

HUMAN RESOURCES POLICY

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Introduction

The mission of Caucasus University is to ensure the collaborative and effective work of its human resources, highlighting their strengths and supporting the improvement of any areas of weakness. The University's success is directly linked to the proper management of its human resources. To this end, the University has developed a comprehensive and consistent human resources management policy that:

1. Aligns with the University's mission, vision, and strategic development plan.
2. Encourages the unity of all employees around a common goal.
3. Ensures the professional development of each employee and the full realization of their potential.
4. Supports the identification and implementation of innovative ideas and initiatives by staff.
5. Is based on the principles of fairness, transparency, diversity, and equality.
6. Promotes the establishment and strengthening of a corporate culture, which is a vital factor in the organization's success. This organizational culture aligns with the University's:
 1. **Mission:** To implement research-oriented teaching and learning that prepares highly qualified, ethical, and democracy-committed specialists who are competitive in both local and international labor markets and responsive to society's educational needs.
 2. **Strategy**, which consists of three main components:
 - Intensifying and enhancing the relevance of scientific research
 - Constantly improving the quality of teaching
 - Internationalization
 3. **Vision:** To create a learning environment where everyone can realize their full potential, establishing the University as an internationally recognized institution rooted in ethical principles within and beyond the Caucasus region.
 4. **Values:** Innovation, diversity, and inclusion; academic freedom; strong connections with local and international communities; and a commitment to contributing to the country's development.
 5. **Commitment to EDI:** Ensuring a work environment free from discrimination, harassment, and bullying while adhering to the principles of diversity, equality, and inclusion (EDI). Caucasus University is also a signatory of the Women's Empowerment Principles.

5.1. EDI Policy Principles:

- Respect for diversity;
- Commitment to fairness and equitable treatment;
- Ensuring inclusivity;
- Supporting and aiding individuals in fully realizing their potential.

These matters are governed by the "Caucasus University Equality, Diversity, and Inclusion (EDI) Policy Document."

For effective human resource management, the University has:

1. A clearly defined organizational structure and units;
2. Rules and procedures for the selection/appointment in management bodies;
3. Established job descriptions and qualification requirements for each structural unit;
4. Rules and conditions for the affiliation of academic staff;
5. A methodology for determining the number of academic, scientific, and invited staff;
6. An effective employment policy, clear procedures/programs for hiring, dismissal, retention, and development of staff;
7. Professional development and training programs;
8. A developed evaluation system for academic/scientific/invited, administrative, and support staff, including indicators for evaluation, mechanisms for monitoring employee performance, encouraging and evaluating employees, and managing and following up on evaluation results;
9. An employee motivation system;
10. Classification and types of contracts for administrative and academic staff, enhancing the ability to attract and retain qualified employees;
11. A methodology for determining the salary of academic staff according to the academic position held;
12. Rules and conditions for the competitive selection of academic, scientific, administrative, and invited staff.

The Importance and Core Principles of Employment Policy

Human resources are a crucial component within an organization, as each University employee plays an essential role in achieving the university's goals and ensuring high standards of teaching and research.

The primary principle of Caucasus University's employment policy is to attract, retain, and make the best use of qualified and professional human resources.

The university's employment policy is based on the following key principles:

- **Fairness:** The University ensures that all forms of discrimination are excluded in its treatment of employees, maintaining objectivity and impartiality.
- **Equality (Equal Opportunities):** The University provides equal conditions for employees regardless of age, gender, ethnicity, religion, race, social background, or political beliefs. All University employees have equal rights in University life and equal opportunities for professional development.
- **Diversity:** The University promotes the recruitment and employment of individuals with diverse experiences, beliefs, values, socio-economic statuses, nationalities, and ethnic backgrounds.
- **Transparency:** The university's employment policy and procedures are transparent and accessible to everyone.

Key Steps of the Employment Policy

The employment policy includes the following key steps:

1. Analysis of staffing units and determination of need;
2. Recruitment of candidates;
3. Selection of candidates;
4. Provision of an orientation program for new employees.

Determining the Need for New Staffing Units and Procedures

Timely identification of new staffing needs is crucial for the effective operation of the University. These needs may arise from the creation of a new school, accreditation of a new academic program, introduction of new academic disciplines, an increase in enrolled students, expansion of academic staff, admission of international students and personnel, or the development of new services or products. Additional staffing needs may also emerge from the departure of current staff or the requirement for extra resources in existing roles.

The Human Resources Department is responsible for promptly analyzing staffing requirements in collaboration with school, department, and service heads to assess the need

for new positions. This may include altering a unit's functions, eliminating the unit altogether, or redistributing specific responsibilities among other staff members. The department head communicates and discusses these changes with the University's Vice President of Administrative Affairs. After evaluating staffing needs, the department proceeds with developing job descriptions, preparing structural change proposals, and creating or adjusting relevant regulations.

A job description for a specific position must be developed, which is outlined in the relevant structural unit's regulations and includes the following elements:

1. The essence, significance, and title of the staffing unit;
2. The head of the structural unit and a list of positions within the corresponding department/service;
3. The scope of activities, functions, and objectives;
4. Rights and responsibilities corresponding to each position;
5. Qualification requirements corresponding to each position.

Additionally, the regulations may specify, according to each department/service/school position: 6. Forms of accountability; 7. Working hours; 8. Salary and benefits package offered by the University to the employee; 9. Other additional conditions.

Based on the specific job requirements, the Human Resources Management Department, in collaboration with the relevant structural unit, develops the qualification requirements that serve as the basis for evaluating and selecting applicants.

A job vacancy announcement specifies both the main conditions of the job and the list of qualification requirements. The requirements in the job announcement can be categorized into two main groups: mandatory requirements and additional requirements.

The list of qualification requirements may include the following components:

1. Education and qualifications;
2. Minimum work experience;
3. Skills needed for job performance;
4. Stages of the selection process;
5. List of documents to be submitted.

A job vacancy announcement should include the following important elements:

1. **Personal attributes**, such as the ability to work both independently and collaboratively, analytical thinking, strong communication skills, punctuality, and adaptability in stressful situations, among others.
2. **Details regarding the application process**, including the start date for candidate registration, the application deadline, the list of required documents, the date for the announcement of competition results, and information about the location or format of the competition.
3. **Contact information** for the designated representative of the Human Resources Management Department or the relevant school/department/service responsible for receiving applications, including their email addresses.

When hiring academic, scientific, or invited staff, the dean of the interested school must first complete the "Vacancy Announcement Request Form" (Appendix #1) and submit it to the Human Resources Management Department to initiate the competition process. This form should specify key details such as the number of required positions, field/discipline, the title of the vacant position, mandatory qualification requirements, desired personal attributes, the list of required documents, and any other pertinent information. Based on this form, the University president issues an official order to announce the competition.

After a job vacancy announcement is published, the process of selecting suitable candidates begins, conducted in full compliance with employment procedures. The selection process may be extended or canceled for objective reasons, such as the absence of suitable candidates or the occurrence of an emergency situation in the country or other force majeure circumstances affecting the University or the country.

Any individual who possesses the required knowledge and experience and is at least 18 years of age is eligible for employment at Caucasus University.

The selection process for human resources at Caucasus University is based on the following core principles:

- a) **Competence** – The selection committee must include individuals with the appropriate level of expertise. Additionally, the evaluation criteria, as well as the qualification and educational requirements for the vacant position, must adhere to professional standards within the relevant field.

b) **Impartiality** – It is essential to ensure that all candidates are treated equally and that decisions are made objectively and fairly. Final decisions should be made without any bias and based on an objective evaluation. No final decisions can be taken until all stages of the selection process have been completed.

c) **Transparency** – The candidate selection process must be transparent to both participating candidates and the general public. The University should provide the opportunity for candidates to appeal decisions through fair procedures.

Human Resources Selection Procedures

The recruitment of candidates is primarily conducted through job announcements posted on the Caucasus University website and various employment web portals. The competitive selection process at Caucasus University is guided by the "Regulation on the Procedure for Conducting Competitions for Academic/Scientific, Administrative, and Invited Staff."

The employee selection process follows these main procedures:

Submission of Documents

The University requests that interested candidates submit their documentation within the specified deadlines, detailing their professional background, education, qualifications, and achievements.

Required documents for the competition may include:

- a) A resume (CV) in both Georgian and English, containing information about teaching and research activities;
- b) Course syllabi in both Georgian and English, if the course is to be offered in English;
- c) A copy of an identification document;
- d) Copies of documents confirming education (e.g., certificates of qualifications and academic degrees such as a doctorate, master's, or bachelor's degree, or an equivalent academic credential). Doctoral candidates may be required to provide proof of enrollment in a doctoral program;

- e) For degrees obtained abroad, any additional documentation needed to verify authenticity.
- f) Certification of scientific and pedagogical activities as per the position's requirements;
- g) Information on current teaching loads at other higher education institutions within the past year; h) Details regarding the candidate's dissertation/thesis for doctoral or master's studies (title, field, and area of research);
- i) Comprehensive information about articles, books, monographs, or other scholarly works, including the title of the work, place of publication, publication date, number of pages, and the name of the publisher. Copies of the cover pages of the works should also be provided (data from the last five years are especially important for the competition);
- j) Certificates, awards, and other relevant documents;
- k) A motivation letter detailing teaching interests and/or research activities;
- l) Any additional documentation required to meet the criteria for holding an academic or scientific position, including proof of professional experience;
- m) Any other information needed based on the specific field or area of expertise.

Candidate Selection Stages

The candidate selection process may vary depending on the specifics of the announced vacancy and the competition stages. For each announced position, whether administrative or academic, the selection process can involve up to three stages:

Stage I – Initial screening based on submitted documentation;

Stage II – Written test/presentation/interview/practical task or other forms of evaluation;

Stage III – Final review and summary of the competition results.

These selection stages allow for a comprehensive evaluation of candidates from various perspectives and support objective decision-making.

Initial Screening

The list of candidates is narrowed down through a review of the submitted documentation, which may be conducted in two phases. In the first phase, candidates who do not meet the mandatory qualification and educational requirements are filtered out. If most candidates meet the essential requirements, the second phase involves selecting those who also meet additional criteria. Any form of discrimination during candidate selection is strictly prohibited.

Written Testing

The next stage may involve written testing, especially when evaluating the technical knowledge of candidates is crucial. The University administration determines the appropriateness of using written tests on a case-by-case basis. Testing can take various forms, such as selecting the correct answer from multiple-choice questions or providing a written response to specific questions. Testing may be conducted using computer-based methods or traditional paper-based formats.

Presentation

Candidates who progress to the second stage may be required by the school/department/office to prepare and present a presentation on a predetermined topic before the selection committee. The presentation should last no more than 15-20 minutes. Candidates will be informed the date of the presentation at least two working days in advance to allow sufficient preparation time.

Interview

An interview is one of the most common forms of the selection process. The goal of the interview is to gather comprehensive information about the candidate's capabilities within a limited time frame. For an interview to be effective, detailed planning is essential. Interviews may be conducted in various forms, either in person or via remote communication channels. The decision regarding the interview format is made based on circumstances and requirements.

Written Assignment

The University administration may require candidates to complete a written assignment directly related to their potential work or field. In such cases, candidates are provided with a

set time to complete the task. A written assignment may also be given on-site, to be completed within a predetermined period.

Practical Task

A practical task is an effective method for assessing a candidate's capabilities. Candidates may be required to conduct a demonstration lecture or complete a small research project. The practical task allows the committee to evaluate the candidate's ability to plan and deliver lectures, manage students, establish discipline, conduct research, and more.

Selection Committee

Upon announcing a vacancy, the University administration shall set up a selection committee. The formation and procedures of the committee are regulated by the "Regulation on the Procedure for Conducting Competitions for Academic, Scientific, Administrative, and Invited Staff."

Committee members evaluate candidates according to predetermined evaluation criteria (Appendix #2, Appendix #3, Appendix #4). They are also provided with candidates' resumes in advance to allow sufficient preparation time for the interview. The committee defines questions related to the job functions and necessary qualifications beforehand. While the order and content of the questions may vary depending on the situation, it is advisable that certain specific questions be asked of all candidates.

Interview Scheduling and Communication

An interview schedule is established in consultation with the committee members. Selected candidates are notified in advance about the date, time, and location of the interview. Depending on the nature of the vacancy, interviews may be conducted remotely. At the beginning of the interview, a representative from the Human Resources Management Department introduces the candidate to the committee members. Questions should be clearly and precisely formulated to allow candidates to provide thorough responses.

The committee ensures that the interview process is conducted in a positive and supportive environment. Candidates should have the opportunity to ask questions to clarify key details, such as job responsibilities, duties, benefits, and other relevant conditions.

Finalizing the Selection Process

Once all stages of the selection process are completed, the committee may decide to contact the candidate's references to verify the provided information. When reaching out, committee members should consider that former employers may, for various reasons, avoid giving negative feedback or may provide overly favorable assessments. The procedures for candidate selection, whether through competition or other methods, are outlined in the "Regulation on the Procedure for Conducting Competitions for Academic, Scientific, Administrative, and Invited Staff."

Evaluation Criteria and Indicators

During the competition, candidates who advance to Stage III after their presentation or interview may be assessed based on both the committee's feedback and standardized evaluation forms that specify the criteria and indicators for evaluation.

Evaluation Forms for Academic/Scientific Positions: Appendix #2 and Appendix #3 are designated for academic/scientific positions, while Appendix #4 is used for administrative/support staff. Committee members complete an evaluation form for each candidate, scoring them according to the specified criteria and indicators on a five-point scale (where 1 means "not applicable" and 5 means "excellent"). Candidates are evaluated for each criterion and given an overall summary score, which is recorded in one of the three main final assessment fields on the form. The committee finalizes the evaluation with a signature in the designated section of the form, which also includes a space for comments.

The final assessment options include:

1. Excellent
2. Acceptable
3. Not suitable for the position

Differences in Evaluation Forms for Academic/Scientific Staff: Appendices #2 and #3 have different content. Appendix #2 is used exclusively for interviews, with a maximum score of 20 points for each criterion on a five-point scale. Appendix #3 is used for both interviews and demonstration lectures, evaluating the candidate's presentation preparation and delivery separately, with a maximum score of 15 points for the presentation and 20 points for interview competencies, totaling up to 35 points.

Evaluation Criteria for Academic/Scientific Staff:

The criteria/indicators for assessing academic/scientific staff include:

Interview Evaluation Criteria:

- Research potential
- Practical experience
- Teaching experience
- Personal qualities

Presentation Evaluation Criteria for Candidates:

Evaluation of Presented Material:

- Assessment of the prepared text;
- Evaluation of visual aids: slides, audio-visual materials, board, etc.;
- Conciseness;
- Clarity of delivery.

Self-Presentation:

- Ability to introduce oneself effectively;
- Verbal communication skills;
- Non-verbal communication skills;
- Ability to engage and influence the audience.

Presentation Content:

- Depth of knowledge on the topic;
- Level of individuality and originality;
- Knowledge of terminology.

Evaluation Criteria for Administrative/Support Staff:

The criteria/indicators for evaluating administrative/support staff include:

- Education;

- Work experience;
- Computer skills relevant to job specifics;
- Orientation towards training and professional development;
- Presentation and communication skills;
- Planning and organizational skills;
- Motivation and initiative;
- Alignment with organizational culture values;
- Enthusiasm and dedication;
- Discipline and punctuality;
- Knowledge of a foreign language (if and when needed).

Evaluation and Decision-Making for Academic and Administrative Positions

Candidates for academic and administrative positions may be evaluated based on a report prepared by the dean, department head, or service manager. This report provides a detailed analysis of the candidates' qualifications and capabilities, supported by objective evidence. It is reviewed with the committee members to reach a collective decision, which is then formally documented as a protocol.

Preparation of Documentation and Job Offer

The University must extend a job offer to the selected candidate, providing final details regarding salary, the start date, and a comprehensive job description to initiate the employment relationship. This offer can be delivered in person or through an email notification.

Employee Hiring Procedure

The recruitment of administrative and support staff at the University can be conducted through an open competition or without one. The procedure for hiring, whether competitive or otherwise, is governed by the "Regulation on the Procedure for Conducting Competitions for Academic, Scientific, Administrative, and Invited Staff." The rights and procedures for initiating human resource needs are detailed in the section "Determining the Need for New Staffing Units and Procedures" within this document.

New employees may be hired for positions defined in the staffing schedule or on a contractual basis as non-staff employees.

Upon hiring, academic, scientific, invited, administrative, and support staff must complete their "personal profile" in the university's electronic system. This includes uploading the required documents and entering personal information on the university's web portal, in full compliance with the Georgian Law on "Personal Data Protection."

The university's electronic portal includes:

- Personal information and contact details;
- Identification documents;
- Education history and supporting certificates;
- Work experience details, with resumes (CVs) in both Georgian and English;
- Research activities;
- Job-related certificates and awards;
- Electronic contracts;
- Approved regulatory documents governing work policies and procedures;
- Employee attendance tracking and monthly attendance reports;
- Access to relevant University programs based on the position.

New employees are also notified of their responsibility for maintaining the confidentiality of information, with details provided through the university's internal regulations and the code of conduct. Upon onboarding or transfer to a new role, the Human Resources Department and the relevant structural unit are responsible for:

a) Introducing the job description and assigned duties, as well as the unit's goals, tasks, and functions. The immediate supervisor should also provide the regulatory documents and the unit's regulations. b) Familiarizing the employee with the university's internal rules, mission, strategic plan, work schedule, and the daily routine specific to their unit, all of which the employee must follow.

This information should be provided in writing or made available on the employee's personal page within the electronic portal. Employees are not held accountable for failing to meet obligations that were not communicated to them.

c) In the case of employee rotation, the individual must meet the qualification requirements for the new position and be informed of the relevant structural unit's regulations.

The orientation program for new University employees aims to:

1. Introduce the new employee to the University community, including an introduction on the university's internal social network.
2. Familiarize the new employee with the university's mission, strategic plan, internal regulations, and code of conduct (this includes providing access to these documents/information on the electronic portal).
3. Acquaint the new employee with the university's material and technical resources and other facilities.
4. Introduce established University standards and provide necessary resources.
5. Provide verbal and email communication regarding University regulations.

During the probation period, which lasts six (6) months and is divided into two stages, the immediate supervisor and a representative from the Human Resources Management Department maintain regular communication with the new employee. They address any initial challenges and explore solutions to facilitate a smooth adaptation to the new work environment.

Probation Period Breakdown:

- **Stage I:** From the start of employment to three (3) months.
- **Stage II:** From three (3) months to six (6) months.

Decisions regarding the employee's performance can be made or modified during either stage. The immediate supervisor reviews the employee's performance report at the end of the second month for Stage I and at the end of the fifth month for Stage II. If the evaluation is negative, the supervisor must inform the employee of the decision at least two weeks before the final assessment deadline. However, a request for contract termination can be initiated at any time before the evaluation period ends.

The evaluation system related to the probation period is managed electronically. The immediate supervisor receives notifications via email. If the supervisor decides not to continue the employment relationship with the employee after the probation period, they must inform the Human Resources Department within five (5) working days of receiving the notification to proceed with further actions. If neither party initiates termination of the employment relationship, the employment contract is considered extended for the term specified in the agreement.

Orientation Responsibilities of the Human Resources Department

Following the onboarding of a new employee, the Human Resources (HR) Department conducts an orientation session and addresses the following tasks:

- Uploads the employment contract to the electronic HR system, detailing the employment conditions, job responsibilities, probation period, working hours, salary, and other key terms. Provides information on job benefits and future professional opportunities.
- Ensures the new employee is equipped with a suitable workspace, necessary equipment, and office supplies (e.g., desk, office chair, computer, printer, and other essential materials).
- Introduces the corporate culture, mission, vision, and core values of the university's operations.
- Provides information on University standards and prohibitions.
- Sends the internal work regulations to the employee's email and ensures access on their personal page in the university's electronic personnel system. The main aspects of these regulations (e.g., rules for taking leave, travel policies, attendance, and tardiness regulations) are discussed in the orientation session.
- Introduces the ethics and behavioral norms included in the internal work regulations.
- Provides the calendar of holidays for the current academic year.
- Registers the employee in the university's electronic system and explains the process and importance of submitting required information and documentation.
- Introduces the new employee to their colleagues through the university's private social network.
- Shares templates for automated responses and electronic signatures in accordance with University standards.
- Creates a University email account for the employee and explains its significance and necessity, as most communication within the University is conducted via University email.
- Facilitates the opening of a bank account at a partner bank and provides information on the conditions both verbally and through a presentation.
- Informs the employee about the benefits offered by the University and sends information on partner organizations' offers, ensuring access to these benefits (e.g., corporate phone plans at discounted rates, health insurance packages, seasonal offers from partner companies such as hotel stays, swimming pools, fitness centers, etc.).
- Introduces career growth and professional development opportunities available to all employees (e.g., staff exchange programs at local and international levels, discounted

tuition and training fees, reduced rates for certain courses, support for applying for educational and research grants, etc.).

As part of the orientation program, the Human Resources (HR) Department provides new employees with detailed information about the necessary procedures and regulations in place at the university. During a question-and-answer session, new employees have the opportunity to seek further clarification on any issues they may need.

For Academic/Invited Staff

For academic and invited staff, the process begins with the scheduling of a demonstration lecture or an interview. The University has established a special committee comprising vice presidents for academic and administrative affairs, school administration, HR department members, and subject matter experts. This committee evaluates candidates who express interest in serving as invited lecturers at Caucasus University.

Initially, the selection committee reviews the candidates' documents. If necessary, the committee attends the interview or demonstration lecture. The final decision is made based on the evaluations provided by the committee members, which determine whether the candidate will be employed.

During the demonstration lecture or interview, an HR representative introduces the candidate to the committee members, fosters a welcoming environment, and informs them about the essential standards for working at the university. If a positive decision is reached, the candidate is notified of the committee's collective decision. Following the completion of standard procedures, the HR department sends an orientation letter and information about University regulations via email. If needed, an additional orientation meeting may be scheduled.

Employment Termination Policy

The employment relationship between the University and an employee may be terminated on any of the grounds outlined in Article 37 of the Labor Code of Georgia. The procedures for terminating employment and related compensation matters are governed by the Labor Code of Georgia and the university's internal regulations.

Strategies and Programs for Recruiting, Retaining, Motivating, Developing, and Improving Working Conditions for Administrative and Support Staff

Recruitment of Administrative Staff

Attracting and retaining professional human resources in today's labor market is a challenging process, heavily influenced by the organization's reputation, which plays a significant role in attracting top talent. Despite this, finding and keeping highly sought-after and competitive candidates remains a significant challenge for employers.

The University aims to showcase the unique aspects of its working environment, positioning itself as an attractive employer.

In practice, the University often identifies valuable talent from within its existing organization. However, when internal resources are not sufficient, external recruitment becomes necessary. This requires thorough labor market analysis and offering competitive conditions to attract potential candidates.

Caucasus University frequently uses internal recruitment methods and capitalizes on the talent of its students and alumni, who have been nurtured and developed within the institution. The University can assess their potential based on academic performance and offer them internships or employment opportunities.

To attract experienced candidates, the University primarily announces job openings, leverages personal networks, engages through social media, and, when necessary, collaborates with employment agencies.

Retention of Administrative Human Resources

To retain existing human resources, the organization strives to improve working conditions and fulfill employees' social, recognition, and self-actualization needs.

Social Needs

- The organization should aim to create a work environment that fosters healthy relationships among employees.
- It should plan activities to build a unified team spirit and strong corporate culture.

- Regular meetings with subordinates, including informal gatherings outside of work, should be encouraged.
- Support social activities involving team members outside the organization, such as corporate events, team outings, competitions, excursions, and more.

Recognition and Respect Needs

- The organization should offer meaningful work to enhance employees' motivation.
- Provide positive feedback to employees based on the organization's achievements.
- Properly acknowledge and reward employees for their accomplishments and highlight their contributions to the organization's success.
- Actively involve subordinates in goal-setting and decision-making processes.
- Delegate additional responsibilities to subordinates periodically within their areas of competence.
- Focus on employees' career development, promoting professional advancement, and providing encouragement.
- Self-actualization needs
- The organization must provide training, retraining, qualification raising and development opportunities for employees, which will allow them to fully use their potential;
- to give important work to subordinates in order to raise their self-confidence and realize their abilities;
- To encourage and support the development of creative skills of subordinates in every way.
- The University actively conducts a survey of employees to determine the level of staff satisfaction, to determine their needs. Identifying existing gaps and finding ways to solve them. Performs constant care and control of staff satisfaction in order to retain existing personnel and create a comfortable environment for work.

Personnel motivation system

The employee motivation system is the main tool of human resource management, which helps to attract and retain productive, qualified employees in the organization. The system is based on the principles of justice and equality, which is directly related to the quality of performance by employees. The goal of implementing the employee motivation system is to

create a positive mood for productive work, taking into account the university's goals and requirements.

Employee job satisfaction is directly related to motivation, which is determined by the following factors:

- remuneration;
- Good working conditions
- friendly employees;
- flexible work schedule;
- Opportunity for career growth.
- Managers/leaders;
- Involvement in the decision-making process;
- fair and equal treatment;
- stability;
- Opportunities for promotion;
- Offering benefits; freedom and independence;

In addition, it is necessary to involve the staff in the work and to have a high degree of organizational responsibility.

In order to motivate employees and promote their careers, the University has established the minimum and maximum rates (ranges) of official remuneration, which aims to periodically evaluate the performance of the staff and, taking into account the results, the appropriate position change and/or increase in remuneration.

To assess staff performance, the University regularly conducts evaluations of completed work. This process enables the University to recognize and appreciate employees' efforts and contributions effectively.

It is important to note that the evaluation process significantly enhances communication between employees, the Human Resources Department, and the organizational leaders.

It is in the organization's interest to create an attractive work environment and provide opportunities for employees to remain with the organization and continue planning their professional careers. Positional promotion can be a tool for career development; however, it should not be treated as a reward. Promotions must be based on an employee's competencies, qualifications, genuine needs, and healthy challenges. If an employee demonstrates high potential but does not fully meet the qualification requirements for a position, it is essential

that, with the leadership's decision, his/her professional development plan is agreed upon in advance. This plan should outline in detail the specific actions and training required for the employee to successfully fulfill their professional duties and responsibilities.

To boost the motivation of administrative and support staff, Caucasus University has developed specialized programs aimed at promoting staff development, encouragement, and enhancing working conditions.

Discounted Tuition for Employees

Caucasus University supports the professional growth of its administrative and support staff by offering a 50% discount on tuition fees for bachelor's, master's, and doctoral programs at the university. This benefit can also be extended to employees' family members. In some cases, based on individual circumstances, full tuition coverage (100%) may be provided.

Educational Leave

Educational leave is an important tool for fostering professional development. The University may grant paid educational leave to administrative and support staff to help them advance their qualifications.

International Mobility Program for Administrative and Support Staff

Through partnerships with other universities, Caucasus University offers exchange programs that facilitate professional development at both local and international levels.

Each year, the University announces a competition for the international mobility program, allowing many staff members to participate. Through these programs, employees gain valuable experience in the educational, academic, and administrative processes of other institutions, learn different management practices, explore academic programs, discover technical advancements, and stay informed about innovations in their field. Upon returning, participants share their newly acquired knowledge and expertise, applying and developing them further within the university.

Training and Development

Caucasus University operates a training center that offers administrative and support staff the opportunity to participate in training programs at a 50% discounted rate and receive

certificates of completion. Additionally, the University funds external training and workshops to support the professional growth and development of its employees.

The University regularly conducts targeted training programs aimed at enhancing job performance and fostering professional development, such as Excel training, English language courses at various levels, and management training for supervisory staff. At the university's discretion, staff members are periodically selected to participate in these training sessions based on their job functions.

Caucasus University also routinely invites certified trainers to conduct training sessions on topics such as "Workplace Safety, Fire Safety, Emergency Situations, and Evacuation Procedures."

All employees are provided with a University email account, and training on effective email use is essential for staff at all levels. The University actively promotes this training to ensure efficient communication.

Employee Incentives

To motivate staff, the University may use both financial and non-financial incentives as a reward for exemplary work. These incentives can include formal recognition, material rewards/compensation, bonuses, specific prizes, and more, as regulated by the university's internal policies.

Caucasus University has introduced a new initiative to honor employees with 10 or more years of service by presenting them with both monetary awards and certificates of appreciation. These awards are given in a public, ceremonial setting, further enhancing employee morale and motivation.

Programs for Improving Working Conditions

Caucasus University has developed comprehensive programs aimed at enhancing working conditions, which include:

Corporate Social Responsibility (CSR)

Caucasus University places a strong emphasis on fostering and strengthening its corporate culture. To support this goal, the University engages in various CSR initiatives, including the

World Run, events for World Down Syndrome Day, environmental programs during Earth Week, and campaigns promoting paper conservation, with supportive activities to minimize paper usage. Additionally, the University donates used paper to appropriate organizations free of charge and provides outdated equipment and furniture to schools and communities in need. Other initiatives include discounted tuition for employees and their family members, corporate outings, off-site meetings, excursions, corporate events, and numerous other activities.

As part of its CSR commitments, the University also assumes social responsibilities towards its employees, offering financial aid and additional paid leave days beyond those required by the Labor Code.

Needs Identified Through Employee Satisfaction Surveys and Corresponding Actions

The University conducts annual employee satisfaction surveys to assess staff satisfaction levels, analyze strengths and areas for improvement, and develop future action plans based on the findings. The survey includes questions about the alignment of job positions with responsibilities, staff involvement in the development and implementation of new initiatives, familiarity with and alignment to the University's mission, goals, and history, as well as the availability of necessary conditions for a safe and effective work environment.

Importantly, based on the findings and recommendations from these surveys, the University plans and implements various initiatives and action plans aimed at enhancing staff satisfaction.

Maternity Leave

The University has an established system for compensating employees on maternity leave. Employees on maternity leave receive 50% of their salary for the first three months and 25% for the remaining three months.

Insurance Package

The University offers employees a competitive health insurance package compared to market prices and products. The insurance also includes life and travel coverage.

Other Benefits

Depending on their position, the University provides employees with mobile communication allowances and, based on their role, fuel compensation and other related benefits.

Recruitment, Retention, and Motivation of Academic Staff

High-quality higher education is directly linked to the qualifications and professionalism of academic staff. The university's success primarily depends on its academic personnel, making it crucial for the University to attract and retain qualified staff. To achieve this, the University has established a set of rules and conditions for academic staff affiliation, regulated by University policies.

Recruitment of Academic Staff

Understanding the factors that facilitate or hinder the recruitment of academic staff is essential for the university. Proper assessment of these factors helps the University develop an effective recruitment policy for qualified personnel.

The University must take appropriate steps to eliminate hindering factors (where feasible) and further enhance and improve favorable conditions and environments. Examples of supportive factors for recruiting academic staff include a strategic geographic location, student enrollment numbers, the university's reputation and image, and a pleasant and comfortable work environment. On the other hand, obstacles may include limited financial resources, a lack of professional development programs for academic staff, low salaries, and other challenges.

Strategies for Recruiting Academic Staff

The following strategies can be employed for the recruitment of academic staff:

1. Analyzing factors that facilitate or hinder the recruitment of academic personnel;
2. Developing recruitment priorities for academic staff;
3. Implementing active recruitment methods;
4. Attracting candidates through academic workshops and professional networks;
5. Offering support programs for early-career academic staff;
6. Identifying the needs and goals of academic personnel and creating a supportive environment;
7. Ensuring competitive salaries for qualified academic staff.

A valuable source for recruiting qualified candidates is leveraging the personal contacts and recommendations of current University staff. Offering competitive salaries to attract high-caliber candidates is essential, and Caucasus University's stable financial position allows it to maintain this advantage.

The University's facilities, infrastructure, and technical resources are also significant strengths, providing a comfortable work environment, with well-equipped lecture halls, modern technology, dedicated faculty and teaching spaces, and recreational and rest areas.

The University is committed to providing ample opportunities for professional development, including training sessions, participation in international conferences, exchange programs, and research support. This support includes funding for scientific projects and activities as well as assistance in obtaining research grants.

A core strategic goal of Caucasus University has always been, and continues to be, the enhancement of internationalization. This commitment is evident through active staff involvement in international projects, inviting foreign experts, organizing training sessions and masterclasses, and hosting professionals with international experience to share best practices. Additionally, strengthening internationalization at the academic and invited staff level is essential, including support for academic travel, participation in local and international exchange programs, and hosting foreign experts for conferences.

Retention of Academic Staff

While attracting qualified personnel is essential, without suitable conditions, staff may not remain long at the university. Therefore, the University leadership must prioritize the retention of academic staff.

The most effective way to address staff turnover is to identify and address its root causes. The most reliable source of information about existing challenges within the University is the academic staff themselves. By understanding their perspectives and feedback, the University can uncover reasons for dissatisfaction and take corrective action.

Engaging in conversations with long-serving academic staff or those who have already left is particularly valuable. This approach provides objective and reliable insights into the challenges and supportive conditions that influence staff retention.

Common reasons for academic staff turnover may include:

- Low salaries;
- Lack of University prestige;
- Unfavorable geographic location;
- Unsatisfactory working conditions (e.g., ineffective communication, leadership's resistance to new initiatives, insufficient technical equipment and resources for research);
- Unfavorable employment conditions (e.g., absence of medical insurance and incentive programs, heavy workloads), and other contributing factors.

Competitive Conditions for Academic Staff

To offer competitive conditions for its staff, Caucasus University has developed the "Caucasus University Academic Staff Affiliation, Classification, and Workload Regulation for Academic and Invited Staff Employment Contracts." This regulation ensures that the University provides a professional environment that meets current market demands, improved contractual conditions, and a competitive salary policy. It also offers enhanced benefits and supportive conditions for professional growth and development.

According to this regulation, the University has outlined the rules for academic staff affiliation, the types of employment contracts for academic and invited staff (Types A, B, and C), and the methods for calculating workloads. The contract types specify the conditions of remuneration and the functions and duties related to the position. The regulation includes indicators and lists research, academic, consulting, and administrative activities along with the required number of hours to perform them. The rights and responsibilities of affiliated academic staff, their hourly workloads, and other terms of employment are defined in A1, A2, A3, A4a, or A4b type contracts/contract addendums between the affiliated academic staff and Caucasus University.

Motivation of Academic Staff

To enhance the motivation of academic staff, the University has developed a structured system.

For increased motivation, the University offers affiliated academic staff development opportunities based on their academic positions. Current and newly affiliated staff can advance their careers based on the following factors:

1. Academic rank (Assistant Professor, Associate Professor, Professor);
2. Employment status (full-time, part-time, or freelance);
3. Academic degree in the relevant field;
4. Professional work experience;
5. Research potential;
6. Leadership of academic programs;
7. Experience in holding an academic position at the university;
8. High evaluations from students;
9. Annual performance of no less than 95%, as outlined in the conditions of the contract addendum.

It is important to note that the university’s academic and scientific staff are actively involved in the decision-making process concerning educational, research, and other significant issues. They are members of the school council, seminar council, and disciplinary council. Additionally, they participate in committees responsible for the selection of academic and invited staff, as well as admission committees for master’s and doctoral programs, and committees for evaluating internal research and student grant proposals, among other key processes.

For affiliated staff, the University has established salary ranges that are offered based on the aforementioned factors.

Assistant Professor				
Assistant Professor		Minimum (Gross)	Maximum (Gross)	a brief description of the criteria for categorizing academic staff into each category:
	First Salary Range: Full-Time or Part-Time Contract for Assistant Professor Academic	1250	1875	The recruitment of academic staff was conducted through an open competition for the position of Assistant Professor. The candidate

Associate Prof	Position with 0 to 2 Years of Experience			defended their doctoral degree at another University or held an Assistant Professor position at another institution for 2 years.
	Second Salary Range: Full-Time or Part-Time Contract for Assistant Professor Academic Position (2 to 4 Years of Experience)	1875	2250	An Assistant Professor's salary will move to the second range if they meet one of the following criteria: 1. They have worked as an Assistant Professor at Caucasus University for 2 years with a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), or 2) They were an exceptionally productive academic staff member at another university, held an Assistant Professor position for more than 3 years, and have been hired by Caucasus University.
		After 3 years of working as an Assistant Professor, if an individual meets the requirements listed in Column F, they are eligible to submit their documents for the competition for the position of Associate Professor.		
Associate Professor				
		Minimum	Maximum	Description of when an academic

	(Gross)	(Gross_	staff member falls into each category
First Salary Range: Full-Time or Part-Time Contract for Associate Professor Academic Position (0 to 2 Years of Experience)	1875	2500	The recruitment of academic staff was conducted to fill an Associate Professor position, and the candidate was hired from another university. The individual had previously worked as an Associate Professor at their previous institution for less than 3 years.
Here's the refined version:			An Associate Professor's salary will move to the second range if they meet one of the following criteria: <ul style="list-style-type: none"> 1. They have worked as an Associate Professor at Caucasus University for 2 years and received a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), or 2. They have worked as an Assistant Professor at Caucasus University for 3 years, received a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), and were subsequently appointed as an Associate Professor at Caucasus University, or
Second Salary Range: Full-Time or Part-Time Contract for Associate Professor Academic Position (2 to 5 Years of Experience)	2500	3125	

				3. They were an exceptionally productive academic staff member at another university, held an Associate Professor position for more than 3 years, and were hired by Caucasus University.
		After 3 years of working as an Associate Professor, if an individual meets the requirements outlined in Column F, they are eligible to submit their documents for the competition for the position of Professor.		
Professor				
Professor		Minimum (Gross)	Maximum (Gross)	Description of when an academic staff member falls into each category
	First Salary Range: Full-Time or Part-Time Contract for Professor Academic Position (0 to 2 Years of Experience)	2500	3125	The recruitment of academic staff was conducted for a Professor position, and the candidate was hired from another university. The individual had accumulated more than 6 years of experience in Assistant and Associate Professor positions combined and/or had worked as a Professor at another

			University for 2 years.
	<p>Second Salary Range: Full-Time or Part-Time Contract for Professor Academic Position (2 to 4 Years of Experience)</p>	3125	<p>4375</p> <p>A Professor's salary will move to the second range if they meet one of the following criteria:</p> <ol style="list-style-type: none"> 1. They have worked as a Professor at Caucasus University for 2 years and received a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), or 2. They have worked as an Associate Professor at Caucasus University for 3 years, received a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), and were subsequently appointed as a Professor at Caucasus University, or 3. They were an exceptionally productive academic staff member at another university, held a Professor position for more than 3 years, and were hired by

			Caucasus University.
	Third Salary Range: Full-Time or Part-Time Contract for Professor Academic Position (More than 4 Years of Experience)	4375	<p>6250</p> <p>A Professor's salary will move to the third range if they meet one of the following criteria:</p> <ol style="list-style-type: none"> 1. They have worked as a Professor at Caucasus University for 4 years and received a positive evaluation (an annual performance of at least 95% as outlined in the conditions of the new contract addendum), or 2. They were an exceptionally productive academic staff member at another university, held a Professor position for more than 5 years, and were subsequently hired by Caucasus University.

The University also provides promotion opportunities for invited staff by offering two types of contracts (C1 and C2). Initially, invited staff are employed under a C1 contract. Depending on their level of engagement and contributions, the University may transition their contract to a C2 type, which could serve as a prerequisite for selection to an academic position.

Professional Development

Significance of Professional Development

Professional development is essential for deepening knowledge and refining skills. By establishing an effective system for professional growth, the University can continuously enhance its operations and adapt seamlessly to the dynamic educational landscape.

Caucasus University is committed to actively fostering the professional development of its staff. The Human Resources Management Department regularly updates employees on upcoming and ongoing initiatives and assesses their development needs. Staff members frequently receive invitations to participate in activities that support their professional growth. Examples include training sessions such as “The Subject of Academic Writing: Teaching and Modern Trends,” conducted as part of the “Integrity” project, through which all academic writing instructors at the University were trained. The use of the Moodle platform facilitates the assessment of all IT-related courses, while assignments are reviewed with the Turnitin program, among other tools.

The University also shares information on events organized by various departments and offers opportunities provided by partner organizations, encouraging and supporting the professional advancement of its staff.

Professional Development Programs for Academic Staff

The professional development of academic staff can be achieved through a variety of initiatives.

Research Grant Programs

Intra-University research grant programs are a fundamental component of the research activities of academic staff. The University has established regulations that outline the main aspects of participation in these grant programs.

To enhance research potential and support this endeavor, the University provides affiliated staff with opportunities to secure additional financial resources for research activities beyond their contractual obligations. This significantly boosts the level of research activity among affiliated staff. The University budget allocates specific funds for this purpose, awarded through a competitive application process. These research projects receive funding twice a year, during the spring and summer, under the regulation titled “Rules and Procedures for Intra-University Funding of Research Activities.”

In addition, the University offers administrative support for local and international grant projects, funds practical courses and training programs, and facilitates the involvement of staff in international projects, exchange programs, conferences, and workshops.

Academic Leave

Academic leave is an important facilitator of professional development. The University is authorized to grant paid research leave to academic staff to enhance their qualifications.

Collaboration Between Universities

Collaborative efforts between universities can lead to the development of professional development programs at both local and international levels. Examples of such collaborations include academic staff exchange programs, inviting renowned professors to conduct workshops and seminars for local academic staff, and organizing joint conferences.

Review and Update of Duties

For the continued professional growth of academic staff, it is essential to periodically review and update their teaching, research, and administrative duties. Examples of updating duties include adjustments in workload (changes in teaching, research, and administrative functions), assigning new responsibilities, engaging in various projects, and taking on mentorship roles.

Collaboration with Local and International Organizations

Local and international organizations periodically offer professional development programs for academic staff at universities. To maximize these opportunities, it is advisable for the University to establish close partnerships with these organizations to stay informed about

upcoming programs. This type of collaboration is mutually beneficial—enhancing the university's academic environment, supporting the professional growth of staff, and adding value to the projects of the organizing institutions.

Evaluation of Academic, Scientific, and Invited Staff Activities

The evaluation process for academic, scientific, and invited staff at the university encompasses an annual cycle for academic and scientific staff, and a semester-based evaluation for invited staff. The core principles and mechanisms used can also be applied to the evaluation of administrative and support staff.

Evaluation of Academic/Scientific and Invited Staff

At Caucasus University, academic, scientific, and invited staff are evaluated by students each semester, which is tied to their semester lecture workload.

The student evaluation process for academic, scientific, and invited staff consists of the following stages:

1. The university facilitates the evaluation of both administrative and academic/invited staff by students.

At the end of each semester, students conduct evaluations of staff and program components electronically based on a standardized questionnaire. Through this, they assess each lecturer within their respective courses. The questionnaire includes both closed and open-ended questions, with open-ended responses not graded numerically. The results of these student surveys are archived and stored digitally. The dean of the school reviews these aggregated results and, if necessary, discusses them at school council meetings. The dean then provides individual feedback to lecturers and manages the outcomes accordingly. Evaluations are anonymous, ensuring initial feedback is directed to the lecturers, followed by the development of appropriate recommendations based on the results.

Analysis of Student Evaluations

The analysis of student evaluations is conducted by the school dean and the university's Quality Assurance Department. Results and recommendations can be reviewed by the school council if needed.

Evaluation of Academic and Invited Staff by the Administration

The evaluation of academic and invited staff by the administration consists of two main stages:

1. **Planning/Development of Professional Goals and Action Plan:** Academic staff set their priorities and professional goals and create an individual one-year action plan.
2. **Review/Evaluation:** The evaluation team, led by the dean, assesses the quality of work performed throughout the year and the achievement of predetermined objectives.

Planning/Defining Professional Goals and Developing an Action Plan

Defining professional goals involves a two-way communication process between the university leadership and academic staff, aimed at promoting individual professional development and maximizing the realization of staff potential in alignment with the university's mission and strategic objectives. At the beginning of each academic year, academic staff must identify their individual professional goals and develop an action plan, taking into account the university's priorities, objectives, and available resources.

Affiliated staff are provided with a contract addendum during the academic year that outlines the list of activities to be completed throughout the year. Monitoring the fulfillment of these obligations includes assessment and results management, which influence the drafting or modification of updated contract terms (activities).

It is important for professional goals to be defined in three main areas: teaching, research, and administrative activities. The goals set by academic staff should be innovative and challenging yet realistic and achievable.

The document reflecting professional goals includes the following main components:

- **Professional Goals for the Upcoming Year:** This section defines the set objectives and the corresponding indicators by which staff can evaluate the effectiveness of their activities.
- **Priorities for Activity Improvement:** This identifies areas of activity that require particular effort for improvement, specifying tasks that contribute to enhancements in those areas.

- **Professional Development Needs:** Academic, scientific, and invited staff outline the necessary measures for improving their performance (e.g., training, mentoring support).

Once the action plan is reviewed and approved, affiliated staff confirm the list of activities electronically as an addendum. The action plan commits the affiliated staff to implement their individual professional goals effectively and on time, while also obligating the direct supervisor to ensure the provision of professional support and development opportunities as outlined in the plan.

2) Review/Evaluation Stage

The main purpose of evaluating staff performance is to identify both achievements and shortcomings or challenges, with the aim of determining future professional development needs.

Ideally, the performance of academic staff should be assessed at the end of the academic year by the school administration and a specially formed evaluation team. Given the large number of academic staff and the diversity of academic disciplines, it is recommended that the evaluation team comprise at least four members.

The core members of the evaluation team should include: Vice Presidents for administrative, financial, and strategic affairs; the Human Resources Department; the Scientific Research Department; and the respective school dean. Additional members or field experts may be invited as needed.

The evaluation team should review the annual report submitted by the academic staff, as well as any other relevant documentation reflecting their activities. For the review and evaluation process, academic staff members must prepare an annual report of their activities, which should include:

1. An overview of their main functions and responsibilities;
2. Significant changes to their roles and responsibilities over the year;
3. A description of key achievements and outcomes in teaching, research, and administrative activities;
4. Circumstances that hindered the successful implementation of their professional plans;

5. A summary of professional development programs utilized during the year and their impact on overall results;
6. Personal insights on factors that could have enhanced the effectiveness of their work.

Based on the results of the performance evaluation, the committee is authorized to make positive recommendations regarding staff promotions, salary increases, or the awarding of other incentives.

If the evaluation results are unsatisfactory, a performance improvement plan should be developed for the staff, along with a tailored professional development plan as needed.

Evaluation Criteria and Indicators

To ensure a successful evaluation process, it is essential to develop appropriate evaluation criteria and indicators. These criteria and indicators should encompass all aspects of academic staff activities, including teaching, research, and administrative responsibilities.

Evaluation Criteria:

Teaching and Learning One of the primary responsibilities of academic staff is to effectively apply their knowledge in the teaching process, incorporating the latest research findings and innovative teaching methods. Continuous professional development and self-improvement are vital to maintaining high-quality teaching and learning practices.

Research The research function of the university involves deepening the intellectual knowledge of the staff, supporting their active participation in scientific research, and integrating the results into the educational process.

Administrative Activities Administrative duties are an important aspect of academic staff responsibilities. On one hand, they support professional growth; on the other, they enable the university to successfully achieve its mission and strategic goals.

Evaluation Indicators

The qualitative and quantitative assessment of the activities carried out by academic staff can be measured using the following indicators:

1. Results from the evaluation of the annual report submitted by the staff;

2. Self-assessment by the staff;
3. Feedback and evaluations from the university and the school dean;
4. Titles or awards received during the evaluation period;
5. Certificates confirming participation in professional organizations, etc.

Management of Unsatisfactory Results

Managing unsatisfactory results involves identifying and addressing the weaknesses in the performance of academic and invited staff. If the measures taken by the university to manage and improve underperformance do not yield results, the issue of terminating the employment contract may be raised, following the procedures outlined in the Labor Code of Georgia.

If an academic or invited staff member receives an unsatisfactory evaluation from the evaluation body, a performance improvement plan should be developed under the guidance of the school dean. This plan will vary depending on the specific situation but should include the following key elements:

- Identification of the strengths and weaknesses of the staff member's performance;
- Strategies and necessary resources for addressing the identified weaknesses;
- Criteria for assessing the improvement in the staff member's performance.

If the academic or invited staff member fails to address their performance weaknesses within the predetermined timeframe, the school dean is authorized to issue an oral or written warning and may recommend to university leadership that the termination of the employment contract be considered

Evaluation of the Performance of University Administrative and Support Staff

The evaluation of the performance of administrative and support staff at the university is conducted in accordance with the "Caucasus University Administrative and Support Staff Performance Evaluation Guide."

The performance evaluation is applied to three tiers of employees, divided into sections and subsections:

1. **Senior Management**

2. **Core Staff**
3. **Support Staff**

Each stage includes the opportunity for feedback, allowing individuals to express opinions on specific aspects of their work.

In addition to periodic evaluations, the university encourages staff and their supervisors to propose initiatives and suggestions related to career or positional growth and changes. Changes may be made based on the staff member's expressed interest or the evaluations provided by their direct supervisor. In all cases, the university strives to consider and accommodate the interests, professional competencies, and required skills of the employees.

Affiliation of Academic Staff

The affiliation of academic staff involves a written agreement between the university and an academic position holder, whereby the academic staff member commits to affiliating exclusively with one higher education institution (HEI) and representing that institution in activities that contribute to societal development and knowledge sharing. Affiliated academic staff conduct primary educational and research/scientific activities, with their research results attributed to Caucasus University. They actively participate in decision-making processes related to educational, research, and other significant university matters and provide consultations and academic/scientific supervision for students.

The rules and conditions for affiliation at Caucasus University are regulated by the university's "Regulations on the Affiliation of Academic Staff, Classification of Employment Contracts with Academic and Invited Staff, and Workload Policy."

Academic Staff Workload

Caucasus University maintains a semester-based updated workload schedule for academic and invited staff, aligned with specific academic program requirements and the number of students enrolled in courses. When allocating workload hours, primary consideration is given to the human resources involved in program implementation, as well as the workload of academic and invited staff at other higher education institutions. These aspects are regulated under the university's "Regulations on the Affiliation of Academic Staff, Classification of Employment Contracts with Academic and Invited Staff, and Workload Policy."

The university has established maximum workload limits to ensure the high-quality execution of the educational process. Affiliated academic staff may work on a full-time or part-time basis.

The workload policy governs the maximum permissible workload for academic and invited staff, the distribution of hours, and the workload schedule, as outlined in the university-approved regulations mentioned above.

Methodology for Determining the Number of Academic, Scientific, and Invited Staff

To ensure optimal staffing for educational programs, the university relies on a methodology for planning the number of academic, scientific, and invited staff. The following key criteria are considered when determining optimal staffing levels:

- Specific characteristics of the field of study;
- Maximum number of students per course;
- Current student enrollment;
- Projected student intake;
- Best practices from leading universities worldwide.

The document regulates the established thresholds for:

- The ratio of affiliated academic staff to the total number of academic and invited staff;
- The ratio of affiliated academic staff to the total number of academic staff;
- The ratio of affiliated academic staff to the number of students in a program;
- The ratio of academic/scientific/invited staff to the number of students in a program;
- The ratio of academic/scientific staff to invited staff.

Based on these criteria, the university sets target thresholds for the ratios between various variables. These target thresholds are regulated by the document titled: “Methodology for Determining the Number of Academic, Scientific, and Invited Staff at Caucasus University.”

Core Principles for Academic and Scientific Staff Participation in Educational, Research, and Other Key University Processes

1. **Principle of Equality:** Academic and scientific staff are granted equal opportunities to elect and be elected to various councils and committees at Caucasus University, such

as the School Council, Academic and Scientific Staff Selection Committee, Conference Committee, Seminar/Master's/Dissertation Council, and others.

2. **Principle of Academic Freedom:** Academic and scientific staff have the right to conduct teaching independently and without external interference. They can freely determine the content of course programs (syllabi), teaching methods, and tools within the framework of the educational program. They also have the autonomy to conduct scientific research, define its content, direction, methods, and means, and publish their findings without restrictions. Furthermore, they have the right to participate in the assessment of educational program components, serving as members of evaluation committees for undergraduate, master's, and doctoral projects.

Concluding Provisions

1. This document becomes effective upon review and approval by the university's governing board.
2. Amendments to this document are made in accordance with the procedures established at the University.