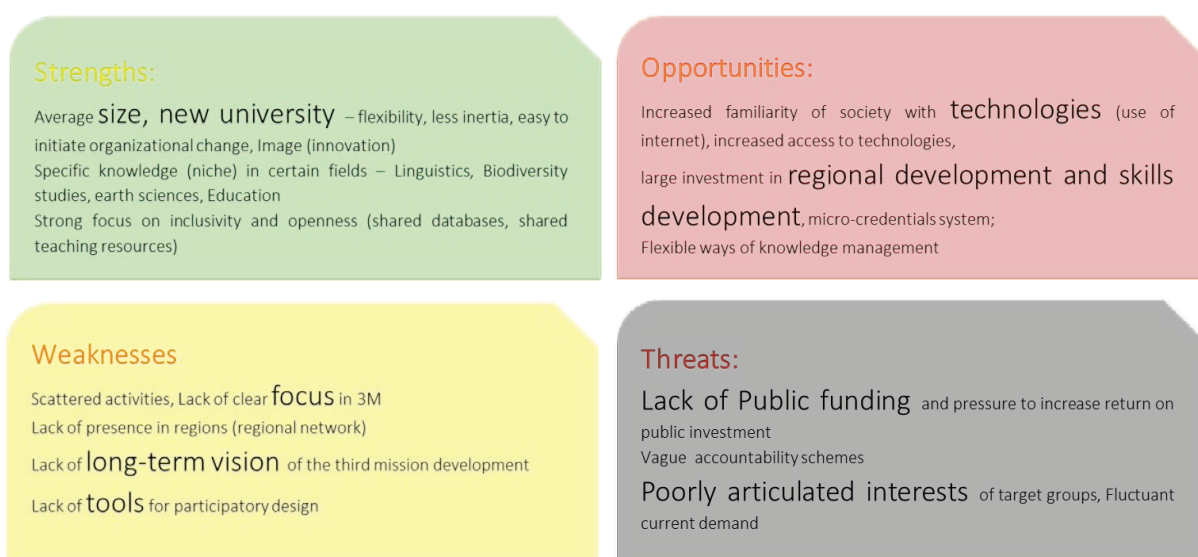
Strengths:
Average size, new university – flexibility, less inertia, easy to initiate organizational change, Image (innovation)
Specific knowledge (niche) in certain fields – Linguistics, Biodiversity studies, earth sciences, Education
Strong focus on inclusivity and openness (shared databases, shared teaching resources)

Opportunities:
Increased familiarity of society with technologies (use of internet), increased access to technologies,
large investment in regional development and skills development, micro-credentials system;
Flexible ways of knowledge management

Weaknesses
Scattered activities, Lack of clear focus in 3M
Lack of presence in regions (regional network)
Lack of long-term vision of the third mission development
Lack of tools for participatory design

Threats:
Lack of Public funding and pressure to increase return on public investment
Vague accountability schemes
Poorly articulated interests of target groups, Fluctuant current demand

Figure 4 - SWOT of ISU
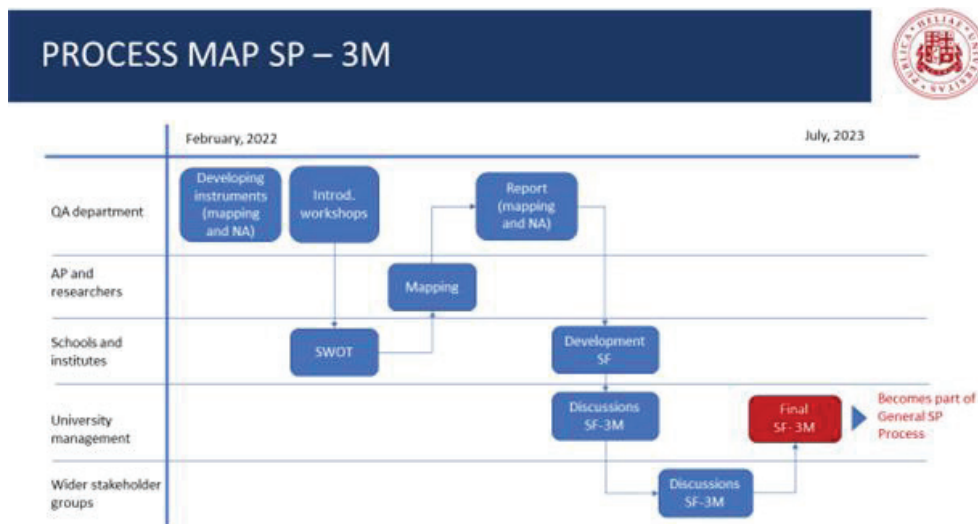
The process visualization is as follows:

Figure 5 - Process MAP SP - 3M at ISU

Nevertheless, an in depth full-scale needs analysis and information on the institutional inventory and mapping is planned to be carried out in July - September 2023 and the process involves the top leadership of the university (Rector, Vice-Rector, Vice-Chancellor) and Deans of Faculties and Heads of Schools as well as academic personnel of 4 faculties and directors of research institutes and centres, including students to map out the activities of the third mission, categorise the activities and plan sound strategic objectives to enhance the institutional third mission profile in the next 7 years.

Ilia State University plans to integrate the learning experience from the study visits to the EU partners (CNAM, NOVA, and TU) into the meetings planned with academic and administrative staff, head of research centres and institutes while we do administer the Full-scale Mapping/SWOT analysis in the 3M to Finalising Strategic framework Strategic Framework (goals, tasks) and integrate it in the general institutional Strategic Planning process. The process and meetings should be finalised by the end of September 2023. Combining the knowledge transfer events into the full-scale mapping and SWOT into the strategic planning process appears to be more effective to formulate Strategic Objective N7 Strengthening 3M (Cont. Ed, Technology Transfer/Academic Innovation, Social Engagement) as well as embed the objectives into the other core institutional objectives, where relevant. This will help to enhance awareness on the importance of the 3rd mission at the University and embed the 3M elements into the strategic objectives of the New Strategy Plan 2024-2030.

Merging the knowledge transfer activities with the SP Process (Meta Plan) – Timeline

	2021-2022	July	Aug	Sept	Dec
Development of the framework	[red]				
Preliminary NA and mapping /finalisation of the framework	[red]				
Full-scale mapping (involvement on individual level)		[grey]			
Full scale NA (SWOT)		[grey]	[grey]	[grey]	
Developing strategic framework (SF) and goal level indicators			[grey]	[grey]	
Public discussion of the (SF)				[grey]	[grey]
Final SP and Action plan					[red]

Figure 6 - Timeline of activities

The vision of development of the third mission at ISU is built around two strategic directions:

Strategic Direction 1: Clarifying the internal focus/identity

The biggest challenge for ISU is finding its exclusive niche for the third mission and the development of effective mechanisms for social engagement. In the near future, ISU will invest its resources in piloting participatory design methods and developing effective platforms for knowledge management.

Strategic Direction 2: Contributing to the development of the ecosystem/policy development:

Another important direction of ISU work will be policy analysis and development. The aim of this direction is to facilitate the development of a supportive institutional environment that could build the capacity of universities for a proactive re-positioning as change agents and at the same time increase the potential of industry and government to absorb university products and services.

The directions for the future work include cooperation with other actors in the ecosystem towards transforming the vision of the role of universities in the development, improving communication and building trust and sharing best practices. ISU will also work towards reshaping the model of HE financing in Georgia to create a proper incentives system for 3M development, such as:

1. Dedicated funding schemes for stimulating specific projects on regional development or supporting local universities with narrow profiles;

2. Dedicated funding for facilitating Networking and cooperation schemes of universities belonging to different tiers and internationalization

3. Technical assistance aiming at improving organizational processes and research capacity;

4. Accountability standards enabling the design of performance indicators of individual universities in accordance with local needs and priorities.

Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

The 3M strategic planning is part of the master process of strategic planning, including assessing (annually), updating in every 3 years and as deemed necessary and executing the plan and actions plans using a more detailed implementation/action plans overseen by the action monitoring team chaired by the Vice-Chancellor reporting to the Rector and Chancellor on a termly basis and, through it, to Academic and Representative Councils on an annual basis. The annual, interim and final reports will also be available to the university community and upon request by relevant stakeholders.

TBILISI STATE MEDICAL UNIVERSITY (TSMU)

Institutional inventory and mapping serve as crucial tools for the Tbilisi State Medical University, helping identify key players, assess potential support or opposition, and highlight the roles and linkages among relevant institutions. The university's experience in institutional mapping has shown that, despite various tools and protocols, there is no one-size-fits-all approach, and success requires an understanding of the local context.

The tools and methods for institutional inventory and mapping include prioritization analysis, SWOT analysis, integrated planning, defining stakeholders and societal interests, and utilizing them in the planning and support of the university's 3M activities. These processes are essential for introducing changes and developing future strategies based on a comprehensive understanding of the institutional landscape and its dynamics.

TBILISI STATE UNIVERSITY (TSU)

Current way university carries out Third Mission Strategic Planning

TSU possesses a comprehensive Strategic Development Plan, which encompasses the methodology for strategic planning and frameworks for monitoring the execution of the Strategic Development and its associated Action Plans. The Strategic Development Plan articulates all strategic orientations and objectives using the prescribed methodology, covering strategic objectives related to the development, integration internationalization and improvement the infrastructure of the scientific, research and innovative activities; and promotion of lifelong learning.

The main elements of TSU's strategic planning include: The initial version of the Strategic Development Plan, developed in 2016, integrated input from an array of stakeholders, including academic and administrative staff, students, and alumni. It gained approval from the Academic Council, providing the foundational framework for TSU's development. TSU's strategic planning process is periodically reviewed and adjusted to ensure alignment with evolving national and international educational strategies and the ever-changing needs and expectations of its stakeholders. This alignment encompasses referencing the Unified Education and Science Strategy of Georgia, the Social-Economic Development Strategy "Georgia 2020," the Georgia-EU Association Agreement, and insights from European and North American universities. TSU leverages data and findings from large-scale research projects and assessments to inform its strategic planning. These encompass efficiency and needs assessments, reports on technology utilization, research on organizational efficiency, and audit reports, which contribute to the identification of areas in need of improve-

ment and the definition of strategic objectives. In the strategic planning process a working group is established, led by the Rector, with representation from diverse university segments, including academic and scientific staff, administrative staff, and students. Collaboration with stakeholders, such as alumni, potential employers, non-governmental organizations, and government agencies, ensures that the strategic plan reflects the diverse perspectives and needs of the TSU community and its partners. The process involves a SWOT analysis to assess TSU's strengths, weaknesses, opportunities, and threats. This analysis guides the identification of critical strategic directions and areas requiring attention. While planning the working group ensures ongoing communication with stakeholders that helps establish strategic goals, relevant activities, and key performance indicators. Involvement of all stakeholders ensures that the strategic plan resonates with the entire university community.

As for the monitoring methodology and reporting: TSU is committed to the implementation of its strategic development and action plans. A monitoring group is formed, led by the Rector, and includes representatives from quality assurance service, Academic Council and Board of Representatives, faculties, scientific-research institutes, and students. This group assesses progress annually, based on key performance indicators, with results and recommendations presented to the Academic and Representative Councils to ensure accountability and adaptability. Strategic planning process is open to amendments and adjustments to the strategic development and action plans based on the results of the monitoring. Well-founded requirements for changes can lead to amendments, ensuring that the plans remain effective and relevant.

In summary, TSU's strategic planning process is dynamic and adaptable, informed by data, and guided by the input of various stakeholders. This approach ensures that the university's mission to serve its society and fulfil its three missions—teaching, research, and service to society—remains relevant and effective in an ever-changing educational landscape.

TSU, having a rich history that spans a century, and throughout this time, has been dedicated to fulfilling all three essential missions of a university: teaching, research, and service to society, often referred to as the "third mission." The university's mission statement reflects this commitment, encompassing all three missions:

TSU mission … is:

- ☑ To establish national and universal values;
- ☑ To promote the intellectual, moral, cultural and socio-economic development of the society;
- ☑ To create, keep and disseminate new knowledge;
- ☑ To promote continuing education;
- ☑ To promote national and universal welfare.

TSU has consistently maintained defined objectives for contributing to societal development, even though this aspect was not always emphasized as much as teaching and research. With the initiation of the Erasmus+ Capacity Building for Higher Education project, "Strengthening the Quality and Relevance of the 3rd Mission in Georgian Universities" (referred to as the SQUARE project), where TSU assumed the role of project coordinator, the university began promoting other consortium members to acknowledge and establish the concept of the third mission within their

institutions. Under the guidance of EU partners, TSU employed its strategic planning methodology, drawing on insights and experiences from international peers, to conduct a SWOT analysis focused on the third mission.

The significance of 3M within the university is evident in the extensive number of 3M activities identified during the mapping process, totalling ninety-nine. However, there are some notable challenges in the way these activities are planned, evaluated, and incentivized: While 3M activities are integral to the university's culture, there is a lack of structured planning, evaluation, and incentivization for these activities. Although 3M is part of the university's strategic plan, the operational aspects are insufficient. There is a need for a more systematic approach to prioritize, allocate resources, and evaluate outcomes to achieve more impactful results. TSU currently lacks a dedicated department, unit, or team responsible for managing the university's 3M policy and activities. This contributes to challenges in coordinating, monitoring, and evaluating 3M initiatives. The Human Resources (HR) department collects information about staff engaged in 3M activities through self-assessments and departmental reports. However, the process of evaluating and remunerating staff for their 3M contributions is complex and requires improvement. The lack of a direct budget pre-allocated for 3M activities adds to the challenges. There is limited awareness of 3M activities both within and outside the university. As a result, these activities have not always been strategically aligned with the university's broader strategic development plan. Instead, they tend to be initiated sporadically and without a comprehensive strategy. Recognizing these challenges is the first step toward strengthening the 3M component at TSU. To enhance the impact of 3M activities, there is a need for better planning, dedicated resources, improved evaluation mechanisms, and increased awareness both within and beyond the university. Developing a structured approach to 3M will help TSU achieve more significant and targeted results in its mission to serve society.

Upon conducting the SWOT analysis, TSU successfully delineated key directions for enhancing the third mission component and strategizing its development. Notably, it was not solely the mandate of the SQUARE project to devise new strategies for the third mission within Georgian universities. After TSU's participation in the Institutional Evaluation Programme of the European University Association, the expert panel recommended that the university should develop a comprehensive third mission strategy. This strategy would serve to leverage research outcomes effectively for the broader society and solidify TSU's role as a catalyst for driving economic change within the nation. Furthermore, the experts advised the university to establish Key Performance Indicators (KPIs) to assess the impact of activities on enhancing and supporting societal service, incorporating these assessments into staff performance evaluations.

The experts' team explicitly emphasized that TSU's Third Mission, or Service to Society, stands as a fundamental pillar of the university's activities, operating alongside teaching and research. This role is clearly outlined in the university's mission statement. Furthermore, TSU is regarded as a crucial institution for preserving Georgian national identity, encompassing history, culture, and language, and it often sustains academic programs that may not be viable in more commercially-oriented environments. The university's deep commitment to service to society is commendable, reflecting its longstanding role as a champion of national values. TSU's dedication to advancing this commitment is evident in its initiation and coordination of the Erasmus+ institutional cooperation project, "Strengthening the Quality and Relevance of the Third Mission in Georgian Universities."

In response to the recommendations and the outcomes of the SWOT analysis, TSU initiated the development of a new action plan for the third mission. In crafting this document, TSU adopted the Balanced Scorecard model proposed by R. Kaplan and D. Norton. Within this framework, TSU identified and articulated six strategic goals in the Financial Perspective, such as F1: Increasing income from the commercialization of intellectual property; five strategic goals in the Customer Perspective, including C5: Enhancing cooperation between the university and external society; seven strategic goals in the Internal Business Perspective, such as P3: Enhancing continuing education services and competitiveness; and one strategic goal in the Learning & Growth Perspective, for instance, R1: Attracting and retaining highly qualified personnel with extensive teaching and research experience and improving the educational infrastructure. These strategic goals were strategically designed to comprehensively address the three fundamental pillars of the third mission: Continuing Education, Knowledge Transfer and Innovation, and Social Engagement. Each strategic goal was complemented by relevant Key Performance Indicators (KPIs), associated activities, designated responsible units, a timeline for execution, and budget allocation.

Throughout the third mission strategic planning process, TSU ensured the active involvement of all internal stakeholders, including the Center for Vocational Education, the Lifelong Learning Center, the Center for Knowledge Transfer and Innovations, the Library, and more. This inclusive approach guarantees a participatory process that considers crucial details and caters to the needs of various stakeholders.

The resulting document will serve as a specific action plan for the third mission activities for the Strategic Development Plan of TSU that will be updated for 2024 after the full cycle for the previous plan will be accomplished.

Tools and Methods used for institutional inventory and mapping

In the effort to formally declare and conceptualize the third mission at the institutional level, TSU conducted an internal inventory and mapping process, which unfolded in several phases. A dedicated working group orchestrated interviews with representatives from across the university, including 16 scientific-research institutes, 7 faculties, the International School of Economics, and other supportive educational units such as the Vocational Education Center and Lifelong Learning Center. During these interviews, all participants were introduced to the concept of the third mission and were requested to provide comprehensive lists and descriptions of the activities that TSU had been engaged in to contribute to societal development.

The outcomes of these interviews and the detailed descriptions of the activities offered valuable insights that allowed the working group to gain a clear understanding of TSU's standing in terms of the third mission. Within this framework, three major pillars of the third mission were identified, and the activities provided by internal stakeholders were categorized into these pillars. Specifically, the activities were organized into three categories: Continuing Education (comprising 3 activities), Knowledge Transfer and Innovation (encompassing 21 activities), and Social Engagement (entailing 75 activities).

This categorization was then synthesized into a comprehensive map that visually depicted the significance of each activity. This mapping exercise underscored TSU's vital role in societal development and served as a pioneering precedent at the institutional level on how to systematically track the third mission. It also enabled TSU to articulate a clear and well-defined understanding of what the third mission signifies for the university..

Tools and methods university utilize for assessing, updating/creating, executing and sustaining strategic planning for 3M

Given that the third mission has been an intrinsic part of TSU's activities since its inception, rooted in its foundation as one of the most significant social projects, it has been integrated into the existing Strategic Development Plan. This plan serves as a comprehensive framework that defines the methodology for monitoring various phases of its implementation, including the associated action plans.

The monitoring process entails a series of critical steps: initially, the Rector of the University establishes a monitoring group comprising administrative and faculty staff, research units, and notably, students. This diverse group collaborates to prepare an annual report, which is based on the reports received from various structural and educational units within the University. These reports provide insights into the progress of fulfilling the strategic activities outlined in the plan.

The monitoring group diligently evaluates these reports, and the results of this assessment empower them to develop enhancement recommendations. These recommendations, in turn, can lead to modifications in the Strategic Development Plan, potentially resulting in adjustments to the action plans that are associated with it.

The established procedures, both existing and updated, will be comprehensively covered within the forthcoming revised Strategic Development Plan of TSU. This updated plan will be succeeded by an Action Plan for the Third Mission, which will incorporate specific guidelines for the strategic planning of the third mission.

REAL-LIFE EXAMPLES AND KEY LEARNING POINTS RELATED TO 3M STRATEGIC PLANNING AT GEORGIAN HEI

HEI institutions of Georgia were asked to provide the real-life examples and/or key learning points related to Third Mission Strategic Planning process which we outline in this section.

AKAKI TSERETELI STATE UNIVERSITY (ATSU)

Akaki Tsereteli University provided key learning points which are crucial for Third Mission Strategic Planning process. They state the list of priorities that they are looking at:

- ✅ Social activities – implementation of healthcare programs; charitable and volunteer activities, etc.

- ✅ Cultural events - University Dance & Song Group; Student's Theater; Exhibition of the artworks of staff and students; International and regional conferences, etc.

- ✅ Economic programs and /or events - Development of local and regional small and medium business development programs; Scholarships for ATSU students; Free business consulting, etc.

- ✅ Environmental activities - Promote dialogue and social awareness on environmental issues in society, Introduction of programs to review and implement various environmental issues. Propaganda of ecologically clean technology in local and regional business and promotion of its implementation. Maintenance and development of green plants in the territory of the University and community.

CAUCASUS UNIVERSITY (CU)

It's been a long time Caucasus University has been engaged in a number of projects with a positive impact on society. Since it's first steps University has been in cooperation with governmental and nongovernmental organizations providing different types of academic resources for the benefit of a wide public.

Later, through different training and workshops, awareness on the university's third mission has drastically risen and a conceptual view has been established giving a way to a documentary reinforcement. Debates and consultations have been held on all levels involving partner organizations. Easily could be said that third mission strategy conceptual development and activity has become a part of several units' everyday agenda. Heads and Deans of all schools and departments have engaged into the third mission politics elaboration. Besides, academic staff is actively taking part in many third mission activities through inviting guest speakers and involving students into Third Mission projects.

GEORGIAN TECHNICAL UNIVERSITY (GTU)

GTU's historical objective is to strengthen the relevance and importance of STEM education. So we've selected and implemented the relevant pilot activity within the framework of the SQUARE project, named „Promotion and Development of the STEM directions ". This case is the product of the discussion between the GTU decision-makers and faculties, approved by the academic council. The pilot activity is supported by the university quality assurance service with its QA toolkits.

ILIA STATE UNIVERSITY (ISU)

We have learnt that without really engaging with the key players and implementing core personnel of the third mission, i.e. academic staff, research community and personnel of research centres and institutes, the strategic planning is a one-sided story.

The key to strategic planning success is to get everyone on the same page (agreeing on the model of the process and planning) and establish an understanding on the 3M right in the beginning and throughout. Hence, active engagement with key internal stakeholders is very crucial through engaging them in real-time and understands the university vision and are on board with it. Especially, that the 3M involves engagement with external stakeholders which starts internally, within the university. On the other hand, this facilitates to verify the institutional context, mission, and vision to apply to the specific work of the university within the 3rd Mission and prepare for the intended enhancement of the work of the university.

TBILISI STATE UNIVERSITY (TSU)

During the inventory and mapping process, where interviews were conducted with various internal stakeholders, it became evident that the university had been actively engaged in activities that contributed to society. However, these activities were never explicitly recognized as part of the third mission, nor were they included in staff workloads, akin to research and teaching and learning.

In the year 2021, as part of the SQUARE project, a total of 99 third mission activities were mapped. This highlights that the university had been undertaking these initiatives without formally acknowledging them as part of its mission. TSU's learning experience from this revelation is that a university should allocate its efforts evenly across the three facets of its mission.

This realization led to the development of a 3M action plan, where TSU looked at its past experiences, both before and after SQUARE. It became clear that contributing to societal development isn't a solitary endeavour of an educational institution. Rather, it's a collaborative effort involving multiple stakeholders, including municipalities, industries, government bodies, and non-governmental organizations. TSU recognized that encouraging internal strategic planning, which involves all stakeholders, promotes a mutual understanding of the third mission and its alignment with institutional values.

As a result of the project SQUARE, TSU takes great pride in its significant contribution to the development of the third mission within Georgian universities. TSU has played a pivotal role in providing these institutions with the necessary tools and mechanisms to foster the growth and enhancement of the third mission component.

Today, the third mission has become a prominent feature on the agenda of numerous higher education institutions. They are actively engaged in declaring their own understandings of the third mission and meticulously mapping their various activities in this domain intending to incorporate them into their strategic planning processes. This shift underscores the lasting impact and influence of the SQUARE project on the higher education landscape in Georgia

Pilot activities within project SQUARE done by partner Georgian Universities

MUSEUM OF LIFE SCIENCES
სიცოცხლის მეცნიერებათა მუზეუმი

TSMU.EDU

Logical Framework Matrix LOGFRAME

Project Title: Establishment of Summer School in Georgian Studies for Ethnic minorities in Georgia
Implementing Organization: LEPL Gori State University

PROJECT ELEMENTS	DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS/ RISKS
MAIN OBJECTIVES	Target group members of the project, ethnic minority students living in Shida K artli region, senior students (X, XI grades) from the villages of T edotsminda, Tsitelubani and Levitana public schools whose mother language is not Georgian, improve knowledge of the Georgian language.	Developing of the level of t he Georgian language f or e thnic minority students	Test results of e thnic minority participating in the summerschool project after teaching practical course of the Georgian language.	Assumptions: -increasing of conflicts between Armenian and Azeri populat ions, though their involvement in common space is the guarantee of the bases of creating positive atmosphere between two nations in future; -Low motivation, full engagement and commitment of the target group; -Limited time for achieving the goal; _Gathering of the target group.
OBJECTIVE 1	Giving an opportunity to ethnic minority, through introducing to ancient and modern cultural inherit ance and t raditions in order to get more information about Georgian spiritual or material values.	ethnic minority is enable to get more information about Georgian spiritual or material values through introducing to ancient and modern cultural inheritance and traditions	Results of the survey of e thnic minority participating in the summer school after conducting lectures in History and the Georgian Literature.	Engagement of Learners
OBJECTIVE 2	To increase activation, engagement in social processes of ethnic minority students and fully actualize their abilities.	Increasing of activity of ethnic minority students involving them in social processes to fully actualize their abilities	Interest and engagement of the ethnic minority students participated in the summer school project.	Engagement of Learners
OUTCOME 1	Ethnic minority students improved the skills of the Georgian language and its knowledge at B1 level	Ethnic minority students participated in the project, will be able to spread and gain information in the Georgian language through improved knowledge of Georgian at B1 level.	Ethnic minority students participating in the project are enable to communicate in Georgian.	Poor attendance of the students a t summer school(during summer holidays)
OUTCOME 2	Ethnic minority students participating in the project gained more information about Georgian spiritual or material values through introducing to the ancient and modern cultural inheritance and traditions.	Introducing to modern cultural inheritance and Georgian traditions make ethnic minority students participated in the project, available to promote Georgian spiritual and material values.		Level of engagement in appropriate activities
OUTCOME 3	Increasing of interest of ethnic minority students participating in the project towards involvement in social processes.	Integration and engagement in civic society of ethnic minority participating in the project, provides acceptance and trust .	Ethnic minority students participating in the project are enable to take part in the discussions, cultural-education activities and commencement ceremony within the frame of the project.	Measuring of integration and engagement of the participants after implementation of the project.
OUTPUT 1	Design and development of the **Summer School training program** (3 week language curriculum) that aims enhancement of language competencies of Georgian language at the B1 level in ethnic minority students.	-Summer School Program (3 week language curriculum); -Improvement of Language Competency.	-Curriculum materials (syllabi, teaching materials, handouts, etc.); -Final Exam to test the language competency improvement of summer school participants.	Limited time during summer school, though it will be comprehensive.
OUTPUT 2	Integration of **teaching of the Georgian values and attitudes** in the summer school program that will improve knowledge of the summer school ethnic minority participants/learners in these areas.	-Mixed approaches in teaching -Improved knowledge on the Georgian values and attitudes	-Summer School Teaching hours – classroom time to observe and evaluate learners understanding and knowledge of the values and attitudes	Engagement of learners.
OUTPUT 3	Establishment of a comprehensive **cultural-educational program** to improve better involvement of the summer school ethnic minority participants in these extra-curricular activities.	-Cultural education component introduction (new approach) and enhanced engagement of the target group.	-Engagement and involvement in the extra-curricular activities.	Engagement of learners.
OUTPUT 4	Introduction of the Practical Component in the program that will help learners improve Georgian language writing and speaking skills	-Improved writing and speaking skills in Georgian.	-Exams and daily observation notes to test learners' language skills.	Willingness and motivation of learners to fully engage in the practical component.
OUTPUT 5	**Extra-curricular activities** (meetings with famous scholars, site visits to the Georgian monuments, thematic movies, etc.)	-Extra Curricular activities and the number of target visit to important Georgian sites	-Involvement and participation in the organized activities.	Availability of participants to participate in these activities.
INPUT 1	**Human Resources & Academic Personnel**	**Human Resources /Academic Personnel** and work days dedicated to the implementation of the project (design and development of Summer Program); Gori Teaching University academic personnel will conduct the summer school.	-Number of working days for the design and development of the program); -3 week summer school time of Human resources.	N/A
INPUT 2	**Project Staff**	**Project Management Staff** involved in the project (Project Manager, Assistant, IT Specialist).	-Project Staff working days for the design and implementation of the project.	N/A
INPUT 3	**Facilities & Infrastructure & Technologies**	**Facilities & Technologies** of Gori Teaching University will be used for project activities (university premises and equipment, i.e. a computer, a printer, & a projector).	-Type of Facilities and Equipment used: Gori University administration will provide university classrooms, office space, equipment, and necessary technologies for teaching and project activities.	N/A
INPUT 4	**Financial Resources**	**Financial Inputs** required to implement the project activities and achieve the results (staff costs, printing and training materials, and catering for the summer school participants).	-Real costs of the Summer School Budget & Expenditures.	Insufficient funding for the project
ACTIVITIES 1 **ACTIVITIES 2** **ACTIVITIES 3** **ACTIVITIES 4** **ACTIVITIES 5** **ACTIVITIES 6** **ACTIVITIES 7**	1.Defining of target group members; 2.Discussing /establishment of the working program; 3.practical classes in written and oral communications; 4.Tours in Ateni, Gori Castle and Uplistsikhe; 5.Performing film/discussion; 6.Cultural-education Activity; 7.Commencement ceremony.	1.Number of the participants; 2.Plan of implementation of the project/program; 3.Test Result; 4.providing with transport for excursion ; 5.CDs for thematic films; Projector and laptop computer. 6.Students interviews; 7.Commencement ceremony Invitations/photos	1.Activities and deliverables; 2.Participant names and attendance sheets; 3.Action Plan; 4.Practical Component; 5.Extra-curricular activities 6.Meetings with scholars; Cultural-education meetings; 7.Commencement ceremony.	- Conflict and tension between Armenians and Azeri population; - Recruitment of the project participants; - Low motivation, full engagement, and commitment of the target group; - Limited time and financial resources for the project activities.

BSU KEY PILOT ACTIVITY

Co-funded by the Erasmus+ Programme of the European Union

A SHORT-TERM PREPARATORY PROGRAM FOR THE 12TH GRADE STUDENTS (ENTRANTS) OF KHULO AND SHUAKHEVI PUBLIC SCHOOLS FOR THE UNIFIED NATIONAL EXAMS

BSU AND MINISTRY OF EDUCATION, CULTURE AND SPORT OF AJARA AUTONOMOUS REPUBLIC

- PREPARATION OF SCHOOLCHILDREN FOR THE UNIFIED EXAMS IN GEORGIAN, ENGLISH AND MATHEMATICS.
- FREE CLASSES CAN HELP CHILDREN TO IMPROVE KNOWLEDGE AND GET HIGH SCORES AT THE EXAMS WITHOUT PAYING PRIVATE TUTORS.
- THE OFFERED CLASSES ENABLE THEM TO STAY AT THEIR ORIGINAL ADDRESS AND NOT MOVE TO THE CAPITAL CITY FOR PREPARATION, THUS RETAIN THE HIGHLAND PRIVILEGES FOR STUDENTS FROM THE GOVERNMENT.

PROCEDURE

EVERY WEEKEND 6 TEACHERS FROM BSU CONDUCTED CLASSES IN TWO MUNICIPALITIES WHERE 12-GRADE PUPILS FROM NEARBY VILLAGES WERE GATHERED AT ONE SCHOOL IN THE MUNICIPALITY CENTERS. PUPILS WERE REGISTERED AND TESTED AT VARIOUS INTERVALS TO CHECK THE PROGRESS. TRANSPORTATION AND ACCOMMODATION OF TEACHERS WAS FINANCED BY THE MINISTRY OF EDUCATION WHILE THE SALARY WAS FINANCED BY THE UNIVERSITY. THE PROCEDURE WAS DOCUMENTED EACH WEEK.

UPON COMPLETION OF THE ACTIVITY THE BSU SCHOLARS FROM THE FACULTY OF EDUCATION ARE READY TO CARRY OUT A RESEARCH ON THE RESULTS, CHALLENGES AND EXISTING SITUATION THAT CAN BE THE BASIS FOR THE STUDY OF PRIVATE-TEACHER ISSUES AND SCHOOL PROBLEMS IN AJARA REGION.

TOTAL CONDUCTED HOURS – 950
NUMBER OF STUDENTS – 90 ST INITIALLY, COMPLETED - 40
GEORGIAN – 360 H (7 GROUPS)
ENGLISH – 400 H (4 GROUPS)
MATHEMATICS – 190 H (5 GROUPS)
TOTAL BUDGET – 49 750 GEL (BSU) INCLUDING € 2000 (SQUARE SHARE)
SHUAKHEVI MUNICIPALITY – 8 VILLAGES (35 STUDENTS)
KHULO MUNICIPALITY – 6 VILLAGES (55 STUDENTS)
ENROLLMENT AT GEORGIAN HEIs:
KHULO MUNICIPALITY – 21 STUDENTS
SHUAKHEVI MUNICIPALITY – 14 STUDENTS

HEIs – BATUMI SHOTA RUSTAVELI STATE UNIVERSITY
IVANE JAVAKHISHVILI TBILISI STATE UNIVERSITY
ILIA STATE UNIVERSITY
BATUMI STATE MARITIME ACADEMY
TBILISI STATE MEDICAL UNIVERSITY
GRIGOL ROBAKIDZE UNIVERSITY
GEORGIAN NATIONAL UNIVERSITY (SEU)
SOKHUMI STATE UNIVERSITY
ST ANDREW GEORGIAN UNIVERSITY

5 MONTHS (01.02.2023 – 30.06.2023)

TSU AND TBILISI CITY MUNICIPALITY COUNCIL COLLABORATIVE STUDY ON THE NEEDS AND SUPPORT OF THE VICTIMS OF DOMESTIC VIOLENCE AND VIOLENCE AGAINST WOMEN

- Academia - Municipality Collaboration
- Accomplished Research Team
- Meetings with sectoral key stakeholders to support the beneficiaries
- Awareness rising on Domestic Violence and Violence against Women
- Training courses for pre-school educators offered by TSU professors

GEORGIAN TECHNICAL UNIVERSITY

„PROMOTION AND DEVELOPMENT OF THE STEM DIRECTIONS"

8 Months of Pilot Activity with 4 months of semi-intensive e-learning process

MATHEMATICS + PHYSICS
MATHEMATICS + CHEMISTRY

For the students of the graduating (11th and 12th) grade of schools of the whole of Georgia & non-student status citizens up to the age of 20, with school certificate

Good knowledge base to continue studying the
SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

www.gtu.ge
www.abiturienti.gtu.ge
www.elearning.gtu.ge

VET Institutions for the Societal Mission
Action Research Network

Ilia State University and Skills Agency of Georgia
Inception Action Period: *July – December 2023*

Action research – a joint effort of VET institutions, ISU students, and professors to reflect on current practices and organizational challenges of educational institutions to improve societal impact.

Objectives:

Strengthen the link between the ISU, Skills agency, and VET institutions to perform our societal mission.

Tasks:

○ Initiate a dialogue with the Skills Agency of Georgia to incorporate VET institutions into the action research network – agree on priorities for the long-term cooperation;
○ Increase awareness among VET institutions about the specifics of action research;
○ Create a network of VET institutions willing to cooperate with ISU on action research.

Beneficiaries and Stakeholders: Skills Agency of Georgia, VET Institutions in Georgia

Outputs:

● A memorandum signed with the skills agency on long-term cooperation;
   ○ Joint action research projects
   ○ Joint projects in entrepreneurship, innovation, and LLL courses

● Network of VET institutions created (comprising of 20 VET institutions) interested in long-term cooperation on action research projects;

● 3 action research projects identified for the academic year 2023-2024: (a) Building alumni clubs; (b) improving extracurricular activities of VET institutions; (c) Strengthening VET institutions as community hubs.

Implementing Team: ISU - School of Education; SQUARE Team; ISU Development OBce, ISU Tech Entrepreneurship and Innovations Center, ISU Personal and Professional Development Center