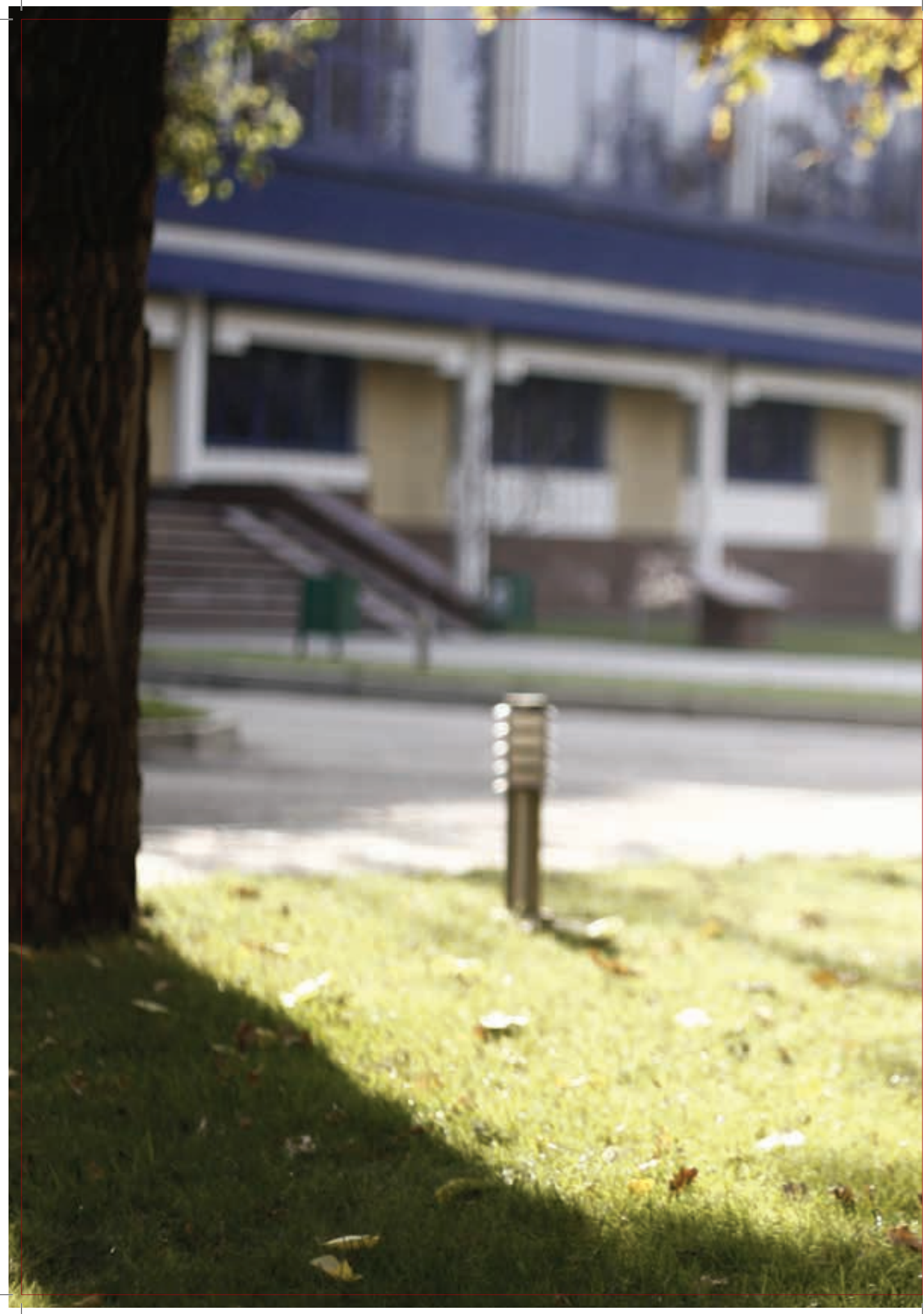


**BUILDING A WORLD-CLASS UNIVERSITY
A STRATEGIC PLAN 2011-2014**

ENDORSED BY THE EXECUTIVE COMMITTEE OF KIMEP
SEPTEMBER 15, 2011







A Message From the President

In the Summer of 2011, I commissioned a task force, to review the development strategy of KIMEP led by the Vice President of Planning and Development and the Vice President of Academic Affairs. I perceived a series of threats to the organization, which, if not addressed, could place the long term future of the Institute in jeopardy, I further stipulated to the chairmen that upon a comprehensive assessment of KIMEP's strengths and weaknesses, we must formulate a multi-element plan that will enable us to achieve our goal of building a world-class university. This plan should maximize our resources by applying a viable, long-term tactic.

In particular, these challenges were:

- continuing difficult external economic conditions impacting household disposable income and the ability to pay for education, resulting in a sustained decline in enrollment from over 5,000 in 2009 to 3,300 in 2011
- the increased integration of Kazakhstan into the global economy, stimulating greater mobility and choice of higher education alternatives around the world
- overstaffing in administrative positions
- a significant number of faculty who had excellent teaching experience but produced limited research

However, in the face of these challenges, I saw a huge opportunity. KIMEP is a beacon of excellence in the CIS, founded on its core values of transparency, honesty, integrity and meticulous care for the well being of students. With the highest concentration of Western trained PhDs in the entire CIS, outstanding employment placement rates for our graduates and a 7,000 strong network of alumni, I felt that, despite the challenges, we were well placed to develop a strategic plan to achieve world class status within three years.

In order to do this, however, we had to balance a number of competing objectives and come up with a multi-faceted plan which could ensure financial viability with affordability, achieve a balance of research and teaching, develop our faculty and maintain a credible student faculty ratio, ensure continuous improvements in teaching technology, and, at the same time improve the quality of education offered and the overall student experience.

I am confident that this strategic plan provides a roadmap to successfully address all of these issues. The plan is presented in two parts: a multi-element strategy and a detailed action plan which when implemented will lead us to deliver a world class university for Kazakhstan and Central Asia. Many people who have a vest interest in KIMEP, both in Kazakhstan and around the world, have worked long hours to make this plan a reality. I am grateful to all of them. I invite you to join us on this journey.

Chan Young Bang, PhD, President of KIMEP



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Introduction

KIMEP is committed to delivering a world-class education experience to all its students. Our core values – fundamentally a commitment to honesty, integrity, transparency, meticulous care for the well-being of our students and the delivery of academic excellence – are the corner stones of this process. On this, our mission is built.

We have developed a strategy to achieve this. This road map to world-class status demands a series of coordinated actions. This will be led by a committed, experienced management team who share our core values. With the Institute operating with a financially viable business model, our faculty will be qualified and committed to teaching and research. By 2012, all core faculty will be academically or professionally qualified or on target to achieve this qualification by 2013. This is fundamental to achieving international accreditation. Faculty will deliver a curriculum which develops our students as:

- committed, respectful citizens with leadership abilities
- comfortable and skilled in the English language, enabling them to succeed in the international community as leaders
- critical thinkers with analytical reasoning skills
- successful graduates in their field
- able to proceed either to successful employment or to further study

This builds on our definition of a **world-class university**, which is one that delivers

eminently qualified graduates with the values, expertise, skills and knowledge that are consistent with, and relevant to, the society in which they intend to serve.

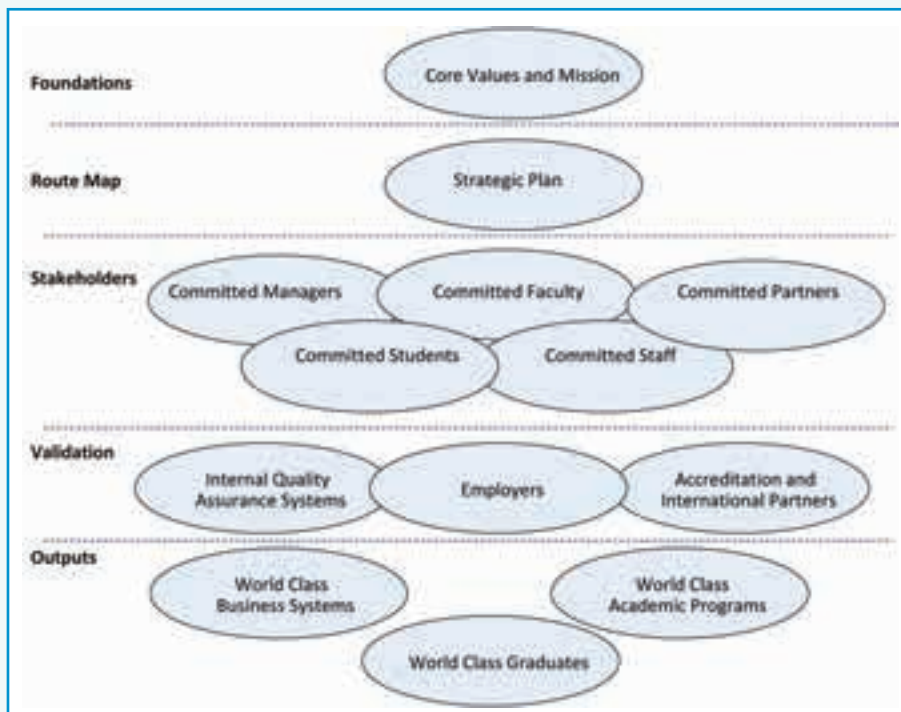
Our students will be committed to this process in order to for this plan to achieve its goals. They will be committed to our core values and strive to maximize the benefits from the opportunities offered to them.

Further, we will gain validation for the quality of our actions internally by developing a system of quality assurance driven by peer review and student consultation. External validation will be provided by international recognition for our achievements through international accreditation and joint degrees with other world universities. Crucially, consultation with employers will ensure that we maintain relevance and quality. A partnership of committed students, faculty, managers and (external) stakeholders both within Kazakhstan and around



the world will ensure the delivery of this strategy. The system is summarized in Figure 1. It goes without saying that no institution can survive unless it is financially viable. The plan discussed below, when implemented, will deliver both a foundation of financial stability and a sustained increase in the quality of education.

Figure 1: Becoming World Class – The System





SECTION 1: OVERVIEW OF 2011-2014 STRATEGY

Process

A review of strategic options was commissioned in June 2011 by the President.

- Consultation with Executive Committee members, Board members, key senior faculty and administrators was carried out in July and August 2011.
- A complex forecasting model has been built alongside this consultation process to allow for the creation of detailed scenarios which have informed the principles developed further below.

At the meeting of the Board of Trustees in November 2011, this strategy will be presented along with the financial projection, which forms the foundation for assuring financial viability.

Priority Areas

Eleven priority areas have been identified. This document outlines the actions to be taken in more detail. All of these areas and their related actions are intended to be seen as continuous and evolving to match the student, curricular and economic demands of each passing year. The essence is set out below.

Priority Areas

1. An institutional model based on long-term financial viability, using evidence-based decision making
2. Efficient customer-focused services
3. Revitalized Student Recruitment
4. Maximized Student Success
5. Committed Core Faculty
6. Program Review – Achieving World-class Standards
7. Quality -assured and Accredited Programs
8. Integrated Research Systems
9. Wider and Deeper International Partnerships
10. Embedded Executive Education
11. Fundraising and Partnership

1. **Build an institutional model based on long-term financial viability, using evidence-based decision making.** An integrated financial forecasting model was developed in the summer of 2011. It is now in place and will form the foundation for the development of integrated management information systems to be completed in 2012.
2. **Structure efficient customer-focused services.** Following a review to be completed by November 1 2011, **non-academic services** will begin streamlining, with full implementation of the new system by April 2012. All governance processes will be reviewed.
3. **Revitalize student recruitment.** A fresh approach to **student recruitment** will be rolled out from October 1, 2011. Paying freshman numbers must increase significantly in the next three years. We anticipate the first return on this from fall 2012.
4. **Maximize student success.** A **student retention**

and success strategy will be developed and implemented to ensure that attrition rates are reduced. The strategy will be implemented from October 1, 2011 with a target of reducing freshman attrition by 50% of current levels in AY 2012-2013.

5. **Ensure a committed core faculty.** KIMEP anticipates that it will employ a smaller core faculty, all academically and/or professionally qualified by Fall 2012. Faculty will combine teaching, research and service, supported by a pool of adjunct faculty to manage shifts in demand cost-effectively. Full implementation of the plan to maximize the contribution of faculty will take place in fall 2012, with a preliminary roll-out of key components from Spring 2012.
6. **Review and revise Academic Programs – Achieving World-Class Standards.** This is an ongoing process. We will provide up to date, practical, challenging, attractive degree programs designed to develop critical thinking capacity – programs that combine intellectual depth, practical orientation and skills



development. Initial reviews will be completed by spring 2012 and full implementation of all revisions will take place in fall 2012.

7. **Deliver Quality Assured and Accredited Programs.** The target is to achieve international accreditation for every program by 2014, beginning in fall 2011.
8. **Develop integrated research systems.** A new research support strategy will be implemented in October 2011. Focused on economies of scale in support and generating greater transparency, it will be expected to start showing a return by May of 2012.
9. **Ensure wider and deeper International Relations.** Current plans for deeper relationships and a larger international student body have been reviewed and implementation based on these new targets is ongoing.
10. **Embed Executive Education.** A new strategy to improve the contribution of executive education will be implemented in January 2012. It will be expected to show a return by May of 2012.
11. **Fundraising and Partnership Development: Build a Capital Campaign/Fundraising Strategy.** A new strategy will be implemented in November 2011. It will be expected to have started showing a return by May of 2012.

Figure 2 presents a summary timeline of plans, actions and reviews. Each of the components is discussed below. The overall aim is have KIMEP fit for purpose by the beginning of the academic year 2012-2013. A separate detailed operating plan will be published by November 1, 2011 for each of the priority areas and made available to the community.

Figure 2: Laying the Foundations for Progress to 2014 – New Strategies for 2011-2012

| Area | September 2011 | October 2011 | November 2011 | December 2011 | January 2012 | February 2012 | March 2012 | April 2012 | May 2012 | June 2012 | July 2012 | August 2012 |
|---|----------------|--------------|---------------|---------------|--------------|---------------|------------|------------|----------|-----------|-----------|-------------|
| Financial Viability/Evidence-based Decisions | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Efficient Customer-focused Services | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Revitalize Student Recruitment | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Maximize Student Success | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Ensure A Committed Core Faculty | Plan | Plan | Plan | Review | Review | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Program Review-Make Them World Class | Plan | Plan | Plan | Review | Review | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Deliver Quality Assured and Accredited Programs | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Develop Integrated Research Systems | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Ensure Wider and Deeper International Relations | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Embed Executive Education | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |
| Fundraising and Partnership Development | Plan | Plan | Plan | Review | Plan | Plan | Plan | Plan | Review | Plan | Plan | Review |

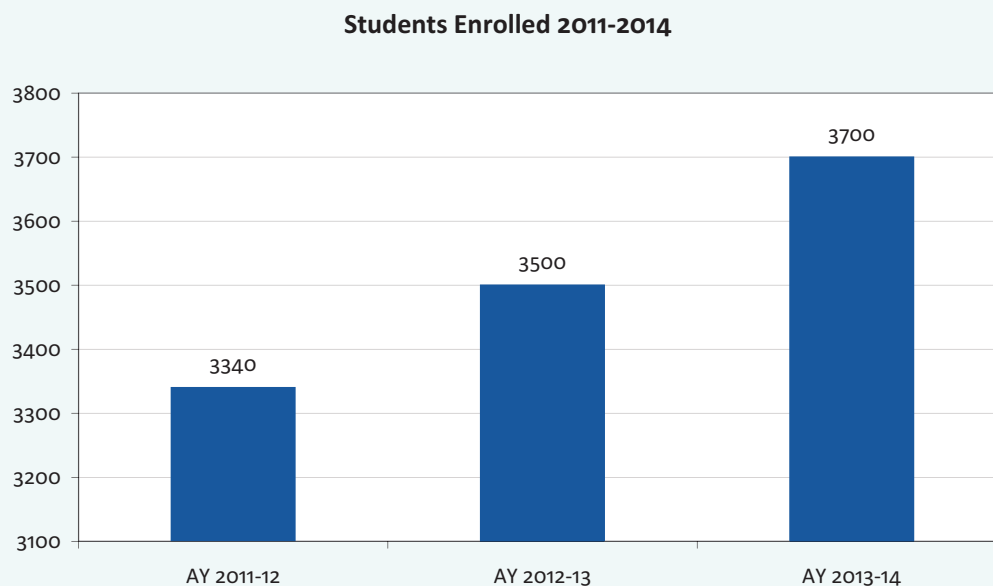


Forecast

In the period to 2014, KIMEP will undergo a major reorientation. The forecast below sets out the key student, human resource and financial implications of implementing our goals. The key assumptions are:

- annual inflation of 8%
- the total student population is projected to increase to 3,700 by 2013-2014, up 11% on 2011-2012 (Figure 3)
- tuition will increase at 10% per annum
- the core faculty will all be academically and/or professionally qualified
- realignment of support services will provide higher quality services at lower cost

Figure 3: Projected Enrollment



As noted in Figure 4, far and away the greatest expenditure is currently on human resources. For 2011-2012, payroll as a percentage of total revenue is 85%. This is not sustainable. The target is to move this key efficiency ratio to 60% by 2014, with reductions of 25% in the core full-time faculty by enforcing higher quality standards and across all support services, including academic support services. Further, the goal is to improve efficiency at the same time as revenues increase – from \$21.6m to \$28m by 2014.

This will move KIMEP to a net positive situation from its current deficit, with a surplus for reinvestment in capital improvements and rewards for high-performing employees.



Figure 4: Financial Forecast, in \$000

| | AY2011/12 | AY2012/13 | AY2013/14 |
|---|---------------|---------------|---------------|
| Net Degree Program Tuition | 18,360 | 21,000 | 24,000 |
| Net paid other revenue | 3,300 | 3,700 | 4,000 |
| Net paid total revenue | 21,660 | 24,700 | 28,000 |
| Total payroll expenses | 18,500 | 16,000 | 16,800 |
| Research | 60 | 100 | 200 |
| Marketing and recruiting | 800 | 900 | 1,000 |
| Other operating expenses | 2,700 | 3,000 | 3,200 |
| Total operating expenses | 3,560 | 4,000 | 4,400 |
| Payroll and Operating Expenses | 22,060 | 20,000 | 21,200 |
| NET OPERATING RESULT | -400 | 4,700 | 6,800 |
| Capital Outlays | 1,600 | 1,700 | 1,800 |
| Total Net Result | -2,000 | 3,000 | 5,000 |
| Efficiency: Payroll as % of Revenue | 85% | 65% | 60% |
| Efficiency: Payroll As % of Total Expenses | 84% | 80% | 79% |
| Sustainability: Net operating result As % of Revenue | -2% | 19% | 24% |

These figures clearly illustrate that by refocusing on its strengths, KIMEP can assure its financial viability.



SECTION 2: GOALS AND OBJECTIVES





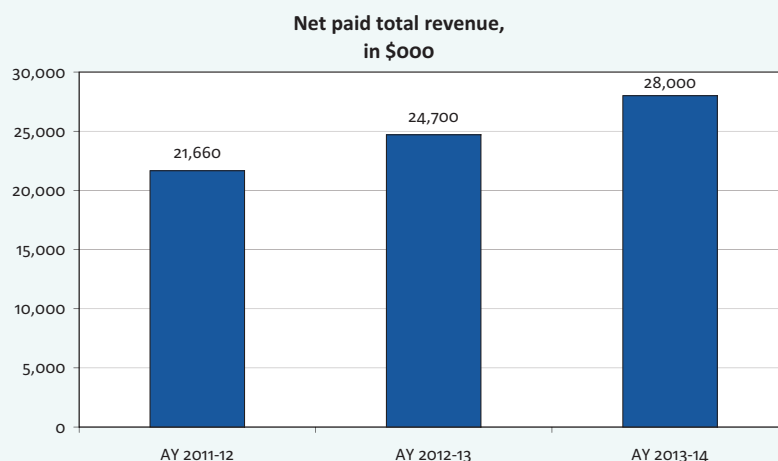
Goals

Each goal is discussed in turn and key actions highlighted, with an indicative time-frame for completion of planning and delivery.

Goal 1: Build an Institutional Forecasting Model Based on Long-Term Financial Viability, Using Evidence-Based Decision Making.

In 2011, KIMEP has developed a functional integrated forecasting model which links:

- freshman intake flows
- student flows (progression, attrition, graduation)
- faculty teaching utilization
- faculty compensation
- tuition fees
- class size
- academic Programs
- non degree program academic revenues
- other non-academic revenues
- financial aid, scholarships and other external support
- non-academic administrative expenditures and payroll
- capital expenditure



This powerful tool allows each of these factors to be varied, providing detail on the revenue implications of changes in each. It is a core element of KIMEP's progress to achieve informed, integrated management and forms the basis of the financial projections discussed below. It will be kept under continual review and development, allowing KIMEP to model both short- and long-term outcomes.



Goal 2: Efficient Customer-Focused Services – Streamline Non-Academic Systems

There is consensus among the KIMEP management team that the non-academic administrative systems of KIMEP need review. In the period September to November 2011, a detailed analysis will be carried out, looking at:

- systems improvement to generate efficiency
- improved customer service to meet our student-centered goal

The goal is efficiency, but a key defining principle of efficiency is that an efficient system will support faculty and students at a high level of quality. Building on the work carried out in 2010 and 2011, all administrative systems will be reviewed. This will involve:

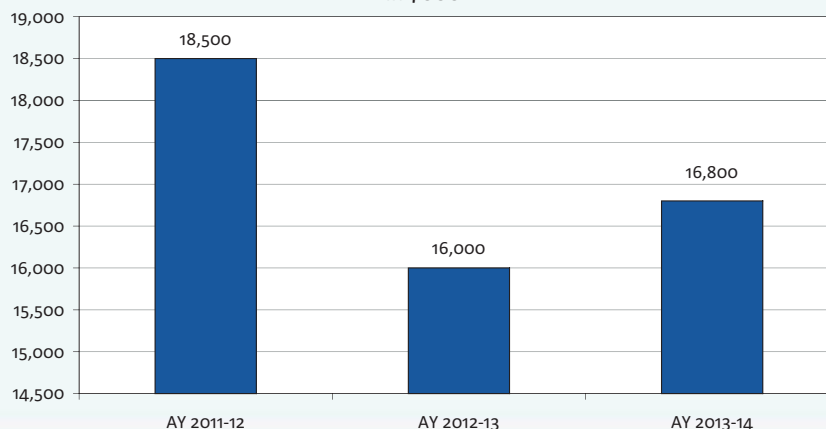
- consideration of appropriate management structures and potential for outsourcing of non-core functions
- fundamental assessment of core functions
- assessment, in consultation with staff, of current systems in core functions for effectiveness and efficiency
- risk assessment of change or no change
- introduction of new systems

where appropriate

- introduction of new technology where appropriate
- appropriate staffing planning for revised systems
- provision of appropriate training for skills development

Review and planning will be undertaken by November 1, 2011, with initial roll-out in November. The new system will be fully operational by April 2012. This process will be led by the Vice President for Administration and Finance. A key element of this process will be to bring administrative staff “with the change”. If the need is not well articulated and reforms are put in place without this buy-in they will not succeed.

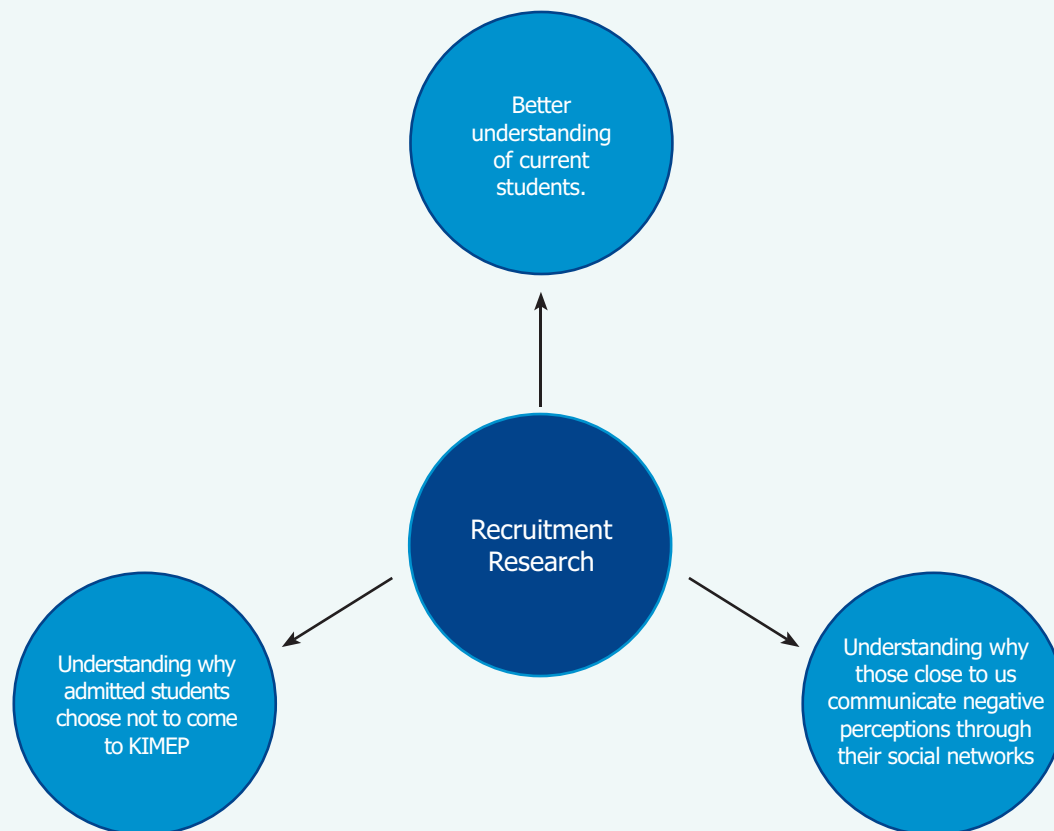
Total payroll expenses, in \$000



Goal 3: Revitalized Student Recruitment

In each of the past three years, recruitment of new students has not met expectations. Although external economic conditions have not been favorable, market research on the perception of KIMEP has indicated that more could be done to improve recruitment efforts. In particular, there seems to be a mismatch between expectation and experience. Those who know KIMEP only from advertising are very positive, while those with direct experience are less so. The clear implication is a need for focus on ensuring that the experience is as positive as possible.

From fall 2011, a new approach has been adopted that will extend the definition of what is meant by "recruitment activity". Many new initiatives will be launched. The discussion below highlights some of the most important.



Recruitment Research

- **Better understanding of current students.** In the fall of each year, a comprehensive survey of current students' socio-economic background will be carried out to further inform the review of marketing strategy. The research will also capture the motivations of why students come to KIMEP.
- **Understanding why admitted students choose not to come to KIMEP.** Research will be completed in fall of each year to understand the motivations that stop people who expressed an initial interest from joining the Institute. This is important in understanding how to increase the conversion yield and generate more effective returns on effort.

- **Understanding why those close to us communicate negative perceptions through their social networks.** In fall 2011, a series of focus groups will be held with students to understand their perceptions of the KIMEP experience more fully.

Actions

- **Focus on the market.** In 2010, independent market research highlighted the key issues which KIMEP needs to address. A clear, simple message is central. The research indicated that past efforts had sent mixed messages. A focus on aspirations – the opportunity that KIMEP presents for career ad-

vancement and future network access, the unique nature of its offer, the excellence of its services and personnel, as well as the educational development opportunities it offers – is the core of this revised message. For specific groups, financial support will also be specified. KIMEP needs to simultaneously simplify and segment its message.

- The new approach recognizes that **recruitment is everyone's business**, not just that of a few units. Word of mouth, is very powerful, so each interaction is crucial, services provided, education in the classroom, interactions with faculty and the whole KIMEP experience are fundamental to generating positive perceptions.
- **Ambassadors.** In addition to expecting excellence in interaction with students based on our core values, all employees will be provided with information about the many positive aspects of the KIMEP experience and encouraged to disseminate this information through their own informal social networks. Current students, alumni and partners will also be provided with this information and encouraged to share this with their personal networks.
- **In marketing and public relations**, greater attention will be focused on those channels which feed directly into **social networks**. For example, the social networking presence of KIMEP via Facebook (more than 1,800 members), vkontakte (more than 8,000 members) and other applications such as Twitter, Flickr and LinkedIn allow KIMEP to reach a key part of its target market cost effectively and flexibly.
- **On-campus marketing.** A rolling program of information will be disseminated via the TV network, flyers and posters.
- Outside of campus, all **recruitment strategies** will be reviewed each fall. The mix of targeting of historically high-yield schools and the general high school population will be reviewed with the aim of ensuring both scope and depth in operations. Partnerships built in 2010 with high school managers and regional authorities will be deepened further and direct contacts with all high schools in Kazakhstan developed.
- **The admission process will become more personalized.** In addition to the entrance examination procedure, greater attention will be paid to the character of applicants by review of high school records and extra-curricular activities, essay submissions and personal interviews. This approach was highly successful in 2011 for the new Central Asian scholarship program and will be rolled out throughout Kazakhstan as an integral part of the 2012 campaign.
- **Building the faculty relationship with admitted students.** Making admitted students feel part of the family as early as possible is critical. For the 2012 recruitment campaign, faculty input will be increased. A communication campaign will be developed in spring 2012, with faculty and deans communicating personally with potential students to answer questions.
- **Outreach activities.** KIMEP will work to develop extracurricular activities with high school students to demonstrate the "fun" aspects of learning at KIMEP. Possible options are a model UN program building on existing efforts, summer language camps from 2012 and faculty-supported high school Olympiads.
- **Entering new markets.** KIMEP has low penetration of the vocational college market. In fall 2011, an action plan will be developed to enter this market, including offering credit transfer for students in good standing.
- In fall 2011, an action plan will be developed for more **program-relevant admission criteria** while maintaining quality. The focus of this plan will be to assess whether more flexible approaches to suit the needs of programs can be developed within UNT specializations.
- In fall 2011, the **admission procedure** will be reviewed to assess how to make it more customer friendly. Online applications will be developed further to reduce the need for applicants to process the paperwork themselves.



Goal 4: Maximize Student Success

KIMEP loses around 20% of its freshman class in the first year. While the personal loss to the student is considerable, there are also major financial implications for the Institute. Were these students or a large proportion of them retained, several million dollars of revenue would be generated.

In fall 2011, a Student Retention and Success Office will be set up to coordinate efforts across the Institute under the Dean of Enrolment Management. It will be staffed a small team drawn from the senior faculty.

The remit of this Office will be to develop an “early warning system” with the cooperation of faculty, staff and students to identify people who are under either personal or academic pressure. The Office will coordinate a program of support for each student, involving faculty as mentors and students as peers, with the aim of assisting them to fully integrate into the KIMEP community. The target for this initiative will be to reduce attrition by 50% within two years.

The Student Retention and Success Office will coordinate a series of extra-curricular events with the Office of Student Affairs targeted at freshmen throughout their first year to engender a spirit of identity.



Goal 5: Ensure a Committed Core Faculty

Delivering the change in operations outlined in this document will not happen without the full commitment of faculty. For example, managers cannot (and should not) be responsible for implementing many of the key elements of this change.

Only faculty members can accomplish the following:

- deliver change in the classroom
- engage with individual students to mentor them in their career and life choices
- project a positive image of the education process
- ensure that students learn practical skills as well as knowledge to maximize their chances of success
- share their experiences with their colleagues through peer review to develop an esprit de corps
- engage with external partners to ensure a varied, relevant learning experience
- conduct high quality research relevant to Kazakhstan and the wider world that is also of international standard to improve the learning experience and profile of the Institute

All managers must work to convince and persuade faculty of the need for change. The balance of reward and sanction must reflect the priorities of these principles. Evaluation systems must change to reflect this.

Evaluation and Support

KIMEP has not used its faculty cost effectively or with a clear sense of priorities. As a result, evaluation systems have not performed since clear expectations have not been set. This document establishes new norms of expected



behaviors and actions. Evaluation systems for faculty must now change to reflect the wider expectations outlined both in this document and in its sister document *Building and Maintaining a Student Centered Culture - The Foundations: Core Values, Setting Expectations and Integrated Decision Making*. For example, evaluation tools should be revised to give more significant weight to mentoring, recruitment and retention of students at all ranks. If we are to be student-centered it is crucial to reward those who achieve this goal. Greater emphasis also needs to be given to commitment and collegiality, for example through peer review. Evaluation systems will be reviewed based on the redefined role for faculty by October 2011 and expectations and evaluation systems will be made clear to all faculty.

Teaching Commitment

KIMEP is financed predominantly by tuition revenue provided by students. It is therefore appropriate that the balance of effort goes into providing excellent teaching. This will be achieved by ensuring that faculty fulfill their contracted teaching obligation, including summer and delivery of Executive MBA courses if necessary, while also ensuring that research and service obligations are met. The teaching commitment will also be redefined from October 2011. Activities such as supervising internships and thesis preparation and entrance examination support will no longer merit separate payment, but instead will be part of faculty members' normal teaching and service obligations.

For 2011-2012, owing to the need to ensure a greater contribution from faculty because of the lower than projected enrolment and overly generous policies of course release, it will be necessary to require teaching in summer and to the extent possible in the Executive MBA program by faculty as part of their normal course obligations. It is intended that, as financial viability is assured, the previous system of paying faculty separately for these courses will be re-established, enabling those faculty who do not choose to teach in these programs to conduct uninterrupted research and to spend more time with their families.



Academic and Professional Qualifications

For several years, KIMEP has invested heavily in faculty development.

- Average faculty salaries have more than doubled in the past six years.
- Extensive annual recruitment processes to hire international faculty have greatly improved the quality of international staff.
- Leave of absence for doctoral study abroad has been granted with a guarantee of employment on graduation and return to KIMEP.
- A DBA program was set up at KIMEP in 2006 with participating faculty given 50% workload reductions, full pay while they studied and delayed tuition payment with guaranteed appointment at the Assistant Professor level in their discipline on graduation.
- Access to the MA in TESOL was granted to Language Center faculty on the same terms as the DBA program.

However, a significant number of faculty still do not hold terminal academic or professional qualifications, nor are they likely to. It is not possible to achieve one of KIMEP's key goals of international accreditation of all programs by 2014 when not all faculty are either professionally or academically qualified. Therefore, in August 2012, a decision was made to reclassify those who will not become academically or professionally qualified by June 2013 to adjunct status at the beginning of the 2012-2013 academic year. Commitments will be met to faculty who are making substantial progress in the DBA program and to returning doctoral students on leave of absence who will be at least ABD by fall 2013. In terms of hiring in the international market, a faculty hiring freeze has been imposed for all but exceptional circumstances in order to permit the absorption of these returning faculty members.



Faculty Research

In recent years, KIMEP has invested significant funds in research support in the form of teaching load reductions and conference attendance support. For example, in AY 2010-2011, KIMEP financially supported faculty to attend over 60 conferences at a cost of over \$100,000. KIMEP has also provided in this academic year scholarships to more than 40 graduate students to enable them to serve as research and teaching assistants to professors. KIMEP will continue to provide support for conference attendance and course relief on a merit basis as soon as financial viability is assured, which is anticipated to happen for the academic year 2012-13. Until that time, KIMEP expects that faculty will still engage in the high-quality research and publication that is expected at an international institution of higher education. As part of the redefinition of curricula, the faculty role within the curricula and the reassertion of the Institute's commitment to student-centered learning, there are clear opportunities for faculty to engage in research with their students as part of the learning process in the degree programs. The development of case study materials grounded in Central Asian experiences, for example, is only one example of opportunities for committed faculty to work with groups of students to both create publishable materials and further enhance the students' learning experience through practical skills development.

Supporting Learning Outside The Classroom – Mentoring and Extra-Curricular Support

All faculty are expected to participate actively in mentoring of students. This is especially important for first semester undergraduate students who may be experiencing:

- culture shock in adapting to the KIMEP culture
- difficulties adapting to new learning expectations
- a lack of connection to the substantive programs that they have been delayed from joining due to the necessity of fulfilling their Language and General Education requirements



The **Student Retention and Success Unit** will coordinate this activity, which will be implemented by the faculty in each of the programs in which the students are enrolled.

This support must be offered throughout the period that students are enrolled at KIMEP. It may include curricular and career advising. Training will be provided to faculty who do not understand or experience the advising and mentoring role. Each program must manage a system to ensure that this service is delivered effectively by faculty members.

KIMEP will also expect that faculty should actively participate in student co-curricular and extra-curricular activities, since it engages students with faculty, assisting retention and producing better learning outcomes due to the development of a wider relationship with the faculty members.

Service

In addition to obligations related to teaching, research, mentoring and participating in extra-curricular activities, faculty will lead the program reviews discussed earlier in this document and stand at the core of the accreditation effort. Support for external activities such as student recruitment and fundraising will also be expected and rewarded.



Goal 6: Program Review – Achieving World-class Standards Program

Program reviews are underway across KIMEP to assess how to cost-effectively deliver the highest quality educational experience. These cover:

- program structure
- revitalizing curricula
- building critical thinking capacity
- consultation and outcome assessment

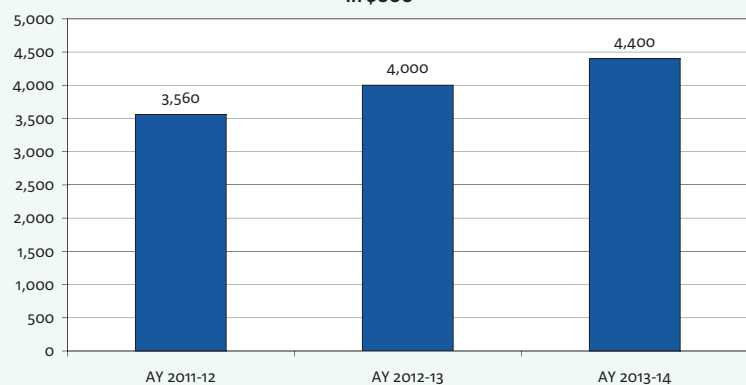
Program Structure

As part of the development of the quality assurance process discussed further below, each program is reviewing curricula to assess the goal of the program and understand how each component (course) contributes to this goal. Transparency and accountability to the student through the development of learning objectives, outcomes and assessment as the foundation of a robust quality assurance system (discussed below) will be fundamental to this process. In addition:

- reviews are looking at the potential for duplication in course offerings and putting in place controls to prevent this
- feasibility studies are underway to assess whether the current catalog of courses for each program strikes an appropriate balance between choice, cost effectiveness of delivery and meeting student expectations

These will be completed by January 2012, with a rolling program of improvement set in motion to be finalized by fall 2012.

Total operating expenses,
in \$000





Revitalizing curricula

There is a continuing need to further develop the real-life component of the curriculum. In order to achieve this, a number of general principles provide guidance. Action plans will be developed by academic units throughout fall 2011 and implementation will begin in spring 2012.

- **Conduct peer review** provide and support for faculty.
- **Require ethics courses** in each discipline at the undergraduate and graduate levels, and integrate ethical issues into other substantive courses. These must be rigorous enough to provide a toolkit for students to organize their thoughts sufficiently to make reasoned arguments and analysis, applying appropriate professional ethical standards to themselves and their clients.
- **Employ case work** in the classroom. The use of this established method, illustrating theory through application to real-world examples, should be expanded into many classes. Faculty should explore the possibility of collaborating with professionals in the external community in order to develop case studies relevant to Central Asia.
- **Expand the classroom.** In all disciplines taught by KIMEP, there are opportunities to develop close links with external organizations, to see how theory works in practice, through site visits and company-specific projects.
- **Expand the variety of experiences in the classroom,** by inviting guest speakers to share their experiences on issues relevant to the principles taught in class.
- **Reviewing the curriculum** to fit with the needs of the professions. In many areas, particularly business education, there are clear opportunities to give our students a head start in their professional careers by reviewing the curriculum to fit with the requirement for professional qualifications. For example, curricula will be reviewed to assess fit with ACCA in accounting, CFA in finance, IPD in management, ASQ in logistics and management, CIM in marketing and so on. This then creates a follow-on market for professional

certification training, which is key to strategies for delivering sustainable executive education.

- **Specialize degree programs.** Market trends globally point to the need for more specialization in graduate programs in particular. Feasibility studies of master programs in Finance, Accounting, Hospitality, Leadership, Human Resource Management and Leadership need to be converted into new products.
- **Develop seminars on teaching and learning** to support faculty in implementing these expectations across the curriculum.

Enhanced English Skills

- English skills are a **key competitive advantage** for our graduates. Major investments have been made in 2011 in raising the qualification levels of English language faculty. Over the next two years, this investment will begin to pay off, with improved teaching methods at the core of the curriculum producing graduates with greater proficiency in English. English will also be encouraged as the campus language of communication. Enhanced faculty-student interaction will further assist this process.

Building Critical Thinking and Analytical Reasoning Capacity.

- In all **classes and in extra curricular activities**, students must continue to be challenged to develop these skills, in addition to those classes which explicitly introduce the skills. This involves changes in approach which can deliver significant results.
- Assignments must increasingly demand that **students give of themselves**. "What do you think and can you justify your position?" must become a key question in assessment.
- Development and application of **analytical reasoning skills**, particularly the ability to analyze, understand and recommend solutions to complex problems while taking account of interconnections and consequences of actions, will be a fundamental element of the learning approach.
- Setting expectations that students must **read widely from alternative perspectives** around core issues discussed in class is fundamental.
- **Practical skills come from practice**. This approach must be built into every course. Debate, dialogue, scenario development and group interaction must become core elements of the teaching approach alongside lectures. Teaching by rote strengthens short-term memory, not long-term thinking capacity.
- In **the advising process**, there are clear opportunities to test the development of these skills. Asking a student to make the case for their career and life plans, and argue against alternatives, which must become the core of the mentoring role for faculty, is the perfect location for the development of such skills in a very practical way.
- Outside of the classroom, faculty will be encouraged to **develop debate groups** with their students to discuss issues relevant to those taught in class. Review of the global news, discussions on film, books and theater are all ideal venues for the development of these skills, while also strengthening the sense of community.

Consultation and Impact Assessment

- **Demonstration and publication of learning outcomes** to make real-world learning explicit. A key part of this is to design programs to achieve measurable competency on State Interim examinations (for undergraduates) and final examinations at both undergraduate and graduate levels.
- **Tracking of** alumni to assess whether what they learned while at KIMEP benefits them in their careers. Monitoring of success of graduates will become the business of each program, rather than left to central monitoring bodies.
- Each program will set up **advisory councils** to better understand employer perceptions and needs.



Goal 7: Deliver Quality-Assured and Accredited Programs – Building a Quality Management System to Guide Curriculum Development

Quality Assurance

This is an ongoing process at KIMEP. Fundamentally, this involves setting objectives, demonstrating that they have been met and publicizing the results at the level of each course, degree program and the institution as a whole. This program of action requires initiatives at the course, program, college and institutional level. Each program is working to build comprehensive quality management systems as part of their efforts to attain international accreditation for each program by 2014. A robust and transparent quality management system involves both internal institutional processes — intended to build a quality accountability culture, external validation (attestation) and benchmarking (accreditation) — intended to build trust that the quality standards achieved are acceptable. Quality management is, thus, more than a process of quality control. It is a process of:

- quality enhancement, grounded in a quality culture that encourages and reinforces reflexive teaching and learning practices
- quality auditing, so as:
 - to establish whether the quality standards achieved are in alignment with the desired quality standards we set, benchmarked against:
 - acceptable international academic standards and practices
 - the current and future needs of our graduates' future employers
 - and student expectations
 - to facilitate quality accountability by peers, students, management, and accreditors



The objectives are two-fold:

- to improve the quality of program teaching, learning and student assessment
- to improve program quality accountability by enhancing the flow of information concerning program, student, and faculty evaluation while improving practices so that KIMEP can effectively monitor whether
 - program content, and teaching and assessment methods are:
 - valid in the light of developing:
 - pedagogical knowledge
 - knowledge in the relevant fields of study and of practice
 - acceptably in accordance with:
 - the required validation and benchmarking standards
 - the current and future employer needs
- program objectives and intended learning outcomes are being achieved. Peer review will form a fundamental part of this process

Action Steps

1. An approved program of study (defined to include Foundation English, Academic English, General Education, Majors, and Minors) must be approved by Academic Council; each program of study must include a clear set of program objectives, learning objectives, intended learning outcomes, admission requirements, program structure, general course descriptions, and teaching, learning and assessment philosophies.



2. Each Academic Unit must report to Academic Council, through its Governing Council, on:
 - the structures and procedures established to monitor, document and enhance program quality
 - the conduct of its program(s) of study on an annual basis, including the evidence of the achieved program quality, any program quality challenges or threats, and the quality enhancement measures put in place
 - the fitness-for-service of each program of study on a three-yearly basis, comprising a balanced statement of its strengths and weaknesses, the opportunities and threats it is facing, and the actions needed to address these issues
3. A central Quality Audit and Enhancement unit will be established within the Office of the VPAA in Fall 2011 with the following remit:
 - to advise the VPAA on:
 - quality management (embracing the management of institutional and program accreditation and attestation) issues, policies, procedures and practices
 - the quality and quality enhancement of academic programs offered by KIMEP
 - the design and implementation of program quality enhancement strategies
 - to gather from various KIMEP sources and archive the necessary program quality audit and other institutional documentation required for periodic institutional and program attestation and accreditation
 - to coordinate and facilitate periodic institutional and program attestation and accreditation
 - to collect and disseminate information on pedagogical best practices
 - to facilitate the conduct of faculty development activities designed to increase the quality of teaching, learning and student assessment

Program Accreditation

Accreditation efforts are an ongoing process and are closely linked to the quality management issues discussed above. The target is to achieve at least one accreditation from an international agency for every program by 2014 as shown in the graph below. KIMEP is currently working towards AFBE, AQA and AACSB accreditation. From 2012, it will again begin to work with the European Foundation for Management Development (EFMD).

Accreditation Time Table 2011 - 2014

| Start Date | Unit | Department | Agency | Action |
|------------|------|------------|--------|--|
| 28-Aug-11 | BCB | | AFBE | Site Visit |
| Sep-11 | BCB | | AACSB | to File AACSB Eligibility Report |
| Sep-11 | BCB | | AQA | Inquire if the Accreditation by AQA for BCB is possible |
| Sep-11 | CSS | PA | EAPAA | Apply to the EAPAA for Accreditation of PA |
| Jan-12 | CSS | PA | EAPAA | Report on self accreditation due |
| Jan-12 | CSS | IR / PS | AQA | Apply for IR /PS Accreditation to AQA |
| Jan-12 | BCB | | AACSB | Apply for AACSB Candidacy for Accreditation |
| Jan-12 | BCB | | AACSB | Begin the Self Study of BCB |
| Jan-12 | BCB | | AFBE | To get results from AFBE |
| Apr-12 | CSS | PA | EAPAA | Site Visit of EAPAA representatives |
| Apr-12 | CSS | IR / PS | AQA | Report on self accreditation of IR /PS due |
| Apr-12 | CSS | Economics | AQA | Apply for Economics Accreditation to AQA |
| May-12 | CSS | IR / PS | AQA | Site Visit of AQA representatives for IR /PS accreditation |
| Jun-12 | BCB | | AACSB | Complete the Preliminary Self Study of BCB |
| Aug-12 | CSS | PA | EAPAA | Know decision about PA Accreditation |
| Sep-12 | CSS | Economics | AQA | Report on self accreditation of Economics due |
| Sep-12 | CSS | IJMC | AQA | Apply for IJMC Accreditation to AQA |
| Sep-12 | LAW | LLM | AQA | Apply for LAW Accreditation to AQA |
| Dec-12 | CSS | Economics | AQA | Site Visit of AQA representatives for ECON accreditation |
| Dec-12 | CSS | IJMC | AQA | Report on self accreditation of IJMC due |
| Dec-12 | BCB | | AACSB | Complete the Revision of Self Study of BCB |
| Dec-12 | LAW | LLM | AQA | Report on self accreditation of LAW due |
| Mar-13 | CSS | IJMC | AQA | Site Visit of AQA representatives for IJMC accreditation |
| Mar-13 | LAW | LLM | AQA | Site Visit of AQA representatives for LAW accreditation |
| Oct-13 | BCB | | AACSB | AACSB Peer Visit |
| Dec-13 | LC | MATESOL | AQA | Apply for MATESOL Accreditation to AQA |
| Aug-14 | LC | MATESOL | AQA | Site Visit of AQA representatives for MATESOL |



Goal 8: Research

Research is fundamental to delivering a world-class student experience. Faculty must be current in their fields to deliver quality education and must also understand the context in which they teach and their students live. In fall 2011, a comprehensive strategy will be developed to restructure the research system. Key actions include the following.

- KIMEP will continue to support research from its own funds as resources permit.
- In fall 2011, an office will be set up under the VPAA to generate economies of scale in the administration of research across the Institute and coordinate the direction of the research effort. This office will also identify opportunities with government, international NGOs and business for applied research and consulting opportunities.
- KIMEP will explore the advisability of introducing a journal in the spring of 2012 to provide an avenue for research carried out by our own faculty to reach a wider audience and also serve as a focus for Central Asian research carried out elsewhere.
- In 2012, KIMEP will formalize partnerships with research institutes in Europe and the USA that focus on Central Asian issues.
- An audit of faculty to assess applied research and consulting capacity, building on the existing research center initiatives and launching new ones where appropriate, will be conducted each fall.
- KIMEP will consult with its international partner universities to assess opportunities for collaboration in international research consortia focused on Central Asia and elsewhere with the aim of developing new institutional partnerships based on the needs of the Institute.
- Faculty will be encouraged to leverage their personal research networks to identify opportunities in Central Asia and elsewhere.
- KIMEP will identify ways in which our experience as educators and builders of education systems can be developed to support the growth of other institutions in Central Asia.



Goal 9: Ensure Wider and Deeper International Partnerships

KIMEP has developed a more active international presence in the last three years. In the period to 2014, this will accelerate, with initiatives focused on student mobility and dual degree arrangements, while building new areas of business in executive education and research partnerships. These initiatives, building networks of people and expertise, are a fundamental element of the vision to deliver a world-class institution.

Students

After four years of relatively stable numbers of international students at KIMEP (gradually decreasing from 187 in Fall 2007 to 173 in Fall 2010, while as a percentage of KIMEP student population gradually increasing from 3.8 % to 4.4 %), the number of international students increased to 233 in fall 2011 (7.1 % of total student population at KIMEP), largely due to the introduction of 100 Central Asian undergraduate scholarships.

The target is to increase the number of international students to 400 (degree, non degree and exchange students) by fall 2013.

KIMEP must build on its South Korean model, which combines many partnerships with universities in South Korea providing extensive students exchange programs, with attending study abroad fairs and targeted promotional activities. This has been a success, with 37 Korean students registered in the fall 2011 semester, making Korean students the third-largest international student representation after Tajikistan and Kyrgyzstan and the largest fee-paying international student representation.

This model will be expanded by contracting with student recruitment agencies and actively using the network of Korean KIMEP graduates and former Korean exchange students to promote KIMEP and serve as our ambassadors in South Korea.

This model will also be rolled out in other prospective recruitment countries, particularly in China and India.

The number of exchange students has increased rapidly in the last five years to 51 incoming and 146 outgoing students. This gives KIMEP students a chance to study for part of their program abroad and creates an international environment at KIMEP.



The ambition is to increase the number of exchange students by:

- more explicitly using former exchange students in the promotion of KIMEP
- tapping into the Junior Study Abroad programs in the USA
- forging and developing more partnerships with leading universities all over the world
- continuing to apply for international scholarship programs such as Erasmus Mundus

International Institutional Partnerships

The number of active international partner universities grew from 12 in 2007 to 64 in 2011. The scope of collaboration has deepened and is integrated with the core operations of the academic colleges.

These partnerships and the associated networks that we have and will build further with the academics of our international partner universities will provide opportunities for the academic colleges in:

- further program improvement
- visiting faculty arrangements (also outside the International Summer School)
- the development of global research projects
- the development of executive education programs

Dual and Double Degrees

KIMEP has three graduate dual degree programs in the College of Social Sciences:

- The University of San Francisco (Economics)
- Humboldt University Berlin (MA Economics and Management)
- University of Glasgow (Central Asian Studies)

Around 15 KIMEP students could receive Erasmus Mundus Action 1 funding per year for the coming 3 years (representing at least \$350,000 per year in stipends).



Bang College of Business signed a dual degree agreement in AY 2010/2011 with IESEG School of Management. Three more dual degree agreements are expected to be signed in AY 2011/2012 with:

- Cass Business School (MBA/MSc Finance and Accounting)
- University of Dundee (LLM)
- University of Utrecht (LLM)

These double degrees will be used by the colleges to further improve the academic programs KIMEP offers as part of international accreditation efforts. The target is to sign 4 more double degree agreements in the AY 2011/2012 in other master programs, the DBA program and possibly undergraduate programs, while promoting the double degrees that are already active in the Kazakhstani and international market.

Faculty and Student Mobility

Sixty KIMEP faculty and students have enjoyed scholarships within the Erasmus Mundus program in the last 3 years (more than \$1 million in stipends). For AY 2011/2012, two consortia in which KIMEP is a member have been selected for the Erasmus Mundus Action 2 program (total budget of Euro 3 million) and it is expected that up to 30 KIMEP students and faculty will receive scholarships for study in the EU (representing \$500,000 in stipends). A second international research consortium has been formed (Central Asian Language Educator Development Program). Lessons learned will be applied to future bids with the aim of successfully gaining funding support for up to six international research consortia in the period to 2013-2014.



Goal 10: Embed Executive Education

KIMEP currently underperforms in executive education. Executive education must become a more significant part of KIMEP activities over the next three years. We need to reinvigorate what we do, this includes the following.

- We need to add higher level, higher margin programs
- We need to change the market perception that KIMEP provides only quality entry-level employees. We exist to train ethical leaders to contribute to development at higher levels.

A new strategy will be implemented in January 2012. It will be expected show a return by May of 2012.

- Our current course offerings in languages, professional development and the Executive MBA are under review. The intent of this review is to generate higher volume, and higher value added programs.
- In line with ideas noted earlier to develop links to the professions through the academic program curriculum, professional certification classes will be developed to prepare clients for CFA, ACCA, CPA, IPD, CIM and other professional qualifications following market assessment. The successful delivery of training leaders in accordance with globally recognized professional qualifications is central to the market positioning of KIMEP as an executive education provider.
- KIMEP will build on its international partnerships to leverage the pool of expertise our partners have at their disposal to complement the above recommendations, and also to develop targeted master classes in areas such as commodities management, agricultural systems, leadership and motivation and energy targeted at the CEO market.
- An annual international conference in spring of each year focused on similar areas to the master-class program will be launched to again change market perceptions of KIMEP and generate alternative revenue streams.
- Feasibility studies will be undertaken on the potential for KIMEP catalyzing the creation of professional associations in Kazakhstan for the professions, either as stand-alone organizations, or branches of global industry bodies.



Goal 11: Fundraising and Partnership Development: Build a Capital Campaign/Fundraising Strategy

In the period to 2011, KIMEP has focused more on internal issues, coping with growth and maturing as an organization and as a result, paid less attention to external partnerships than it could have. In the period to 2014, this will change, building on the base that we have in place. The economy, society, government and business corporations of Kazakhstan benefit immensely from the activities of KIMEP and the investment its graduates make in their personal futures. The time is right to move to the next level in partnership with these stakeholders. Modest targets have been set as priorities for a revitalized fundraising campaign which will begin in October 2011.

Key elements of the campaign will be to:

- deepen engagement through BAC, EUROBAK, American Chamber of commerce and other representative business organizations
- undertake a feasibility study to determine the likely and stretch goals of a capital campaign
- target high net worth individuals in Kazakhstan
- target major holding companies and international companies in Kazakhstan
- undertake a feasibility study to set up a foundation to receive funds either in Kazakhstan or USA
- use international contacts to target headquarters of international companies operating in Kazakhstan who benefit from KIMEP activities
- continue to mobilize alumni
- engage KIMEP employees in a regular program of supporting the campaign

Aims are to:

- increase corporate scholarships to \$1.5m per year
- increase trilateral contracts to 250 (\$1.5m per year)
- attract ten endowed chairs (\$750,000 per year)
- raise \$1m in naming rights for facilities
 - Major capital projects
 - New dormitory
 - Law School
 - Begin to build an endowment

These campaigns will supplement revenues. They will not be planned as part of core revenues at this time.



SECTION 3: IMPLEMENTATION





Delivery

While it is our staff and faculty who will deliver this change with our students, the administration has the responsibility for oversight and monitoring to ensure goals are met. The overall process will be coordinated by the Vice President for Planning and Development in partnership with the Vice President for Academic Affairs and Vice President for Administration and Finance.

In order to implement this strategy, a series of task forces have been set up, which will have a designated leader responsible for delivery. They will meet bi-weekly. Their first task will be to develop a detailed, costed action plan and timeframe for the implementation of each goal. These will be combined into a master action plan by the Vice President for Planning and Development. This will be published following the Board meeting in November 2011. At the end of each semester, a review report will be submitted to the President and published. At each Board meeting, a progress report will be submitted.

Task Force 1: Build an institutional forecasting model based on long-term financial viability, using evidence-based decision-making

- Led by the **Vice President for Administration and Finance**, in partnership with the Vice President for Academic Affairs, the Vice President for Planning and Development and Associate Vice President for Finance.

Task Force 2: Efficient Customer-focused Services – Streamline Non-academic Systems

- Led by the **Vice President for Administration and Finance**, in partnership with the Vice President for Academic Affairs, the Vice President for Planning and Development, Associate Vice President for Finance, Associate Vice President for Administration and Dean of Enrollment Management.



Task Force 3: Revitalized Student Recruitment

- Led by the **Vice President for Planning and Development**, in partnership with the Vice President of Academic Affairs, Dean of Enrollment Management, Dean of Student Affairs, Director of Marketing Communications and Public Relations, the Deans of Bang College of Business, Social Sciences, Law and the Director of the Language Center.

Task Force 4: Maximize Student Success

- Implementation of this plan will be led by **Vice President for Planning and Development** in partnership with the Vice President of Academic Affairs, Dean of Enrollment Management, Dean of Student Affairs and Director of Student Retention and Success.

Task Force 5: Ensure a committed core faculty

- Implementation of this plan will be led by the **Vice President of Academic Affairs**, in partnership with the Deans of the Bang College of Business, Social Sciences and Law and the Director of the Language Center.

Task Force 6: Program Review – Achieving World-class Standards

- Led by the **Vice President of Academic Affairs**, in partnership with the Deans of the Bang College of Business, Social Sciences, Law and the Director of the Language Center.



Task Force 7: Deliver Quality-assured and Accredited Programs – Building a Quality Management System to Guide Curriculum Development

- Led by the **Vice President of Academic Affairs**, in partnership with the Deans of the Bang College of Business, Social Sciences, Law and the Director of the Language Center and Vice President for Planning and Development.

Task Force 8: Research

- Led by the **Vice President of Academic Affairs**, in partnership with the Director of Research, academic deans and the Director of the Language Center.

Task Force 9: Ensure Wider and Deeper International Partnerships

- Led by the **Vice President for Academic Affairs** in partnership with the Dean of International Relations and Summer School, the academic deans and the Director of the Language Center.

Task Force 10: Embed Executive Education

- Led by the **Vice President for Academic Affairs** in partnership with the Dean of Executive Programs, Dean of the Bang College of Business and Dean of the College of Continuing Education and Dean of International Relations and Summer School.



Looking Forward

In the period to 2013-2014, KIMEP will plan and implement a radical strategy that will see many positive changes for the Institute. We expect KIMEP to be a hive of positive developments, built on the commitments of our community to deliver excellence to our students. Everyone has their part to play, and we call on everyone to work together to realize the goal of a world-class university for our stakeholders.

