Alte University

STRATEGIC PLAN

THE NEXT SEVEN YEARS

2024-2031

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Executive Summary

CREATING PATHWAYS TO EXCELLENCE:
THE PLAN FOR ALTE UNIVERSITY 2024–2031

Following broad consultations across our community, we are proud to present Alte University's next seven-year Strategic Plan. As you will see, it begins by reaffirming our commitment to the distinctive vision of transforming individuals through applied learning experiences that produce work-ready global citizens. We believe we offer our students the best opportunity to achieve excellence in their chosen careers and that they are prepared to embrace the opportunities to be found in their post-university lives.

To achieve our aspirations, and to continue offering industry-informed, applied academic research engaging with our wider community, it is essential that we position Alte University to be recognised among the leading private universities in Georgia and the region, as an institution that is an acknowledged, distinguished, and distinctive leader in medical, business, law and social sciences, and technology education.

We expect out graduates to be able to travel anywhere in the world, positively impact any community, develop an understanding of the local culture, interact effectively with people, identify key issues, and draw upon their education to develop creative solutions to address them. We further expect that our graduates to have the knowledge, skills and experience that potential employers will consider them as individuals that will elevate their organisation.

To achieve this outcome, this strategic plan identifies the following three strategic aims:

Learning and Teaching – "To transform individuals through an academically engaging, applied learning experience that produces work-ready global citizens". We will continue offering new and existing market relevant academic programmes offering exceptional learning experiences providing our students with every opportunity of success, enhancing our campus experience, and equipping our students with skills, knowledge and experience that employers need.

Research – "To actively promote and support industry-informed, applied academic research addressing local, national, and global challenges". We will further develop a research culture where both staff and students are research active, producing multi-disciplinary, applied, and relevant research outcomes resolving challenges that the local and international community have.

Community Engagement – "To purposefully engage with our local and global community supporting innovation, start-ups, and entrepreneurs". We will further engage with our community offering a diverse portfolio of lifelong learning and executive education programmes meeting industry's needs and specifically supporting start-ups and entrepreneurs. We will strengthen our engagement with

industry and the professions by actively involving them in all University relevant activities while addressing real life challenges through entrepreneurial solutions.

The above three strategic aims are underpinned by seven strategic enablers encompassing strategic initiatives to strengthen our brand image and reputation locally and internationally while attracting, retaining, and developing our staff building a collegial environment that upholds Alte's core values and demonstrates a culture of continuous improvement. In our student-centric learning environment we will further improve our effectiveness by streamlining our overall processes, invest in our technology, facilities, and infrastructure to enhance our student experience and offer future-proofed learning experiences that prepare our students for their post-university lives.

These strategic aims set out a 7-year vision for Alte University. During this time, additional action steps will be identified as part of our ongoing institutional strategic thinking – developing annual school and departmental action agendas, as well as in a formal review at the three-year point. At the heart of this overall strategic plan stands our commitment to the values of Alte University striving for excellence, collaboration, and teamwork, remaining agile and innovative in our interactions and academic pursuits, maintaining our curiosity, and empowering our staff to identify areas of growth and improvement while building a culture of equality, diversity, and inclusivity.

1. Introduction

The aim of this document is to guide the positioning and development of Alte University in terms of strategic considerations, and to do so with reference to the next seven years (from 2024 to 2031).

The document includes the University's broad strategic aims and objectives, providing a framework within which further action planning – detailed and operational planning essential for its successful implementation – can be developed. The formulation of the strategic plan was based on the wide participation of all stakeholders within Alte's community and resulted in the development of strategic initiatives and programmes through which opportunities and challenges are met taking into considerations their respective environments.

The strategic plan has resulted from an extensive planning process through which the University community participated over the course of a year. This broadly based planning process was coordinated and integrated by a strategic planning committee (SPC), whose members included representatives of the university leadership team, academic and administration teams, students, alumni, and employers. The SPC carried out its activities under the leadership of an independent facilitator. The broad features of the strategic planning methodology and process appear in the diagram in Appendix 1 of this document. The particulars of the process, together with the SPC working documents and presentations, are contained in a separate folder.

This document represents an attempt to consider current global and local market conditions and realities, capacity and capability, and endeavours of the University in view of such insights as the SPC was able to develop. It is anticipated that Alte University will continuously reflect on the implementation of the strategic plan and adjust considering possible and specific changes in its internal or external environment.

1.1 Strategic Planning at Alte University

The strategic planning process at Alte University was a participatory process that combined both top-down and bottom-up approaches involving all University's stakeholders. It had a specific focus to collect internal insights on potential organisational strengths and weaknesses in addition to gaining a detailed understanding of the external context that Alte University operates in with the view to identify opportunities and potential threats. The development process of Alte University's strategic plan required and built on the active participation from all University's stakeholders including schools, administrative departments, students, staff, and alumni as well as other external stakeholders. The process embraces input from

- External sources with the view to addressing stakeholder needs and expectations for building a sustainable future performance considering the competitive environment that Alte operates

in nationally and internationally. Such sources include market research reports on the international and Georgian higher educational markets, current and future trends, opportunities, challenges, competition, and realities on the ground. Findings and constraints that are made apparent from scanning Alte University's operating environment are deliberated considering new developments in curricular content and pedagogy and inform decisions on economic considerations and affordability attributes. External factors considered also include any changes in the educational programme accreditation standards, and policies in Georgia.

- Internal issues and opportunities that focus more on the University's history and capabilities, mission, vision and values, strategic issues, and opportunities in vital areas for which the strategic plan must set direction for institutional reputation, quality of learning and teaching and research positioning, as well as engaging with and serving the community. It also focuses on resource planning, academic staff recruitment and retention, facilities, and financial planning.

One of the tools that the SPC considered, is conducting surveys with the university's stakeholders internally and externally, for collecting feedback across the four dimensions of strengths, weaknesses, opportunities, and threats (SWOT), Alte's top priorities and competitive advantage. The elements which are outlined across the survey analyses serve as key areas of focus in the development of the University's mission and strategic plan for the period of 2024-2031 and built on the University's existing successes and achievements. The strategic planning scope at Alte University encompasses,

- Academic Planning that puts emphasis on the effectiveness of the educational programmes and general education pedagogy,
- Research Planning that sets the University's aspirations in terms of scholarly and applied research activities,
- Academic and Student Support Planning that strives to engage students in structured co-curricular and extra-curricular activities and avail other support services to facilitate a holistic educational experience at the institution,
- Administrative Support Services Planning that ensures providing the necessary administrative support services to students and academic staff underpinning the educational mission of the institution,
- Community Engagement Planning that enables Alte to be a catalyst of positive change and a trusted partner in addressing local challenges by meaningful engagement through volunteerism and outreach activities and programmes with Alte's professional and entrepreneurial community and support them through lifelong learning opportunities and

sharing of knowledge and expertise.

- Resource Planning that strives to allocate and optimise the institution's human and financial resources, budget planning and identifying revenue and expenditure streams.
- Facilities Planning that ensures that the institution facilities and campus infrastructure can accommodate the delivery of all of Alte's educational programmes, academic and student support services, and all other aspects of the institution's operations.
- Risk Management Planning that intends to ensure Alte University's success in the current dynamic national and international marketplace as circumstances and student needs change.

Alte University developed a seven-year strategic plan that comprises strategic aims, objectives, and considers Alte's vision, mission, manifest, and core values. Alte's strategic plan embraces budgetary alignment and allocates financial resources that enable the fulfilment of the strategic plan. The integration of the budgeting process into the planning and evaluation process is a key step towards maintaining institutional effectiveness at Alte University. The budgeting process is initiated by each school and administrative department.

1.2 Alte University's Strategic Plan Purpose Statement

"The purpose of Alte University's strategic plan, for the period of 2024-2031, is to build on its successful past and present and guide the organisation in making short- and long-term decisions towards achieving its long-term ambitions, directions and objectives fulfilling its declared mission and vision.

The strategic plan will allow Alte University to adapt to changing circumstances in the marketplace nationally and internationally, enhance its impact over the next seven years, and ensure its long-term sustainability serving its students, academic staff, and its community.

It will further enable Alte University to provide an exceptional global learning and teaching environment empowering individuals to become catalysts of change in their communities, through rigorous research, innovation, and interdisciplinary collaborations that drive positive change to society addressing local, national, and global challenges".

2. Realities of a Changing Environment

The sections below provide an outline and a summary of general trends as captured and understood from several reports and papers in the Higher Education sector, globally and in Georgia, some of which are listed in the footnote section of each section. It was intended that these findings serve as background context to Alte University's strategic planning process supporting its senior leadership

team, academic and administrative staff, students, and community to reflect on its strengths and weaknesses and identify relevant opportunities that Alte could capitalise on building on its strengths and internal capabilities and capacities.

2.1 Worldwide Trends in Higher Education

Like for other universities in Georgia, and for universities across the world, the Higher Education environment and market presents a rapidly changing playing field. These realities of a changing environment emerge clearly from witnessing and analysing worldwide trends such as the following:

Learning and Teaching:

- Moving from "learning from anywhere" (offering flexibility) to "learning from everywhere": Hybrid learning goes beyond a virtual and physical classroom, to allow for a truly immersive experiential learning, practicing concepts learned in the classroom and embedding knowledge and skills[1].
- From "just lectures" to active learning: Engaging students in deeper learning allowing them to apply knowledge and reflect on it better.
- There is a disparity between Higher Education Institutions' (HEIs), students' and employers' beliefs on how they adequately prepare students for the workforce. Although 96% of Chief Academic Officers believe that universities adequately prepare students, only 11% of employers share this belief.
- Moving to formative assessments than high-stake examinations: Formative assessments entailing both formal and informal evaluations throughout the learning journey, encourages students to improve their performance rather than just have it evaluated.

Curricula Trends:

- The drive to push up national capacities and economic competitiveness globally, has led to an increased focus on the job readiness of new graduates, at all levels. More emphasis is given on closing the skills gap and HEIs are focusing on moulding future employees by imparting knowledge, skills, and competencies that are demanded in the labour markets, considering the 4th industrial revolution (4IR) such as creativity, critical thinking, communication, and team building skills in addition to the more up-to-date technical skills.
- The offering of micro-credentials may disrupt traditional education norms offered by HEIs. A new category of education has been rising; education that falls between courses and degrees. Micro-credentials include certificates, digital badges, licenses, and apprenticeships – the latter equating to full qualifications in Europe. Their advancement is due to the perceived widening gap between the type of education offered in traditional HEIs and the skills needed to work in today's digital world.

[1] https://library.educause.edu/resources/2023/5/2023-educause-horizon-report-teaching-and-learning-edition

Technology[2]:

- Technological progress in higher education is not only providing information and data, but also is enabling access to quality education, sidestepping constraints of time and location to promote lifelong learning.
- Massive Open Online Course (MOOCs) have become one of the most high-profile aspects of the use of technology in teaching in recent years, with 142 universities providing free courses open to all participants via Coursera and edX alone. However, several years after MOOCs entered the public domain, enthusiasm seems to be waning, due mainly to the lack of commitment from the part of students to complete their course once they start it (reflected in the low retention rate) and the significant fees in some cases when students require to acquire an official degree to reflect their educational journey[3].
- Alongside classes taught wholly online, technology is also influencing traditional campus-based teaching and learning. Virtual Learning Environments (VLEs), flipped classrooms, and blended learning have all become an accepted part of the classroom lexicon over the past few years. Online learning is more widespread and presents a significant opportunity for HEIs to diversify their resources and geographical reach, increase their brand strength and impact.
- Virtual Reality (VR) for education is already the technology of choice for many disciplines such as medicine. As this immersive technology evolves, educators are increasingly looking into ways to incorporate VR into pedagogical approaches because of the practical and application-related benefits it delivers to students across subjects and disciplines.
- Artificial Intelligence and other technology such as Learning Management Systems (LMSs), and Student Information Systems (SISs) also are transforming the methods of doing things in this industry, automating, and streamlining workflows and processes that have been tedious and long. By leveraging and embracing AI universities offload time-sensitive academic and administrative tasks, enhance enrolment, improve IT processes, boost learning, and generally enhance the student journey and experience.

Social Trends[4]:

- Increasing internationalisation of higher education is stimulating worldwide mobility of people, knowledge, research, and ideas with associated demands on and opportunities for universities. International student mobility is shifting with traditional destinations losing market share and new destinations emerging and becoming education hubs as part of national economic strategies.
- Political and demographic changes continue to shape student mobility worldwide. For example, ASEAN states developed a resembling to Bologna process to encourage mobility within Asia. Sub-Saharan Africa experiences a rapid growth in demand due to increased

[2] https://kpmg.com/xx/en/home/industries/government-public-sector/education/the-future-of-higher-education-in-a-disruptive-world.html
[3] https://www.irrodl.org/index.php/irrodl/article/view/5206
[4] https://www.ox.ac.uk/sites/files/oxford/International%20Trends%20in%20Higher%20Education%202015.pdf

population and lack of supply, presenting new opportunities to universities with student internationalisation ambitions and offerings.

- The nature of the contract between universities and students has been changing with one of the effects of this change being that students increasingly see themselves as clients insisting on education and training with practical and of applied nature. Furthermore, they voice expectations on the quality of education they receive, the campus experience, extra-curricular activities, and pastoral care. Important influences on student expectations and on enrolment patterns include the following factors[5]:
    - Changes in the relationship between higher education, government, and economy, affecting student funding and graduate employment patterns.
    - International mobility.
    - Changes in the work environment and required skills; and
    - The continuous need for new and applied knowledge.
- To remain competitive and attract a higher body of international students, many universities are developing international partnerships with reputable universities. Blended and hybrid courses in diverse disciplines are launched where some of the tuition is conducted on campus, some remotely through a learning platform with extra practical experience offered in different parts of the world enhancing learning outcomes and student experience.
- Several universities have incorporated the Sustainable Development Goals (SDGs) into their institutional strategies, both in management and in teaching and research. Sustainable campus management has become important to many universities and is often considered part of the institution's societal responsibility. Sustainable management can include energy saving measures, resource efficiency and waste reduction, as well as the sharing of services, infrastructure and facilities with other universities or external partners. A key element in all sustainability strategies is the "whole-institution approach", meaning all parts of the university community, including external stakeholders, are involved in the efforts.
- Universities worldwide make considerable efforts to ensure inclusion and diversity in their student bodies and in their academic and administrative staff, seen as important components enabling them to fulfill their primary mission: providing a high-quality education. Diversity is considered as an enabler to enriching the educational experience, promoting personal growth and a healthy society, strengthening communities, and enhancing economic competitiveness.
- Students worldwide are expecting from their universities to embrace and implement a sustainable, green agenda; they demand a paradigm shift in how campus buildings are designed and operated, reducing their impact to the environment.

Community Engagement[6]:

- Communities, along with the demand for graduates with appropriate skills and for relevant

[5] https://www2.deloitte.com/uk/en/insights/industry/public-sector/articles-on-higher-education.html
[6] https://nesetweb.eu/wp-content/uploads/2020/07/NESET_OnePager_CommunityEngagement.pdf

research products, information, and knowledge, are posing new challenges to universities' supply of outputs and outcomes. Third mission is defined as "*the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments*". The university third mission presents new challenges to universities while at the same time are getting more opportunities to enhance their relevance and position themselves at the centre of economic growth and development. This trend poses new demands, opportunities, and risks to universities.

Broad Summary of Findings:

Universities worldwide are positioning themselves to be[7],

- Responsive
  - Universities are adapting their programmes to ensure that students are prepared for the new era of work (4th Industrial Revolution, new skills aligned with employers). This may include changes to course offerings, learning outcomes, and tuition structures.
- Flexible
  - They focus on inclusion and enable access regarding how students apply, qualify, and start their higher education journey. Universities meet the needs of the changing student body reflective of societal changes.
- Value Driven
  - HEIs put emphasis on what makes them unique and focus on student retention and attainment through the quality student success departments. Robust offerings and easy access to services support the success of the student body. Student success centres offer academic advising and coaching, counselling, tutoring support, supplemental instruction, and learning centres.
- Financially Focused
  - HEIs look for ways to reduce costs and diversify their revenue sources attracting diverse funding sources and using competitive pricing models.
- Data Driven
  - Universities continue using data to measure how well they are doing and to develop alerts helping students to remain in education and the institutions to produce high-calibre graduates.

2.2 The Georgian Context

Like for other universities in Georgia, Alte University operates in an ever-changing local environment competing with many other state and private universities offering similar courses, research, and campus experience. The understanding of these local realities of a changing Georgian environment emerges clearly from analysing some market information, such as the following:

[7] https://www.hanoverresearch.com/reports-and-briefs/2023-trends-in-higher-education/?org=higher-education

Types of HEIs:

- Georgia's higher education industry consists of 62 HEIs, including Universities, Teaching Universities, and Colleges. Tbilisi dominates the market supply, representing 64.5% of all HEIs in the country. There are currently 43 private universities operating in Georgia competing to attract both local Georgian students and international students[8].
- The Georgian higher educational market is crowded, if one considers Georgian demographics, societal financial position, and affordability of higher education. At the beginning of the 2022/2023 academic year, 50.1 thousand students were enrolled in HEIs, out of them 29.4 thousand in state universities and 20.7 thousand in private universities. Student admissions increased by 10.4% (4.7 thousand) compared to the same period of the previous academic year[9].

Local Demand:

- Demand for higher education has been steadily increasing as most of Georgian 18-year-olds choose to pursue higher education. 1.9% of students are under 18, 79.8% are between 18 and 23, and 18% are 24 and older[10,11].
- The number of students enrolled in the private and state education system is steadily increasing, and in 2022 59,000 students were studying in private universities (36%) while 105,000 were studying in state universities (64%).

International Demand:

- The number of international students in Georgian education system has an upward trend. The number of international students in Georgian HEIs amounted to 25.1 thousand, which is 43.2% higher compared to the previous academic year[11].
- In the 2022/2023 academic year there were 6,355 international students studying at state universities while 18,714 were studying in private institutions[11].
- International students choose Georgian programmes primarily for master's and Medical Residence Studies and 70% of international students are allocated in private universities.
- 50% of the international students were born in India, with 6% in Israel, 5% in Azerbaijan, Jordan, and Nigeria, and 3% in Turkey, Egypt and Iran[12].
- The age of the international students varies between 18 to 21 (45%), 22 to 24 (35%) and 25 to 29 (13%).

Financial performance:

- Total revenues of Georgian private universities have been steadily increasing reaching GLE 312m in 2022 with an average growth rate of 12.4% during 2010-2022 and a net profit margin 29.3%[11] (top 15 private universities, 2021).

[8] https://www.geostat.ge/media/51768/Indicators-of-Higher-Education-Institutions%2C-2022-2023.pdf
[9] https://documents.worldbank.org/en/publication/documents-reports/documentdetail/895021551184190719/technical-
[10] https://tbccapital.ge/static/file/20221104647-higher-education-in-georgia_november-2022.pdf
[11] https://api.galtandtaggart.com/sites/default/files/2023-07/report/general-and-higher-education-in-georgia_eng_0.pdf

- Although state universities charge a standard tuition fee for their degree programmes of approximately GEL 2,250, private universities are increasing the fees and the annual growth of average price of the bachelor's program amounted to 3% in 2022[11].

Market Forecast:

- The estimated value of the Georgian higher education market in 2022 exceeds GEL 800 million and it is expected to continue growing in the upcoming years, with an annual growth rate of 9-10%[11,12].

Student Preferences:

- Management and Administration was the most frequently chosen study programmes among the students in 2022 academic year. It also had the largest number of priority choices. Law was the second by both indicators, while medicine was eighth[11].
- Out of total number of student first choices, 16% was made in favour of Management and Administration, followed by Law 11%[11].
- Data[11,12] suggests that student preference towards enrolments in private universities indicates that tuition fee price is not the main deciding factor for top student applicants when choosing the university of their choice; they place heavier weight on the perceived quality of education and the institution itself.

2.3 The Need for Continuous Renewal

Alte University is a private university located in Tbilisi, Georgia and was established in 2002. In February 2021, the shareholder and management team changed, and a new development phase started for the University. In November 2021 the University rebranded itself and it currently operates under the name Alte University. Alte offers bachelor's, master's, and medical programmes through four schools, namely, School of Law and Social Sciences, International Medical School, Business School, and School of Information Technology – the School of Humanities and Social Sciences and the School of Law were recently merged to form the School of Law and Social Sciences. Alte University currently has approximately 2,500 students with more than 28 nationalities and 2,300 alumni.

During the last two years Alte University had the opportunity to re-launch its brand, introduce new educational programmes across schools, launch a new School of Information Technology, significantly grow its student population (Georgian and international) and stabilise its finances. Alte University has experienced a more than 53% growth in its enrolled student numbers, across Georgian and international students: from 1,500 students in the academic year of 2021/2022 to 2,300 for the academic year of 2023-2024.

The strategic planning process undertaken by the University and the self-scrutiny that it involved, showcased that if Alte wants to address the opportunities and challenges of the future, it is

imperative for the University to continue renewing itself in several important aspects as it has been for the last two years. During the strategic planning process, Alte committed itself to an open and broad self-reflection and self-scrutiny with the view to enact considered actions that will further strengthen its self-renewal towards a sustainable future.

2.4 Strategic Issues

Through Alte University's SPC focus groups and surveys sent to all university stakeholders, a SWOT analysis was conducted, operational risks were identified, and potential growth opportunities were discussed and assessed. The above processes identified and captured the following strategic issues for Alte University:

- Alte University's need to further enhance its academic reputation, attracting and retaining high-quality student applicants.
- The University's requirement to further incorporate in all its educational programmes the latest teaching and assessment methodologies and offer flexible delivery approaches (online and blended), where possible.
- The University's demand to further equip students with work-related skills designed to develop work-ready graduates and global citizens.
- Alte University's aspiration to further address local and global challenges through applied research focused more on current business and industry needs.
- The University's need to further enhance and broaden its student and academic support services.
- The University's requirement to further strengthen the effectiveness of its administrative systems and processes and invest in human resources, in IT systems, in infrastructure, and in partnerships.
- The University's demand to capitalise on its successes and further strengthen its internationalisation efforts and provide global experience to students through international placements and internships.
- The University's aspiration to further embed a systematic approach of a continuous improvement culture, regularly assessing educational programmes, administrative and educational processes, receiving regular student feedback, and enacting improvements.
- The University's need to further strengthen and broaden its interaction with the community, alongside research and teaching, as a catalyst for development and improvement.

- The University's need to further strengthen its community engagement through launching market relevant lifelong learning courses and linking its start-up garage incubator with entrepreneurs supporting them through knowledge transfer.
- The University's demand to further support its core missions by optimally exploiting the latest developments in information technology and adapting its business model to market needs and demands of learners and academic staff internationally.
- The University's need to further enhance the culture of diversity and inclusivity across all its operations, academic and administrative.
- The University's requirement to further embed the goals for sustainable development across its campus operations.
- The University's need to further build on its past financial success and diversify its income sources to include income from community engagement to achieve a sustainable future.

The following sections of Alte's strategic plan, discuss Alte's strategic aims and objectives – strategic priorities across the three university's missions of learning and teaching, research, and community engagement, and strategic enablers that underpin the realisation of these aims towards the process of continuous renewal, achieving its overall mission and vision.

3. Mission, Vision, Values , and Manifest

3.1 Introduction

The formulation of the current strategic plan is related to a particular view of the essential nature of Alte University, as reflected by its four statements below:

Mission Statement – what is its purpose and the reason for being as a university.

Vision Statement – a statement of certain general goals which the University, as an institution, wishes to achieve.

Value Statements – are basic beliefs that reflect what the University stands for. They are the values that the University believes should underlie the conduct of its interactions.

Manifest Statements – statements of certain commitments the University has made.

The four statements below, are at the level of principles and concepts and this is the reason they are abstract and general, instead of concrete and specific. However, these statements are important since the principles they represent and the concepts they rely on are embodied by Alte University in all its systems, its culture, and its interactions (internal and external).

3.2 Mission

At Alte University, our mission is to provide an exceptional learning and teaching environment underpinned by the latest teaching pedagogies and technology that empowers individuals to unlock their full potential and achieve more than they thought possible. We are dedicated to cultivating a vibrant academic community where knowledge is discovered and shared through applied research, innovation, and interdisciplinary collaborations. Recognising the global nature of today's challenges and opportunities, we foster cross-cultural understanding, facilitate international collaborations, and provide transformative experiences that prepare our educational community to thrive in a multicultural society. With the transformative power of education, we drive positive change in society and through partnerships and community engagement, we actively seek to address local, national, and global challenges.

3.3 Vision

By 2031, we will be recognised as one of the leading private universities in Georgia and the region, offering exceptional, future-proofed learning experiences underpinned by applied research on local and global challenges, transforming our students to work-ready global citizens and positively impacting our community, society, and the environment.

3.4 Values

- We strive for **excellence** in maintaining high academic standards, encouraging research and innovation, and providing an exceptional learning experience for students.
- **Collaboration** and **Teamwork** are integral to achieve our collective goals, foster innovation and deliver exceptional services.
- **Integrity** guides our interactions, academic pursuits, and personal endeavours. We are deeply committed to upholding highest standards of honesty, trust, and ethical conduct in every aspect of our lives.
- We are **Agile** to adapt and respond to emerging trends and be flexible, nimble, and proactive in our decision-making processes.
- We **Innovate** to drive progress, foster academic excellence, and achieve sustainable growth.
- We value **Curiosity** and encourage our staff to reflect on their work, identify areas for growth and improvement, and actively pursue personal and professional development.
- We are Open to explore new knowledge, exchange ideas and information, nurture personal and academic development.
- We cultivate an atmosphere of **Mutual Respect**, encouraging open-mindedness and active listening to understand different viewpoints and cultural practices.
- We foster **Equal, Diverse**, and **Inclusive** community where every individual is respected and empowered.

3.5 Manifest

We are committed to create a service driven high-performance university. This manifesto outlines our core principles that guide our culture:

- **Student Centred Approach**: We prioritize the needs and success of our students above all else. Every decision we make, every initiative we undertake, is aimed at enhancing their learning experience and personal growth. We provide comprehensive support services for all our students, including orientation programs, academic advising, language support, and cultural integration initiatives. We encourage a strong sense of community and belonging among students. Student satisfaction, loyalty, and building long-term relationships are our top priorities.
- **Supportive Environment**: We foster positive relationships among students, teachers, and staff, promoting a sense of belonging and emotional well-being. To help students navigate challenges and achieve their goals, we make available support services, such as counselling, mentoring, and academic assistance.
- **Student Voice**: We value the opinions, perspectives, and input of our students. Our students have a voice in decision-making processes, such as curriculum design, extracurricular activities, and school policies. We encourage students to actively participate in shaping their educational experiences.
- **Academic Freedom**: Academic freedom is a fundamental principle of our university. Our faculty members, researchers, and students are free to explore, examine, and express ideas without fear of censorship or retaliation. We foster an atmosphere of intellectual curiosity, open inquiry, and the pursuit of knowledge, uninhabited by political, societal, or institutional pressures.
- **Academic Excellence**: We emphasize a commitment to academic rigor, quality teaching, and cutting-edge research. We encourage faculty and students to strive for excellence in their respective fields.
- **Experiential Learning**: To equip students with practical skills, industry exposure, and real-world problem-solving abilities, to ensure they are job-ready and able to make meaningful contributions from the outset, we emphasize experiential learning opportunities such as internships, co-operative education, industry projects, and simulations.
- **Active Engagement**: We encourage active student engagement in the learning process. We foster interactive and participatory learning activities, discussion, group projects, and hands-on experiences. We do our best to encourage students to ask questions, explore their curiosity, and take ownership of their education. Furthermore, we encourage more than academic development, including physical, social, emotional, and ethical aspects. We provide opportunities for extracurricular activities, sports, arts, community service, and leadership development to support students' holistic growth.
- **Global Engagement**: We encourage our students and faculty to engage in international activities such as study abroad programs, international research collaborations, and partnerships with universities and institutions worldwide. Furthermore, we attract a diverse student and faculty body. We emphasize the importance of intercultural understanding and global citizenship.

- **Lifelong Learning**: We recognise that learning is a lifelong journey. We strive to equip our students with the knowledge, skills, and mindset necessary for their personal and professional growth beyond graduation. We support lifelong learning opportunities for our alumni and encourage a commitment to continuous learning among all members of our university community.
- **Feedback**: We establish regular feedback loops to gather student input and employee suggestions for service enhancements. We actively seek opportunities for improvement and take proactive measures to address academic community's concerns and adapt to changing needs. Furthermore, regular, and constructive feedback is integral part of our activity. We regularly provide timely feedback to our employees and students on their performance, recognizing achievements and identifying areas for improvement.
- **Flexibility and Adaptability**: We do our best to be flexible and adaptable to meet the evolving needs of students. We embrace innovative teaching approaches, technology integration, and responsive curriculum design. We also consider diverse learning styles, cultural backgrounds, and individual circumstances to ensure inclusivity.
- **Anticipate and Adapt**: We proactively anticipate changes in the job market by staying abreast of industry trends, technological advancements, and socio-economic shifts. We continuously analyse and assess the emerging needs for new skills and professions, ensuring that our educational programs remain relevant and aligned with the demands of ever-changing landscape. We foster strong collaborations and partnerships with industry leaders, employers, and experts to gain insights into the evolving market requirements.
- **Collaboration and Interdisciplinary Approach**: We foster a sense of community among our students, faculty, staff, and alumni. We believe that collaboration and teamwork are essential for achieving outstanding results. We encourage interdisciplinary collaboration, open dialogue, and knowledge sharing across departments and disciplines.
- **Continuous Improvement**: We foster a culture of continuous improvement, always seeking to enhance the quality of our education, research, and services. We embrace data-driven decision making, feedback loops, and evidence-based practices to ensure that we are continuously evolving and adapting to meet the changing needs of our stakeholders.
- **Innovation and Entrepreneurship**: We foster an entrepreneurial mindset among faculty, administrative staff, and students, encouraging them to think creatively, take risks, and pursue innovative ideas. We provide resources, incubation opportunities, and partnerships with industry to support the development and commercialization of new technologies and ideas.
- **Transparent Governance**: We foster a transparent governance structure that encourages open communication and participation.
- **Growth Mindset**: We believe talent & abilities can be nurtured through dedication and learning. Mistakes & setbacks are integral part to our learning process. We function optimally, both as individuals and leaders, when we embrace vulnerability, derive valuable lessons from failures, and strive to reach our highest potential, our Alte.

- **Open Communication**: We believe open communication helps build trust and credibility among team members and allows free exchange of ideas, opinions, and feedback. We encourage honest, transparent, and two-way communication.
- **Mutual Respect**: We believe mutual respect fosters a harmonious environment where our team members value and honour each other's perspectives, abilities, and contributions.
- **Empowering Faculty and Staff**: We recognize that our faculty and staff are the backbone of our university. We foster an inclusive and collaborative environment where they are empowered to excel in their roles. We provide professional development opportunities, support their research endeavours, and value their expertise and contributions.
- **Taking Initiatives**: We believe that taking initiatives is a key driver for growth, innovation, and success. We identify opportunities for improvement, propose new ideas, and take calculated risks.
- **Clear Service Standards**: We define and adhere to service standards and expectations that guide employee behaviour and performance. These standards may include response times, service quality benchmarks, and student and academic personnel satisfaction metrics.
- **Recognition and Reward**: We establish a system that recognizes and rewards exceptional performance, whether in teaching, research, or service. We encourage a healthy competition that motivates individuals to excel while fostering a supportive and collaborative environment.
- **Well-being and Work-Life Balance**: We prioritize the well-being of faculty, administrative staff, and students. We provide resources and programs to support physical and mental health, work-life balance, and stress management. We create a supportive and inclusive environment that values the holistic development of individuals.
- **Ethical and Social Responsibility**: We promote ethical conduct, integrity, and social responsibility among all members of the university community. We encourage engagement in community service and sustainability efforts.
- **Diversity & Inclusion**: We embrace diversity in all its forms, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic background, and abilities. We believe that a diverse and inclusive community enriches our university culture and enhances the learning experience for all. We actively promote a campus environment that is free from discrimination and bias, where all individuals feel valued, respected, and included.
- **Service to Community**: We encourage our students, faculty, and staff to actively engage in community service, volunteerism, and outreach programs. We aim to be a catalyst for positive change and a trusted partner in addressing local challenges.

4. Growth

When considering Alte University's growth potential two strategically important sets of factors were considered. Factors that Alte University has little or no control over (exogenous factors) and those that Alte University can (endogenous factors) influence.

4.1 Exogenous Factors of Growth

The following exogenous factors were identified:

- The Georgian national policy for Higher Education and the discipline-linked allocation of student places to Alte University.
- Visa and work-related regulations and constraints imposed by the Georgian government that may impact the demand and intake of international students at Alte University.
- Demographic trends, cost of living and the related costs of education that may impact the demand on higher education generally and Alte University specifically.
- The restrictions imposed by campus space and by the cost on further physical expansion of Alte University's main campus.
- The quality of the schooling system and the associated calibre of the students available to enter Alte University.
- Trends in the professions-related demand.
- Global Higher Education trends, as outlined in section 2.

4.2 Endogenous Factors of Growth

The following endogenous factors were identified:

- The investment in technology to streamline and integrate all systems and processes across schools and departments resulting also in the more productive utilisation of existing infrastructure.
- The increase in the use of new modes of delivery, such as online and blended education in the core and lifelong-related educational programmes.
- The University's approach to quality management, embedding a culture of continuous

improvement.

- The University's endeavours to continuously launch market-relevant educational programmes including through international partnerships with reputable international HEIs.
- The University's efforts to build on current strong and reputable alliances and partnerships with large international health care providers strengthening of the practical experience offered to students by having access to a dedicated hospital.
- The strengthening of Alte University's brand underpinned by offering high-quality learning experiences, academic, and pastoral support.
- The University's aspiration to enhance the campus experience offered to students and staff by evaluating existing options of renewing existing lease for its campus building, purchasing appropriate plot of land, and building new campus facilities, or the purchase of existing suitable campus facilities.
- The offering of appropriate campus space to professional organisations to run their own events that are aligned with Alte's mission and vision.
- The strengthening of engagement with the community through offering entrepreneurial solutions to challenges and issues that industry and the professions currently face locally and internationally.
- The offering of support and lifelong learning educational programmes relevant to start-ups and entrepreneurs through the Alte University Centre for Innovation and Entrepreneurship.

4.3 Sustainable Growth

Considering all factors outlined above, Alte University's strategic plan proposes a gradual, sustainable growth as a general strategic point, to be combined with a particular emphasis on the academic focuses outlined in section 5 and by ensuring that the quality of provision is maintained and enhanced, ensuring that growth will not only be achievable in the short-term, but also sustainable in the long-term.

5. Strategic Plan – The Three Core Missions

The formulation of Alte's strategic plan considers university's strategic aims in relation to the three core processes and missions that Alte University is responsible for and reflected in the mission and vision statements outlined above in section 3 namely,

- Learning and teaching,
- Research, and
- Community engagement.

Alte University's strategic aims are meant to take due account of the strategic issues and realities on the ground that have emerged during the SWOT analysis of Alte's Georgian setting in addition to the global challenges and opportunities identified (section 2).

5.1 Strategy Map

The implementation of the overarching vision of Alte University, articulated in section 3.3, is supported by the strategic aims and objectives shown below in the schematic of the strategy map for the period of 2024-2031, across the three core missions of the University.

The overall strategy plan for Alte University is further articulated in the following sections through the outlined strategic aims and objectives and Key Performance Indicators (KPIs) that will be used to monitor progress and measure performance.

Alte University Strategy Map 2024-2031

Vision	By 2031, we will be recognised as one of the leading private universities in Georgia and the region, offering exceptional, future-proofed learning experiences underpinned by applied research on local and global challenges, transforming our students to work-ready global citizens and positively impacting our community, society, and the environment.		
Strategic Aims	Learning and Teaching	Research	Community Engagement
	To transform individuals through an academically engaging, applied learning experience that produces work-ready global citizens.	To actively promote and support industry-informed, applied academic research addressing local, national, and global challenges.	To purposefully engage with our local and global community supporting innovation, start-ups, and entrepreneurs.
Strategic Objectives	- To offer market relevant academic programmes and deliver an exceptional learning experience. - To provide students with every opportunity for success through excellence in academic and pastoral support. - To enhance the campus experience offered to students and staff creating a diverse and inclusive learning and social environment. - To equip students with the knowledge, skills and experience required by industry and the professions through innovative teaching and industrial placements. - To equip students with the knowledge, skills and experience required by industry and the professions through innovative teaching and industrial placements. - To enhance the student experience through internationalisation. - To develop and maintain connections, relationships, and networks with alumni. - To develop a plan where every educational programme is recognised and accredited by either the National Centre for Education Quality Enhancement (NCEQE) or an appropriate international accrediting body.	- To develop a research culture where both staff and students are research active. - To engage in internationally recognised research collaborations that produce applied and relevant research outcomes. - To engage in cross-disciplinary research projects across our schools.	- To deliver a diverse portfolio of lifelong learning and executive education programmes that meet the needs of industry. - To engage with entrepreneurs in Tbilisi and nationally providing training and support. - To involve industry and the professions in all relevant University activities. - To identify research areas that address real life challenges through entrepreneurial solutions.
Strategic Enablers	Strengthening our Brand	Valuing and Developing our Employees	Improving Our Effectiveness
	- To improve Alte's brand image and reputation locally and internationally. - To enhance Alte's student recruitment efforts in alignment with its business plan. - To improve Alte's student recruitment and admissions processes and systems.	-To attract, retain, and develop qualified full-time academic and administrative staff members. - To reward and recognise high performers. - To maintain a collegial environment that upholds Alte's core values and demonstrates a culture of continuous improvement.	- To continuously improve the efficiency and effectiveness of Alte's academic and operational processes. - To improve Alte's institutional planning and decision-making through accurate data and fact-based information system.
	Investing in Our Technology	Enhancing Our Building and Facilities	Upgrading Our Library Services
	- To improve and develop Alte's IT infrastructure and software solutions to ensure it is reliable and aligned with its needs and with the latest emerging developments in the field. - To improve the utilisation of the university's LMS, SIS, and other educational technologies to support innovative learning and teaching, and administration.	- To enhance Alte's building and facilities maintenance and ensure healthy and safe work and learning environment. - To invest in our facilities and laboratory resources across all Alte's programmes to offer advanced practical learning experiences enhancing our students' learning experience. - To improve Alte's environmental sustainability practices.	- To improve and enhance Alte's library facilities and offered services and collections enriching our student learning experience. - To provide effective and impactful library-related support to Alte's to academic staff and students.
Financial Aims	Achieving Financial Sustainability		
	- Increase and diversify Alte's revenue streams to ensure its financial sustainability. - Improve Alte's financial and budgeting system.		

5.2 Strategic Aim 1 – Learning and Teaching

Strategic Aim: "To transform individuals through an academically engaging, applied learning experience that produces work-ready global citizens".

Strategic Objective:

1.1 To offer market relevant academic programmes and deliver an exceptional learning experience.

KPIs:

- Percentage of academic programmes to undergo the review process per academic year.
- Percentage of academic programmes updated with latest pedagogical methodologies.
- Average number of hours of CPD training received per academic members of staff.
- Student employment rate.
- Student and alumni satisfaction rate from their learning experience.
- Number of academic staff receiving the award of outstanding contribution.
- 100% Completed Implementation of an LMS.
- Number of academic staff attended training courses to improve their pedagogical and technical skills.
- Number of students staff and students attended additional training courses to improve their skills as per requirement of the labor market.

Strategic Objective:

1.2 To provide students with every opportunity for success through excellence in academic and pastoral support.

KPIs:

- Percentage of students that rate the academic and pastoral support highly (>85%).
- Percentage of students that receive personalised academic and pastoral support plans.
- Percentage of students active with support services.
- Student retention rate.

- Student graduation rate.
- Student performance, in general.
- Student performance after receiving academic or pastoral support.

Strategic Objective:

1.3 To enhance the campus experience offered to students and staff creating a diverse and inclusive learning and social environment.

KPIs:

- Number of nationalities that get involved on average in Alte's clubs and social events.
- Percentage of students that rate the study and social space, catering and sports facilities highly (>85%).
- Percentage of students that rate highly (>85%) the clubs and extra-curricular activities offered.

Strategic Objective:

1.4 To equip students with the knowledge, skills and experience required by industry and the professions through innovative teaching and industrial placements.

KPIs:

- Number of companies signed agreements with to host Alte students.
- Number of academic programmes that have incorporated learnings from industry and the professions.
- Number of student industry and professional placements completed per academic year.
- Percentage of students that rate their practical experience gained highly (>85%).

Strategic Objective:

1.5 To enhance the student experience through internationalisation.

KPIs:

- Percentage of Alte's students that are international.
- Number of academic and administrative staff participating in exchange programmes.
- Number of International placements made available to students.

- Number of students participating in study abroad programmes.
- Number of international experts and advisors involved int the University's development process.

Strategic Objective:

1.6 To develop and maintain connections, relationships, and networks with alumni.

KPIs:

- Percentage of alumni Alte is actively engaging with.
- Number of platforms that Alte is actively engaged with alumni community.
- Number of alumni participated as guest lecturers to Alte events about professional careers.

Strategic Objective:

1.7 To develop a plan where University is authorized and every educational programme is recognised and accredited by either the National Centre for Education Quality Enhancement (NCEQE) and/or an appropriate international accrediting body.

KPIs:

- Aithorization granted by NCEQE
- Number of academic programmes accredited by NCEQE.
- Number of academic programmes accredited internationally.

5.3 Strategic Aim 2 – Research

Strategic Aim: "To promote and support industry-informed, applied academic research addressing local, national, and global challenges".

Strategic Objective:

2.1 To develop a research culture where both staff and students are research active.

KPIs:

- Number of publications containing applied research developed to support societal development.
- Number of peer-reviewed highly cited research papers published.

- Percentage of MSc students involved in research publications.
- Number of academic staff actively engaged in research and scholarly activities.

Strategic Objective:

2.2 To engage in internationally recognised research collaborations that produce applied and relevant research outcomes.

KPIs:

- Number of engagements in clinical trials.
- Number of quality collaborative research projects completed.
- Amount of funding by Alte University and external sources that supported academic staff in their scholarly activities.

Strategic Objective:

2.3 To engage in cross-disciplinary research projects across our schools.

KPIs:

- Number of joint research outputs involving two or more of Alte's schools.
- Number of seminars established.
- Percentage of academic staff attending internal seminars.
- Number of equipment purchased to support applied research.

5.4 Strategic Aim 3 – Community Engagement

Strategic Aim: "To purposefully engage with our local and global community supporting innovation, start-ups, and entrepreneurs".

Strategic Objective:

3.1 To deliver a diverse portfolio of lifelong learning and executive education programmes that meet the needs of industry.

KPIs:

- Number of lifelong learning and executive education programmes successfully delivered by Alte academic staff.

- Number of lifelong learning and executive education programmes successfully delivered by industry experts.
- Percentage contribution of lifelong learning income to Alte's annual budget.
- Percentage of lifelong learners that rate their learning experience highly (>85%).

Strategic Objective:

3.2 To engage with entrepreneurs in Tbilisi and nationally providing training and support.

KPIs:

- Income contribution (direct and indirect) of Centre for Innovation and Entrepreneurship to Alte's annual budget.
- Number of programmes launched in the areas of entrepreneurship and innovation.

Strategic Objective:

3.3 To involve industry and the professions in all relevant University activities.

KPIs:

- Number of invited industry speakers engaging with Alte students.
- Number of events of interest to the community organized by schools annually.
- Number of industry focused conferences, events, lectures, and workshops organised or contributed to.
- Number of community members that attended events at Alte campus.
- Number of talks by leading experts organised by Alte.

Strategic Objective:

3.4 To identify research areas that address real life challenges through entrepreneurial solutions.

KPIs:

- Number of research projects or collaborations with industry addressing specific industry challenges.
- Percentage of academic staff involved in community engagement.
- Amount of research income brought in by Alte University academic staff.

- Number of consultancy projects initiated.
- Income generated by consultancy projects.

In addition to the above strategic aims, aligned with the three core missions of Alte University, several strategic enablers have been identified that underpin the above strategic aims. These are outlined below.

5.5 Strategic Enabler 1 – Strengthening our Brand

Strategic Aim: "To strengthen our brand enabling us to develop a prominent academic reputation".

Strategic Objective:

4.1 To improve Alte's brand image and reputation locally and internationally.

KPIs:

- Number of partnerships with leading international universities.
- Number of enquiries received across student applicants and the community.
- Alte ranking ratio of first to offered places.

Strategic Objective:

4.2 To enhance Alte's student recruitment efforts in alignment with its business plan.

KPIs:

- Percentage of Alte's income generation from international students.
- Number of countries Alte recruits students from.
- Number of student recruitment agents actively working with Alte.
- Percentage of average commission paid to recruitment agencies (commissio paid to agents relative to revenue generated from international students' tuition fees).
- Number of open days and visits to schools, conferences, and international agents.

Strategic Objective:

4.3 To improve Alte's student recruitment and admissions processes and systems.

KPIs:

- Average time for international student admissions to Alte programmes (from first application to admission).
- Level of student satisfaction with Alte's application and admissions.

5.6 Strategic Enabler 2 – Developing our Employees

Strategic Aim: "To develop and retain our employees".

Strategic Objective:

5.1 To attract, retain, and develop qualified full-time academic and administrative staff members.

KPIs:

- Average number of administration staff remain with Alte.
- Average number of years academic staff remain with Alte.
- Number of high-quality academic and administrative staff employed by Alte (by professional accreditation bodies, relevant experience in industry, holding PhDs).
- Number of staff that have a personalised development plan.

Strategic Objective:

5.2 To reward and recognise high performers.

KPIs:

- Percentage of staff appraisals completed every year.
- Number of rewards for excellent performance and achievement across academic and administrative staff.

Strategic Objective:

5.3 To maintain a collegial environment that upholds Alte's core values and demonstrates a culture of continuous improvement.

KPIs:

- Level of satisfaction with Alte's working environment across academic and administrative staff.
- Level of student and staff satisfaction with Alte's learning and teaching, student support,

library services, and facilities.

5.7 Strategic Enabler 3 – Improving Our Effectiveness

Strategic Aim: "To continuously improve our effectiveness".

Strategic Objective:

6.1 To continuously improve the efficiency and effectiveness of Alte's academic and operational processes.

KPIs:

- Percentage compliance with policies, procedures, and governance requirements (resulting from internal quality audit exercises)
- Number of policies and procedures designed, developed, and implemented across schools and departments.
- Average time for student admission to Alte University across schools.
- Percentage of applicants and students that rate the admissions process highly (>85%).
- Percentage of students that rate the enrolment process highly (>85%).

Strategic Objective:

6.2 To improve Alte's institutional planning and decision-making through accurate data and fact-based information system.

KPIs:

- Percentage of positive feedback received for ACT (Accurate, Complete and Timely) information provided for planning and decision-making (Based on an annual departmental survey).
- Number of surveys developed and analysed.
- Percentage of successful authorisation related evidence and reports needed.

5.8 Strategic Enabler 4 – Investing In Our Technology

Strategic Aim: "To utilise the latest technology to support students, staff, and stakeholders".

Strategic Objective:

7.1 To improve and develop Alte's IT infrastructure and software solutions to ensure it is reliable and aligned with its needs and with the latest emerging developments in the field.

KPIs:

- Annual report with identified needs captured and analysed and plans made.
- Level of satisfaction with Alte's ICT and infrastructure across academic and administrative staff based on annual staff survey.
- Number of ICT tickets issued, and issues successfully resolved on time.
- Disaster recovery plan issued internally, and all actions implemented.
- An appropriate SIS is implemented and used across all schools and administration departments and alumni.
- A timetabling solution is implemented and used by all schools, examinations, and events taking place at Alte campus.

Strategic Objective:

7.1 To improve the utilisation of the university's LMS, SIS, and other educational technologies to support innovative learning and teaching, and administration.

KPIs:

- Percentage of academic and administrative staff that use the LMS and SIS solutions.
- Percentage of students that use the LMS and SIS solutions.
- Report capturing new technologies (approved ib the Board) and their incorporation timelines.

5.9 Strategic Enabler 5 – Enhancing Our Building and Facilities

Strategic Aim: "To ensure healthy and safe environment for students, staff, and stakeholders".

Strategic Objective:

8.1 To enhance Alte's building and facilities maintenance and ensure healthy and safe work and learning environment.

KPIs:

- Number of health and safety- and security-related awareness programmes delivered annually.
- Level of satisfaction with Alte's Health & Safety Systems across academic and administrative staff.
- Frequency of maintenance procedures carried out.
- Level of satisfaction of students and staff regarding Alte campus (>85%).

Strategic Objective:

8.2 To invest in our facilities and laboratory resources across all Alte's programmes to offer advanced practical learning experiences enhancing our students' learning experience.

KPIs:

- Report capturing capital equipment investment needed.
- Report capturing the annual needs of laboratory equipment.

Strategic Objective:

8.3 To improve Alte's environmental sustainability practices.

KPIs:

- Reduction of carbon emissions of Alte campus.
- Reduction of electricity usage in Alte campus.
- Reduction in water consumption in Alte campus.
- Enhancement of waste management in Alte campus.

5.10 Strategic Enabler 6 – Upgrading Our Library Services

Strategic Aim: "To contribute to an outstanding learning experience of our students and staff".

Strategic Objective:

9.1 To improve and enhance Alte's library facilities and offered services and collections enriching our student learning experience.

KPIs:

- Number of resources offered through Alte's library.

- Diversity of library resources offered through Alte's library.
- Level of satisfaction with Alte's library and services across academic staff and students.
- Number of academic staff and students that use the library's resources.

Strategic Objective:

9.2 To provide effective and impactful library-related support to Alte's to academic staff and students.

KPIs:

- Number of training seminars offered by the library staff to students and staff about online resources.
- Number of training seminars offered by the library staff to students and staff about research.
- Number of staff and students attending the training seminars offered by the library.
- Report capturing specific library planning suggestions, furniture, and equipment.

5.11 Strategic Enabler 7 – Achieving Financial Sustainability

Strategic Aim: "To develop a diversified financial model leading to a sustainable future".

Strategic Objective:

10.1 Increase and diversify Alte's revenue streams to ensure its financial sustainability.

KPIs:

- Reaching annual budgeted EBITDA and Net Profit
- Percentage of Alte's income linked to tuition fees.
- Percentage of Alte's income linked to campus commercialistion.
- Percentage of Alte's income linked to seminars, conferences, and events.
- Percentage of Alte's income linked to research contracts and consulting projects with industry and the professions.

Strategic Objective:

10.2 Improve Alte's reporting and budgeting system.

KPIs:

- Level of satisfaction with Alte's financial policies and services across academic and administration staff and students.
- Number of specific financial reports that senior leadership team can easily consult with monthly.

6. Strategic Focuses

The areas of proposed strategic focus are of paramount importance for any higher education institution that undergoes a strategic planning process. Such areas are outlined below for Alte University with section 6.1 relating to current Alte's academic offering while sections 6.2 and 6.3 are relating with Alte's re-positioning considering the context that it operates in. Of course, such proposals need to continuously be evaluated, reviewed, and adapted, if necessary.

6.1 Academic Focus Areas

Alte University's broad academic focuses are in the areas of medicine, business, law and social sciences, and technology.

- Within the broad domain of medicine, Alte University currently offers Medical Doctor and Dentistry programmes to Georgian and international students.

  Alte University develops skilled professionals, who have the knowledge, technology, and practical application skills to assume responsibility of maintaining the well-being of others. As part of the medical programmes, Alte University offers to students practical, hands-on experience on state-of-the-art laboratories located within and outside of the campus, in addition to gaining practical experience through international medical clinics in Georgia.

- Within the broad domain of business, Alte University currently offers undergraduate and graduate programmes in Business Administration and Tourism. It delivers graduates who can function as economic and entrepreneurial managerial leaders, being able to exploit market opportunities in innovative ways and create job opportunities. Capitalising on the Centre for Innovation and Entrepreneurship within the campus, Alte University gives students the opportunity to launch and develop their business idea and receive support and funding.

- Within the broad domain of Law and Social Sciences, Alte University offers undergraduate programmes in law, psychology, international relations, journalism and graduate programmes in law and national & international security. The practical nature of programmes include experience in a simulated court of justice within the campus, access to Alte's acadeic staff that are practicing judges, lawers, diplomats, journalists and other professionals, recognized within Georgia and Internationally. Alte University puts emphasis on practical and applied knowledge to ensure professional success through international exchange programmes, involvement in research, and offering internships.

- Within the broad domain of technology, Alte University specialises in Information Technology offering broad and in-depth theoretical knowledge and develops unique, practical skills that

support students to achieve professional success. Alte University develops practical understanding of concepts and frameworks through the development of practical projects, providing students with a multidisciplinary education and developing a wide range of critical thinking skills.

6.2 Proposals for Specific Academic Focuses

Within the broad domains discussed above, Alte University's strategic plan makes several proposals on specific academic focuses. It makes these proposals with the understanding that they may need to be further tested in quantitative and qualitative terms, before resources, financial and human, are invested.

- Within the broad domain of medicine, Alte University, proposes to complement and expand its academic offering, with undergraduate and postgraduate degrees, in the areas of
    - Nursing,
    - Biomedicine,
    - e-health, and
    - Lifestyle medicine.
- Within the broad domain of business, Alte University, proposes to build its academic offering further, and offer executive master's in business administration (Executive MBA) in English language and enrich its MBA programme with several specialisations building on knowledge and multi-disciplinary approaches from different schools.
- Within the school of law and social sciences, Alte University proposes to launch
    - a bachelor's in politics, and economics.
    - A new master's programme in public administration in Georgian language.
    - A new master's programme in applied psychology
- Within the broad domain of technology, Alte University proposes to build its academic offering further through undergraduate and post-graduate programmes in
    - Cybersecurity,
    - Artificial Intelligence,
    - Big Data, and

- Cloud computing technologies.

In all the above proposed undergraduate and postgraduate educational programmes, Alte University will deliver graduates that can provide leadership, their expertise will be sought-after by employers, they will have the ability to facilitate social changes, and constructively contribute to fulfilling the human resource and communication needs in a particularly information-intensive global society.

6.3 Focuses for Re-Positioning

The actions listed below are proposed as specific strategic focuses by which Alte University can strengthen its positioning in the various contexts it operates in:

- Incorporating the latest teaching methodologies, pedagogies, and assessment methods across all educational programmes.
- Developing further diverse networks of alliances and partnerships, both national and international, that can support the Alte University in the pursuit of its academic focuses.
- Motivating academic staff and students to actively participate in research projects, organising conferences and seminars.
- Giving specific attention to academically un-prepared students.
- Taking appropriate steps for further developing the internationalisation of the University.
- Delivering graduates that have acquired suitable level of practical professional competence in market-related areas that satisfy employers' needs and expectations.
- Seek international accreditation for specific educational programmes.
- Launch a high-profile initiative to support the Centre of Innovation and Entrepreneurship at Alte University attracting both students and entrepreneurs across disciplines.
- Launch a high-profile initiative to implement digital transformation across all Alte University's operations, systems, and processes.
- Designing, developing, and offering online and/or blended educational programmes across schools, through lifelong learning initially, strengthening Alte University's brand as a leading university using the latest technology and offering flexible, high-quality education, using international partners and professionals.
- Identifying suitable territories and regions where Alte University could further attract international students.

- Build on strengthening Alte University's community engagement and build a financially sustainable future through diversifying its income sources.

7. Strategy Implementation

Following the development and formulation of Alte University's seven-year strategy, defining the overall direction, strategic aims, objectives, and actions that will lead the University to achieving its vision and mission, a set of Key Performance Indicators (KPIs) are defined.

During the strategy implementation period, two major questions are answered:

- Is strategy implementation taking place as planned?
- Taking the observed results into consideration, does the strategy require changes or adjustments?

The strategic control is an evaluation exercise focused on achieving the strategic goals set by the university while bridging gaps and adapting to changes during the implementation period. The strategic control process involves:

Determining What to Control

- Prioritise evaluation of elements that relate directly with the mission and vision of the university and which can affect its goals.

Setting Standards

- Setting qualitative or quantitative control standards helps in determining how university leaders can evaluate progress and measure goals.

Measuring Performance

- Measuring, addressing, and reviewing performance on a monthly or quarterly basis, based on identified Key Performance Indicators (KPIs) can help determine the university's strategy's progress and ensure that standards are being met.

Comparing Performance

- Performance comparison using KPIs is conducted to determine if the university is falling short of the set target.

Analysing Deviations

- If there are deviations, university leaders will have to analyse performance standards and determine why performance was below par.

Corrective Action

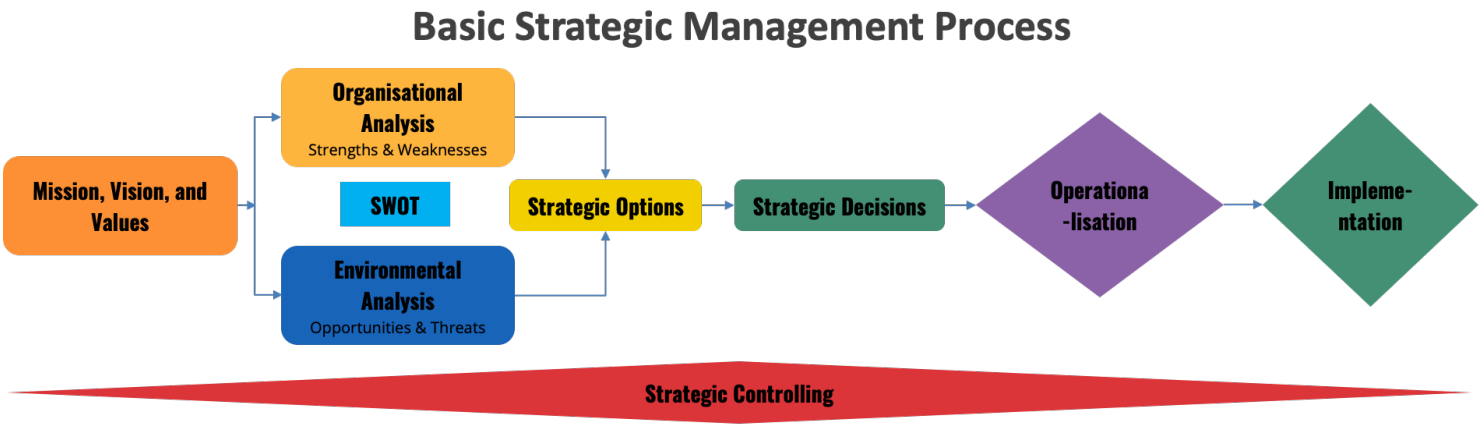
- If a deviation is due to internal factors such as resource shortage, then university leaders can act to correct them. If the deviation is caused by external factors actions and strategic objectives may have to be reconsidered and adjusted considering the new conditions.

Alte University will implement the above outlined strategic plan through the launch of specific actions (strategic initiatives) outlined in a separate document. Monitoring of the progress of the strategy implementation will occur through regular tracking of the defined KPIs, as shown across all strategic aims and objectives in section 5.

Alte University's Board of Directors and President will regularly monitor implementation of the strategic plan through tracking of the defined KPIs, and remedial actions and amendments may be actioned to correct any deviations caused by either external or internal factors.

Appendix 1 – Strategic Planning Methodology

Alte University adopted a standard strategic planning process methodology that is used in several universities internationally, shown in the schematic below.



The methodology comprises the following steps:

1. **Mission, Vision, and Values Statement** - The development of the mission statement, vision, manifest, and values of Alte University make up the basis for its strategic management.

2. **SWOT Analysis** - The SWOT analysis is the basis of the strategic management process of Alte University. It is used to evaluate the opportunities and threats in the environment of Alte University:

- How does its ability to compete for resources, staff and students compare to other institutions?
- Is there a sign of imminent danger?
- Are there any new opportunities visible?

The organisational strengths and weaknesses are captured by maximising the involvement of students, staff, alumni, and employers while forming the strategic plan. Surveys are designed, developed, disseminated, and analysed to representative members of each group.

The environmental analysis tries to identify which demands have been crucial to Alte's success in the past and which will be crucial in the future. The environmental analysis is related to the organisational analysis and aims to scrutinise whether external demands and internal capacities are compatible and identify changes that might be necessary. The diagnosis of the institutional core competences, a critical examination of internal structures as well as personnel and financial resources are at the centre of this effort.

3. **Strategic Options** – The identified environmental opportunities and threats and the

organisational strengths and weaknesses, as identified through the SWOT analysis, form the basis for Alte University to identify, medium- and long-term objectives as well as necessities for action.

To ensure that the formed strategic options are made aware to and receive feedback from Alte's shareholders, Alte University focus groups with a wide representation of the above groups are held and amendments are made to the strategic options, if deemed necessary and appropriate.

4. **Strategic Decisions** – Because the assessment of the options and the subsequent choices of strategies have a critical influence on the positioning of Alte, the involvement of members and committees in this decision-making process is crucial. A strategy map helps Alte's senior leadership team to prepare strategic decisions by pre-structuring relevant aspects in an integrative way. It is a frame of reference dividing strategic goals of organisations into four perspectives:

- financial perspective,
- customer perspective,
- process perspective, and
- the teaching and developmental perspective.

5. **Operationalisation and Implementation** – Strategic plans will never be able to comprise all activities of an institution but must concentrate on areas critical for its success. Alte's strategic plan contains not only future goals, but also the necessary resources, timeline, and responsibilities for the implementation of the specific steps that lead to achieving the strategic goals and parameters with which the performance and its success or failure can be measured.

Alte's strategic plan is divided in operational goals or objectives including metrics, targets, and actions. Each objective has at least one specific, measurable target and at least one specific action or initiative to be taken or implemented to achieve the target or targets. Targets are based on measurable indicators.

6. **Strategic Controlling** – In this context is understood that strategic controlling is a continuous support for Alte University's academic and administrative leaders to monitor implementation of the developed strategy, offering analysis and information helpful for all fields of strategic management from the creation of objectives to the assessment of the outcome. It is envisaged that through monitoring defined metrics annually, each department, school and Alte University will be able to track implementation progress of the strategic plan, evaluate outcomes, and make any necessary changes becoming apparent from environmental or internal realities and opportunities.