

KIMEP TIMES

SINCE 1995

Excellence Proved: KIMEP wins Changellenge for the second time in a row

Two teams from KIMEP became the winners of the Changellenge Cup Almaty 2015 business case competition, retaining KIMEP's champion title and the cup in the walls of the institution for two years in a row, both in the English and Russian

language sections of the competition, which seems to be a good proof of KIMEP's "Committed to Excellence" slogan. The whole process of the competition consisted of several stages. Firstly, participants had to assemble a team of four people till

the Nov. 8, 2015 and get the first round assignment on Nov. 9 which had to be solved in the form of presentation and sent back till Nov. 16. Ten teams from each of the sections were selected for the final round of the Changellenge and given the final round business case

assignment which was about the oil and gas industry. The case involved KazMunaiGas organization and required finding the most effective crisis overcoming solution which would provide the least possible financial loses for the organization. Teams had to come up with both effective and innovative solution.

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BC Solutions Team: (from left to right)
Anna Sevastyanova, Kamilla Shafikova, Aisara Mukanova and Dauren Ramazanov

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Korean Unification: Another wall to fall down?

words by
Alina Tuleugazy
photography by
Alexey Balabayev



Dr. Hak-kyu Sohn, having arrived to Almaty within the framework of the Leadership Development Program at KIMEP, conducted a guest lecture on Oct. 29, on the topic of effective leadership during crisis and was warmly welcomed by KIMEP community as a major political figure of South Korea. In his speech, Dr. Sohn raised a significant question about Korean Peninsula unification, reflecting on the importance of such procedure both for economies of two countries and the worldwide economy.

**AS A GOVERNOR
OF GYEONGGI PROVINCE I
OFFERED A LARGE SCALE OF
RICE PRODUCTION
ASSISTANCE PROJECTS TO
NORTH KOREA. I REMEMBER
THESE PROJECTS CREATED
A CONSIDERABLE TRUST
BUILDING BETWEEN NORTH
KOREA AND GYEONGGI
PROVINCE**

**THE POLICY OF ENGAGE-
MENT AND COOPERATION
WILL PROVIDE A SOLID BASE
FOR OUR TRUST PROCESS
POLICY**

**UNIFICATION
CAN BE ACHIEVED WHEN
UNIFICATION IS NOT TALKED
ABOUT**



Dr. Hak-kyu Sohn, giving interview for local media right after the speech at KIMEP

Today, many start to compare a possible unification of Southern and Northern parts of Korean Peninsula with a historic event that took place on Nov. 9, 1989 - the fall of Berlin Wall - and many share the same opinion - it was never easy for the German sector and it is not going to be an easy walk for South and North Korea as well. The roots of the tough relationship these countries nurtured for decades are just too deep to cut them off with one clean strike and Dr. Sohn is determined to explain to the audience how he sees the whole situation.

Greeted with a round of applause, Dr. Sohn briefly indulges into his speech and starts off with a short remark on the graduate movement of economic power from Trans Atlantic region to Trans Pacific, which reveals South Korea's position among Asia's most influential countries. In his opinion, the rebalance towards Asia is only expected, especially with the growing influence of Chinese economy. In such light, unification of two scattered nations might become both a huge step towards better political situation and an obstacle for a continuous economic development. That is why it is crucial to understand how to manage this process, how to introduce a leadership that is essential in a time of crisis.

Dr. Sohn pictures a situation with many challenges and bumpy roads ahead, putting an emphasis on the disastrous outcome in case reunification happens too soon, bringing to an immediate collapse of North Korean regime. In a sense, an abrupt demise of this regime will most likely hit North Korean population first, instantly reverberating and affecting other economies.

Nuclear weapon in the arms of the authority together with a military threat as a reminder that things might get bloody and dictatorship as a brick wall on the way of long-desired democracy - these things will not simply disappear in a few years, unfortunately. Thus, South Ko-

rean spokesman tells KIMEPians about the necessity of nonviolent cooperation, establishment of peace regime, promotion of co-prosperity in the region, creation of proper legislation system, and reformation with a possibility to create a friendly environment and a fertile ground for the long-term reconciliation.

In a pursuit of establishing peace between North and South several projects have already been introduced in the region, mainly by Gyeonggi-do province, where Dr. Sohn was a Governor during 2002-2006. The projects were focusing on the modernization of agricultural infrastructure and can serve as good examples of the cooperation and partnership that two sides are in a great need of.

Unification of the divided parts - is it desirable? And more important, is it viable? This is what Dr. Sohn addresses to the audience, while trying to make everyone see how difficult it can get and what a long way lies ahead of the two nations. As the scenario of reunification remains unknown for the time being, Dr. Sohn advocates for the improvement of Korean Peninsula situation through exchange and collaboration. In the end, he wants everyone to understand that the merger must happen at some point - at least for the sake of peace and stability that many have been striving for since 1940s, when two countries broke apart.

"Unification can be achieved when unification is not talked about," Dr. Hak-kyu Sohn quotes the former German Chancellor H. Schmidt to close off his special lecture. This being said, the audience bursts into another round of loud applause and many hands rise up - the questions are just starting to form on the lips of spectators, the one heavily hanging in the air being whether the dreams and hopes of thousands can become a sound prospect in the future or if another wall of aloofness will never be taken down. 🙏

J'adore. Svyazi wins the competition



words by
Kristina Nikulina
photography by
Dariya
Orazbayeva

At the recent Second International Summit of Progressive Generations organized by the Department of Media and Communications of KIMEP University the first place prize was won by the video which ridiculed the Kazakhstani concept of “svyazi” (connections).

Angela Kazaryan, Zinaida Trinojenko and Aigerim Toleukhanova created a parody video of J'adore perfume in which sumptuously-dressed

men, played by the actor Hong Pum Chung, says “Diploma is paper. Oil is liquid. Gelandewagen is a car. Don't pretend, feel what is real. That's it. Svyazi.”

The jury represented by famous personalities of Kazakhstani film-making and creative production industry including Dariya Azimova and Dmitriy Toparov, selected the video to be the winner without dissenting voice, even though works presented by other students were also at a surprisingly high level. The crucial factor was that at a relatively short timing of 48 seconds and positive tone the video was still able to display one of the most distinctive social issues of Kazakhstani society.

The winners received the Best Creative Video Award and Swatch watches provided by the ISPG II sponsor Imperial Tobacco. 🙏



From right to left: Zinaida Trinojenko, Angela Kazaryan, far left Dr. Gulnara Karimova

Changellenge

continued from page one

words by **Kristina Nikulina**
and **Anel Tazhinova**
photography by **Changellenge**
Kazakhstan

Five out of twenty final round teams were assembled by KIMEP University students. As a result two out of these five won both first places in each of the language sections. While Valensis Consulting Group team won the first place in the Russian section of the competition, BC Solutions got first place in the English section. Totally, 1200 participants assembling 300 teams representing 30 universities from 10 cities participated in this wide-scale and most prestigious business case competition in Kazakhstan.

Changellenge have a wide network of partner organizations, including EY, Mc Kinsey&Company, MARS and Monarch Eurasia as official partners, IESEG School of Management (France) as an educational partner, and E2 Educational Services as an informational partner. These partners provided preparatory and promotional lectures prior to the competition, as well as rewards for the winners by its results. Along with the possibly most significant line in the CV's, winners got additional prizes in form of the gala dinner with partner-companies' high-rank representatives, a box full of sweets from MARS, a 50% discount for the graduate studies in the IESEG School of Management and the simplified process of selection for jobs in the partner-organizations as compared to the all other job applicants.

Additionally, winner teams got money compensation from the administration of KIMEP University amounted in 60,000 tenge for each of the teams (approximately 15,000 tenge per participant). This award policy was recently introduced by KIMEP in order to encourage students' active participation in intellectual competitions such as Changellenge, PR, Law Olympiads, Mout

Courts, and all other intellectual competitions. For this purpose university's top management allocated 1,000, 000 tenge in annual budget.

Last year 9 student teams were awarded for participation in 5 major competitions – Changellenge (4 teams), PR (2 teams), Law Olympiad (1 team), Mout Court (1 team), Google (1 team) and supported students' trip to Moscow to take part in International Mout Court. Corporate Development Department of KIMEP holds responsibility for allocation of these financial compensations.

Valensis Consulting Group

Members of the Valensis Consulting Group team, Adilzhan Zhunusov, Shyrin Abaykhanova, Symbat Batyrkanova and Viktoriya Nurlasheva became champions of the Russian section of the Changellenge. It was not their first-time participation in the Changellenge, as they already took part in the competition last spring, and won third place.

They say that the preparation process for the final presentation took many hours and considerable amount of effort. Sometimes they stayed up all night in the malls and little cafes,

digging deeper in the case. “The case was very interesting. It was worth all the time that we spent on it. I was excited to solve it, not even for the victory,” Adilzhan says.

Shyrin admits that the hardest thing in the preparation was to identify what was important and what was not. “We could spend three hours straight on one question and then suddenly understand that it did not even matter. So, planning and sorting out the information was the crucial point.”

However, participants were not left alone. Professors from KIMEP organized master classes where they explained some confusing areas of the subjects involved. Moreover, strong team work and good relations within the team were the keys to success.

Adilzhan was a team leader who inspired everybody. Viktoriya was a decision maker who listened carefully to all the opinions and then made the final decision. As a talented speaker Shyrin taught everybody her great public speaking and presentation skills. Symbat was an idea constructor. When everybody proposed different things, she was the one

who analyzed and combined them producing one big idea. “We both could see the difference between us and other teams. We always found the time to study and to laugh. And during the final presentation we also felt where we had to be serious, and when we could joke a little,” Symbat says.

“Valensis means kings and gods. At first it was ‘Valencis’ which means effectiveness, but we made a mistake during the registration and it became ‘Valensis’. That is how we became kings and gods.

The most pleasant part was to win. When we came to the presentation we already felt that we would win. We just did not let ourselves think differently.”

BC Solutions

Kamilla Shafikova, Anna Sevastyanova, Aisara Mukanova and Dauren Ramazanov from the BC Solutions won the first place in the English section of the Changellenge Cup Almaty 2015.

Their story started in 2012, since three of them had known each other starting from the very first semester at KIMEP. However, only this Fall

2015 semester they decided that they should collaborate in the attempt to win the Changellenge. “We did not actually expect that our good relationships could grow into such a successful alliance,” Aisara says .

The beginning of the preparation was a little confusing, as the case was complicated. There was a lot of work to do, and they did not know where to start. At first, each of them started doing what he or she was good at. Anna has searched and looked through all the financial data and reports, Aisara counted ratios, Dauren analyzed the market, and Kamilla developed a strategy. But they never worked separately and always asked each other for assistance.

The easiest thing for them was to come to a compromise. The most pleasant thing was when, on the final day, competitors admitted the high quality of their presentation. “Besides the victory, every second of the “journey” was pleasant. It is not the result but the path to it that is valued.”

Dauren was the only one who believed in their victory from the very beginning. Anna even had a bet with him, which she eventually lost. Professionalism, teamwork, simple and understandable interpretation are the things that helped BC Solutions to win. “I think the fact that we had a leader in the team, Kamilla, really helped us. Kamilla defined the aim and directed us. She even made us to rehearse the presentation multiple times,” Dauren says.

Kamilla is responsible, an iron-lady, painstaking. Anna is attentive, hard-working, motivated. Aisara is light, “like a sun”, intelligent. Dauren is “a God of the team”, steady, encouraging.

Changellenge became a symbolic way to graduate from the university. BC Solutions passed this test and now they are sure in themselves. “I participated in six competitions during my education. This victory is a logical closure,” Kamilla says. 🙏



Valensis Consulting Group team: (from left to right) Shyrin Abaykhanova, Adilzhan Zhunusov, Symbat Batyrkanova and Viktoriya Nurlasheva

Customer is always right: True for us?

words by
Zarrina Mulloboeva
photography by
Olga Tsoy



(followup on the article “University is a Service Institution” by Kristina Nikulina in the issue #115, 2015)

Last Spring semester, the President’s Office of KIMEP has initiated the ongoing Customer Service campaign, in order to increase the level of satisfaction among students. Is there any progress so far?

“Customer is always right” - a famous motto of successful retailers popularized in the 20th Century - conveys the idea that customer complain should be treated seriously, so that customers do not feel cheated or deceived. For KIMEP, customers are its students.

According to the Student Satisfaction Survey (SSS) results for Spring 2015 semester, students evaluated service at KIMEP as 3.91 out of 5 on average. Satisfaction is about expectations and reality. Survey results, however, show that the reality of KIMEP’s quality of services does not fully meet students’ expectations.

“Generally, I try to avoid visiting Student Affairs office. Every time I go there, I end up either losing my time or getting stressful. It’s frustrating that your projects suffer because someone did not do their job on time,” says Zhansaya Akberdiyeva, a junior law student.

“Low scores in Freshmen Satisfaction Survey conducted by the Learning Support Center were the main



reason Dr. Bang urged KIMEP staff to enhance customer service and initiated the campaign,” says Dr. Aigerim Ibrayeva, Executive Director of Student Affairs, who is responsible for managing the ongoing campaign process. The main objective for the project that the President’s Office had is to identify the reason behind students’ low level of satisfaction, and to let the customer service reach a level that would satisfy students.

According to Ms. Jemal Agayeva, Executive Assistant at the Office of President, one of the reasons of students’ dissatisfaction is that they do not know appropriate offices they should visit in order to have their issues resolved. “They come to the Registrar and ask about their payment, but the Registrar does not deal with this issue. So it either takes too

long, or a student is referred to another office. As a result, students feel frustrated.”

Dr. Ibrayeva’s hypothesis is that one of the reasons for a low student satisfaction is that KIMEP University lacks a code of conduct for its employees. “Until we will have a code of conduct for employees we cannot ask them to perform in a certain level,” says Ibrayeva.

Another reason for a low satisfaction among students, in her opinion lays in the imperfections of the system, including KIMEP Student Portal. Thus, most of the negative feedback is received during the registration period when students make payments, register for classes and figure out their schedules. Sometimes one tence in debt can prevent a student

from registering for classes, there might be not enough classes offered, the timing of classes is in conflict, or instructors for the courses are unknown till the last day of the add-and-drop week. For example, this semester, there were not enough Physical Education courses offered to satisfy students’ demand. Therefore during the add-and-drop week, a number of new sections were offered.

The first step of the campaign included installation of feedback boxes near the offices students frequently visit. “These boxes were installed near the offices that receive the most negative feedback,” says Jemal Agayeva. The President’s Office is responsible for processing feedbacks from the boxes. After compiling a report for each office, they send it to the corresponding department’s director, and follow up on addressing issues in reports. “Students tend to neglect this opportunity. We receive one or two comments per day or sometimes even none, the feedback is mostly negative and lacks justification of the scores,” says Agayeva.

Students are reluctant to provide feedback through these boxes because they do not believe that anything can be changed, and President’s Office cannot provide any reports, because there are too few comments to draw conclusions.

However, if students are convinced that the quality of service can be

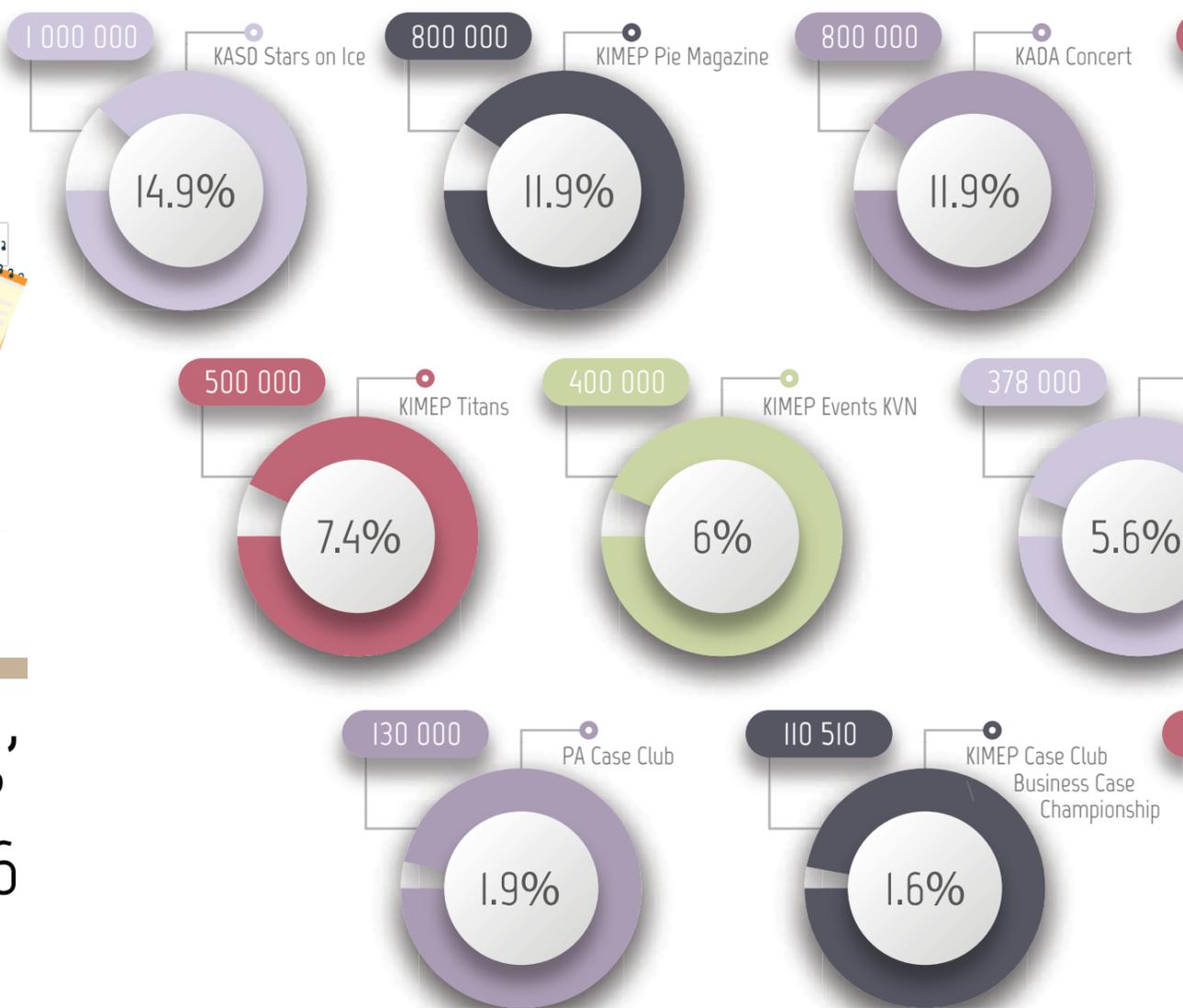
improved, they will make a step forward. “I know about the feedback boxes. In fact, I’ve worked in the Quality Assurance Department at KIMEP, and I believe that I’ll be heard and measures will be taken,” says Dana Kazenova, a third-year accounting student.

In line with informational campaign, last April Dr. Ibrayeva developed and conducted a special training for all administrative and technical staff. The main goal of this training was to explain to the staff how the current generation is different from previous generations, and to give recommendations on how to work with them, and how to behave in situations when students are frustrated. This year, the freshmen orientation package was extended and included two-week workshops, the Convocation celebration, and, for the first time, colleges organized a separate orientation programs for their respective freshmen.

Coming back to the objectives of the campaign it seems that there is not clear cause of student dissatisfaction pointed out and there is no evidence suggesting customer service has been improved. On the other hand, low response level on behalf of the students suggests that they are either not interested in sharing their feedback or they just don’t believe it matters. In any case, enhancing customer service quality is one of the strategic goals of the university and this campaign is to be continued. 🙏



Student organizations’ budget for Spring 2016 (in KZT)



Summer changes under scrutiny

words by
Alina Tuleugazy
screenshot from
Whispering KIMEP



“This Summer 1/2016 semester will be 6 weeks, from May 23 till July 1,” says the slider on KIMEP Student Portal at my.kimep.kz, a natural reaction to which is a raised eyebrow and immediate questions spinning in your head. Here you are, staring at the computer screen or smartphone display and looking at the picture, while all you can think about is “How will I graduate in time?”, “What about my scholarship?”, “Wait, what if they won’t even teach the courses I need?” and so on. Reasonably, the next thing you may do is to open VK and try to find the answers on Whispering KIMEP, but the right answers require proper questions slightly more often than never.

When asked about the recent changes and their consequences, Dr. David Landis, the Vice President of Academic Affairs, gave more than prompt answers, but, unfortunately, they weren’t as fulfilling as one might think.

- ▶ Reason for changes? - Satisfy vacation requirements for faculty.
- ▶ Graduation requirements problem? - No problem, just take 18-19 credits each semester, start planning!
- ▶ Need more credits? - Prove why and apply for extra load.
- ▶ Changes in offered courses? - Don’t worry, they’ll most likely stay the same.
- ▶ How long will the changes pre-

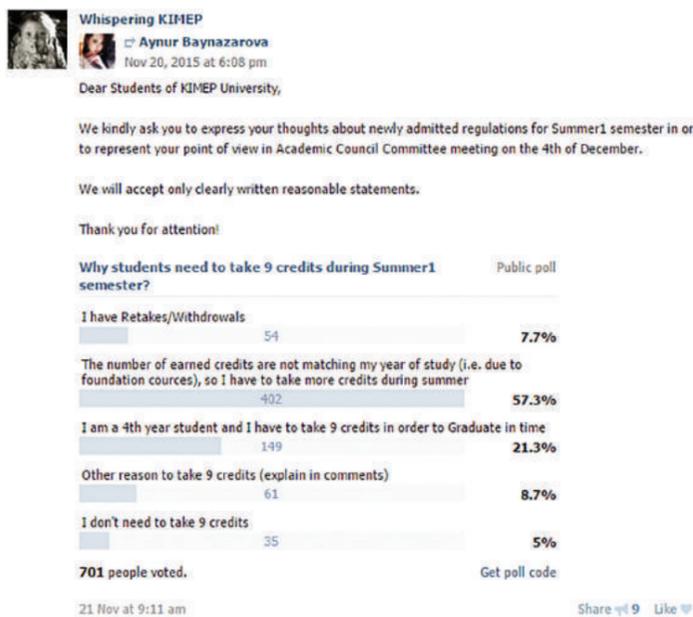
Recent changes in a Summer semester of 2016 left students nervous and wondering about what to do, how to be and who to ask for help. But no changes are made without an underlying reason and when explanation is not present - we try to search for it and get to the point.

vail? - Depends.

Well, did you find the answers you were looking for? Probably not quite sterling ones, so let’s keep going.

Since the very beginning after the changes were introduced students started complaining, arguing, tearing their hair off and, surprisingly, doing nothing about it. Finally KSA shows up and promises to do something about it, having no idea where to start besides collecting people’s voices and votes. Then again, there is nothing else to do when students are shut out and told “it needs to be done” without being given a proper explanation.

Ainur Bainazarova, the Vice President of Administration of KSA, who organized a poll in VK for those needing 9 credits in Summer 1, says she didn’t even know about the changes for the sake of vacations for faculty and so does one of the faculty members herself. If no one knows, how is everyone supposed to guess? So starts the commotion, because students want to know why the semester is being cut and how it will affect their academic situation, while making weird assumptions and wild guesses.



Turns out, during one of the internal meetings of the council Ainur brought up Summer 1 changes and finally was given more or less decent explanation after almost a month of trying to collect votes. Ms. Rano Pakhirdinova, Deputy of Office of Registrar, clarified that, according to the requirements of State Standards for higher education, summer semesters with minimum length of 6 weeks are allowed only for retakes

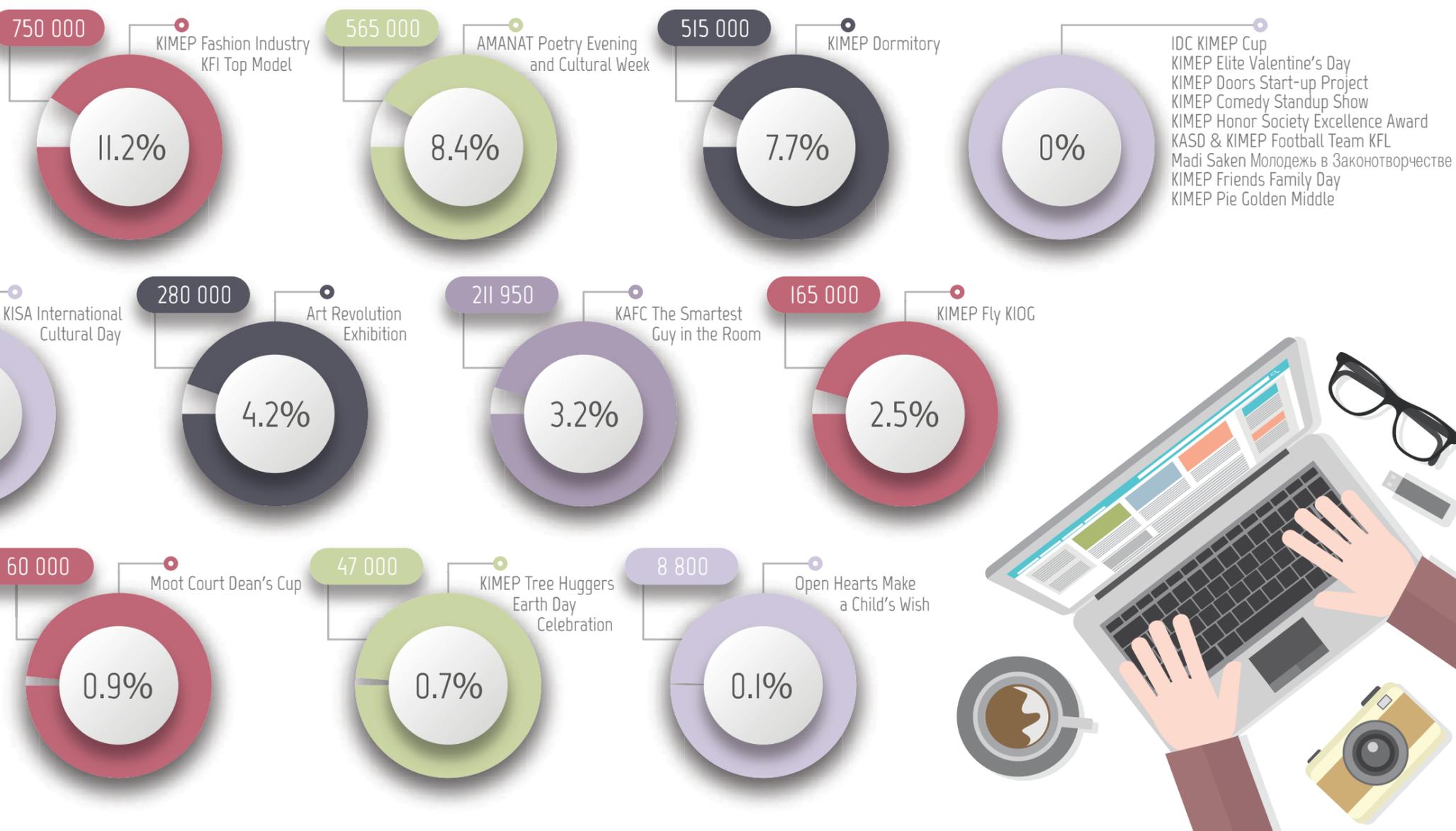
and in case of the need for additional education or elimination of academic debts/differences in academic plans. She says it makes it a little troublesome to follow the legislation, while at the same time satisfying students’ needs.

Once again, taking into account the fact that faculty needs from 45 to 56 vacation days every year, you can count yourself that with a semester

being 7.5 weeks it wasn’t possible to abide by the labor contract rules. Everything summed up together leads to a thought that changes didn’t arrive out of the blue, but they surely forgot to justify their arrival.

Going back to graduating in time, it is disappointing, but students can’t be given a workload of more than 90 academic hours (two 3-credits or three 2-credits courses) per 6 weeks, so you can probably stop beating the dead horse and start planning how to graduate without 9 credits in summer. It is still possible to add an internship or request another course to be opened for you, though it will need a solid basis and approval. Nonetheless, there is nothing that can’t be solved when taken seriously and thought of in advance, so keep your head cool and take your study plan under control.

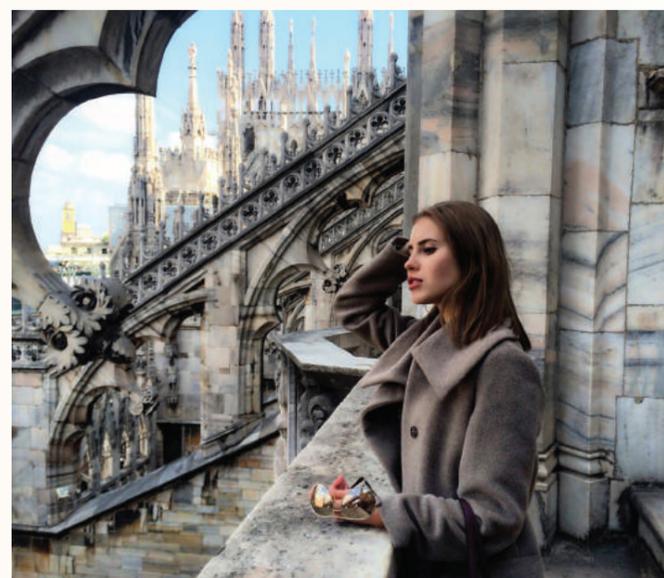
Another concern of students is about taking 18-19 credits each semester when courses either overlap or are not even taught at the time. What should they do? Unfortunately, the answer for this one is still to be found. Anyway, even the very right questions are sometimes thrown into a blank wall and the necessity to break it by building communication between the participants of educational process should be the first in the agenda of our university. Otherwise, we will never get rid of misunderstandings and omissions, followed by useless agitation that could have been easily avoided.



Letter from Ferrara four Italian

words and
photography by
Yana
Molchanova

I fell in love with Italy immediately, right after I'd taken the very first breath of the Italian air, right after I'd made the very first step on the Italian land. I've been here for a four months and now the day of my departure is getting closer and closer. Every night before falling asleep I recall all the memories about each single day I've spend here.

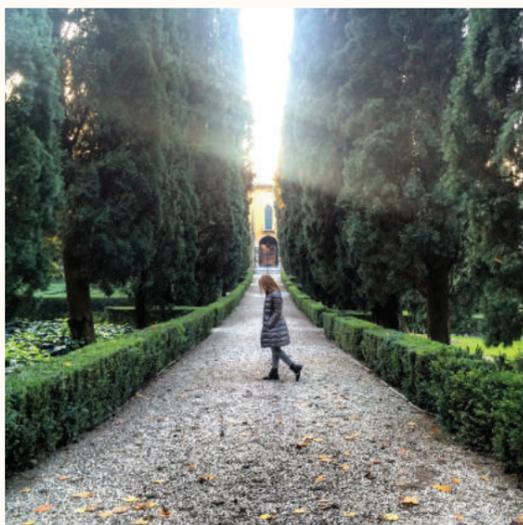
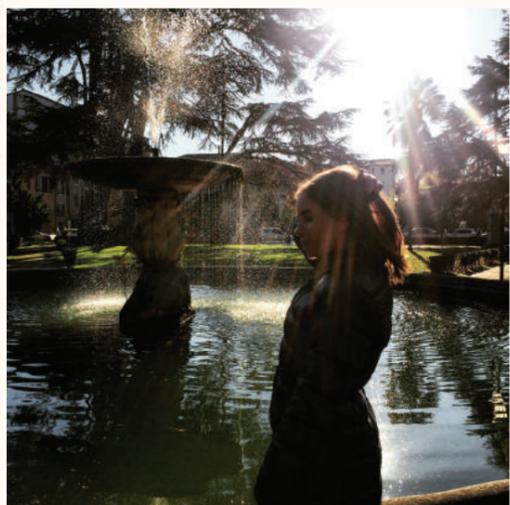


These memories illuminate the darkness of my room, they are like flashes in my mind. I remember everything like it was just yesterday. I close my eyes and I see them. I see the best moments of my life. I see Ferrara, the small and quiet town on the north of Italy. I see my house, which belonged to the noble family a few centuries ago. I see a medieval castle out of my window.

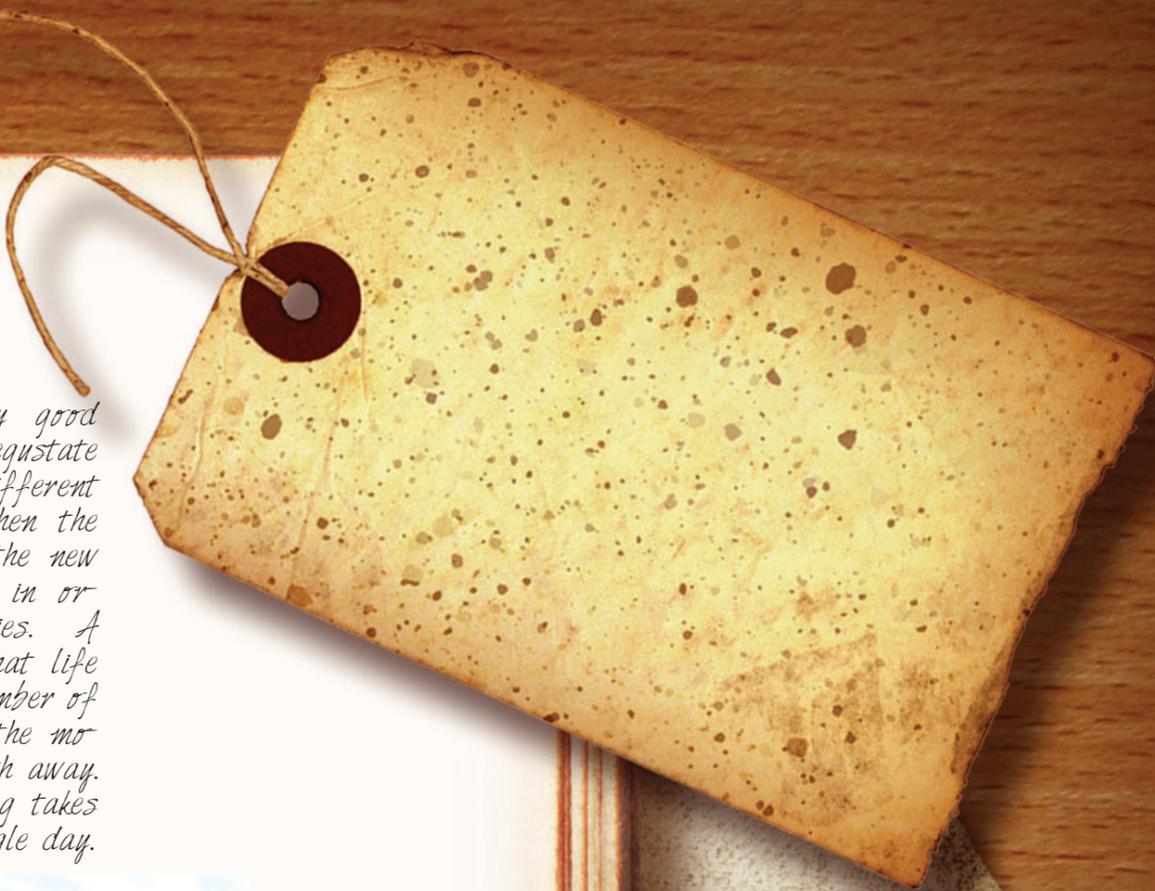


rai
months

I taste an incredibly good Italian food. I degustate a dozens of a different Italian canaries. And when the night passes away and the new day starts, I wake up in order to make new memories. A wise person said once that life is not measured by the number of breaths we take but by the moments that take our breath away. Here, in Italy, something takes my breath away every single day.



I see Venice with its long canals, bridges, narrow streets, old and beautiful buildings, carnival masks. I see Verona with its tile roofs, green gardens full of fountains and sculptures. I see the Juliet's balcony and hundreds of couples walking down the streets holding their hands in the city of love. I see Milan. I see a majestic church on the main square in the golden rays of a rising sun. I see Rome. I see Coliseum which took my breath away when I saw it for the very first time. I see the Trevi Fountain, the Pantheon, the Saint Pietro Church. I see the most beautiful city in the world. I see emotional, friendly and talkative Italian people. 🙏



“Good cheating skills can get you a bachelor degree”
~ Anonymous

Cheating culture

words by
Zarrina Mulloboeva



In today’s world reality grades matter, while how you get them does not. Is it the pressure to perform better or the ease of gaming the system that leads to cheating?

Students become unmotivated to learn when they are made to do work they don’t see the point in. Students believe that in this case they should cheat to get a good grade. “I have to take some classes I don’t need, so I’d rather not study and waste time,” says one of the surveyed students. Meanwhile others find it hard to get a good grade “just by studying” and find it “impossible to get a good grade without cheating.” As another student puts it she cheats “to survive.”

And there are many ways “to survive” actually. Cheating is easy “friends offer me the exams even if I do not ask” and “everyone does it.” “Peers have an enormous effect on students’ cheating behaviour. If your friends cheat, you will most likely start cheating as well,” says Nurseit Niyazbekov, professor of Sociology at KIMEP.

Some students have other reasons for ‘taking it easy’. “I don’t have motivation to study hard because parents made me pursue the profession I’m not interested in,” says third year audit student from KIMEP.

Non-cheaters usually value grades less than the actual knowledge they gain. “I’m more concerned about my knowledge than grades and perceive quizzes and exams as a way to check it. What is the point of cheating then, to trick myself?” says second year journalism student.

The exam format also can trigger some students to cheat. Some professors make it really hard to cheat by preparing open-ended exam questions, assigning random seats, taking the phones away and inviting several proctors to the exam. Others however haven’t even changed their exams for years and these exams are in a free use or available for purchase for a few thousands tenge.

In Professor of Ethics at KIMEP Nigmat Ibadildin’s opinion, the reason students cheat is that they come from the schools where such concepts as plagiarism and cheating don’t exist. In fact, we live in the society where the end justifies the means. “Honesty and labor is not considered as virtue in the society because society is ill,” professor says.

“I simply don’t see point in cheating. Good grades don’t mean anything if you are stupid as hell. The reason I am at university are hundreds of opportunities to learn new things, to expand my

knowledge and make use of great experience of my professors. And I hate cheaters because these dummies nullify the very point of education,” a third year law student shares.

However most of the students share another point of view. They admire “professionals of cheating”. Students who haven’t cheated said they would if they knew “how to cheat without getting exposed” or weren’t “too shy” and “afraid”. They do not understand that when their fellow group mate fools the system, they are fooled too. “Cheating means creating privileged position for the cheaters in comparison with the rest of the participants of the class. Cheaters first of all are dishonest to their group mates,” says Ibadildin.

KIMEP University seems to have its own cheating culture. Most students and faculty do not perceive academic dishonesty as something extraordinary anymore. Social norms are changing and society has become more tolerant towards cheating. As Niyazbekov puts it “some of the faculty have just given up. When they can, they identify cheating cases and punish but they don’t take it any further as they should.” KIMEP has some really good policies regarding academic honesty and integrity. Implementation of these policies requires collective work. Each case of academic dishonesty has to be sent to the Disciplinary Committee. However most often faculty choose not to push it further as they don’t have enough time to deal with the committee. “Faculty are just got used to students cheating and think of it as a part of Kazakhstani culture,” says Niyazbekov.

Academic dishonesty is a big problem affecting many different agents which society fails to recognize and therefore to address. The magnitude of this problem grows every day as more and more students are starting to cheat in many creative ways. If in the past the whole cheating experience consisted of copying from your fellow classmate or bringing a piece of paper with formulas to the math exam, now students order academic papers online or from their peers and purchase exam questions. Now this is a growing business at universities as well as at KIMEP. These services are differentiated by type and price and terms of the order are

available for customers. “The problem of cheating is not the No. 1 priority of KIMEP administration at the moment. If not properly addressed, this problem can lead to depreciation of KIMEP’s image and decline in the quality of education. And in the long-run it will lead to negative consequences for KIMEP graduates as the perceived value of their education will decline in the job market,” adds Niyazbekov. However both students and administration fail to understand consequences of their ignorance.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.

Source: <http://sa.berkeley.edu/conduct/integrity/definition>

Study abroad procedures

Nobody Can Discover the World For You, don’t miss the deadline!

words by
Zarrina Mulloboeva



An exchange semester is a big leap out of the comfort zone. Living in another country and immersing into that culture is a difficult and yet an exciting experience. Being in a new cultural setting will bring new unique challenges through which you can discover your new strengths and abilities, develop personal skills and solve new problems. Meeting different type of people not only develop your people skills but let you gain life-long relationships. KIMEP University offers wide range of study abroad opportunities. Zhamilya Utarbayeva, coordinator of outgoing academic mobility explains study abroad application process and selection procedures in details.

Opportunities for undergraduates & graduates

- 1 Exchange programs
- 2 Summer & Winter Schools
- 3 Dual Degree Programs

How to apply?

Undergraduate

- ✓ earn 30 or more credits
- ✓ GPA > 3.0

Graduate

- ✓ studied at least one semester at KIMEP

Deadlines

- ✓ FEB 15 for Fall Semester
- ✓ SEPT 10 for Spring Semester

Via Student Portal

- Study
- Additional Study Options
- Outgoing Exchange Programs
- Apply Online

Upload:

- ✓ Motivation essay
- ✓ Copy of passport
- ✓ Prove of extracurricular activities

NEW No recommendation letters

Who decides?

Selection Committee:

- ✓ 2 Faculty members
- ✓ 1 officer from DIAM

**each one grades application independently*

Priority

Given to students with:

- ✓ higher GPA
- ✓ more credits earned
- ✓ no scholarship or financial aid
- ✓ lack of exchange experience

Need more information?

- ! Come to info sessions by DIAM
- ! Stay tuned for e-mail updates from DIAM
- ! Visit information center “Globus” (412 Dostyk bld)
- ! Talk to alumni of exchange programs about their experience



Group work NIGHTMARE

words by
Tomiris Orozoeva
illustrations by
Nazira Berdybaeva



allenge with only choice to accept it. Tursunai Brimkulova, last year journalism student, shares with her two opposite group work experiences. One year ago with other students from the journalism department Tursunai was organizing first International Summit of Progressive Generations. "Everyone in our team was smart, creative and responsible. Each member was good at something, for example one could connect to well-known companies and turn them to the partners of the event, while others could find creative way to accomplish the task." Together they could organize a successful event. "We were very happy of the final result! Yes, we did invest a lot of time and efforts to it and spent sleepless nights with endless talks in Viber, but I still could not imagine how it would be in the end."

Gulnara Karimova says that choosing a team member is important decision in the process of group work. "I usually ask students to select their team members according to the skills necessary to accomplish the task. Try to get the 'best' members into your team. Select them based on their skills and abilities and not

the group work test, some remained in the same groups." However, still at the end of the semester, when she received peer-evaluation forms some students were dissatisfied with their teammates. "Somehow, students realize how important to chose right members only in the end of the project."

As Tursunai says, even if you do realize that it would be hard to work with certain people at the beginning, there is no choice left. "You can't tell to your member, "Well, you know, I do not want to work with you, sorry" In her sad experience with group work, she had to do largest part of the work on her own. "They did contribute of course, but every time I wanted to edit their work and sometimes I did." From one side she did not learn much from her team members, but it taught her to work in stressful workload situation.

Another problem which might turn into group work nightmare is a team gathered from different person-

sionate about rock style, they might have conflicts in a group work. "They were too different. They could spend like two hours choosing a project they want to work on because they had hard time of coming to compromise." Anar is in doubt about what is worse: when you don't see any sign of interest from your peers or when there is too much of enthusiasm, so you just can't deal with it. The lesson she learnt from that is importance of having like-minded people. To keep process going, group should share similar vision and views.

Coming back to the question of workload, according to Gulnara Karimova it is not always easier to check group works. "There are sometimes conflicts within the groups that may need instructors interference. I also combine the group and individual work to reveal the abilities of both specific individuals and the whole group. At the end of the projects, I ask students to reflect on their team-work experience. I also

Whether it is important competition like Changallenge or usual group presentation for a regular class, students agree that most of the success depends on a question who is in a team. In a perfect combination the team consists of people with various skills and knowledge whose collaboration works as a complete puzzle and produces great outcome, but this perfectness is a rare phenomenon.

No matter what you study at university, you will have classes with compulsory group works included in the syllabus. Sometimes they worth only 15% of the whole grade and even that can play a huge role at the end of a semester, but there are also classes where the course grade entirely depends on the performance of a team. For the individual assignments one relies on his/her abilities and knowledge only, which is not the case with group works. The situation when a number of brains, ideas and task-implementators has tripled should bring happiness. It should benefit all: less work to check for the professors, less work to do for students. Then why students hate group works? And is it always easy to check them?

Dr. Gulnara Karimova, Assistant Professor at the Department of Media and Communications, practices at her classes experiential learning or method called "learning by doing". As it is seen from the title it is a process of learning through practical experience outside of a traditional academic environment. In a real world at a workplace most of the tasks should be accomplished by a group of employees. Dr. Karimova

says that for her courses "teamwork is ideal format as it replicates the so-called real world settings." However, in comparison to students, workers are mature and responsible people who also have greater motivation for a job than A+.

Surprisingly A+ is not motivation for all students. Some, for example, just want to pass the course and they are not necessarily exchange students. As an excited newcomers, usually exchange students are very passionate about group works, since for them it is an additional point to meet local people. If having an international student in a group requires meetings to be held in English, which some KIMEPIans dislike to do, there are many other different types of teammates who may complicate your life. And you cannot imagine who is worse to work with - a free rider or perfectionist.

Legendary free riders will leave a part of their work for you when you have bunch of things to do for the other classes and work, while a tough perfectionist will spend three hours selecting one picture for a single PowerPoint slide. Literally. And you have nine more slides to do. What people hate more than that? Certainly, when others point out to us what to do. Meet another type of teammate - dictator. This person seems to know everything and annoy others by telling what and how to do best. S/he is far from being a leader because s/he ignores opinion of the rest of the group. Finally, there is a teammate who would love to do something but fails in action. S/he either lacks time or intellectual abilities and as a result produces low quality work. Sorry for stereotyping - it all came from the experience of peer students. Probably, you recognized some teammates too.

For the hard-working and passionate students group work turns to a chal-



based on the level of friendship you have with them." At the first class she warns students that with the created groups students will work during the whole semester. Unlike to her students, professor Karimova understands all problems related to group works very well. Last semester she asked newly formed groups to cook a dish together. "I wanted students to test if they would be able to work in a group with the selected members. Some students did change their group members after

alties. You never look for people who will mutely agree with you on every point, but some people just can't understand each other. Anar Zholdosbekkyzy, participant of Changallenge competition, says that in another group students had problems of miscommunication. "They were smart and hardworking, but it wasn't enough." When one person loves classic music and everything French, while another is keen with everything trendy from pop culture and there is third person who is pas-

use peer evaluation forms to reveal the individual input to the group work." Even though she gives one mark for the group, she tries to evaluate individuals fairly. However, you know how honest students might be in peer evaluation. "I wanted to write everything I felt as I was exhausted and angry with the situation, but at the same time I thought it might be rude," Tursunai says. 🙏

Exchange to compare: what students miss about KIMEP

words by
by Daria Iugai



Yana Molchanova
University of Ferrara, Italy

“The point in the Italian system of education which I like is that **students can choose the dates of the final exams**. They can also reject the grade if they aren't happy with it, and retake the exam without paying for the whole course and going through it once again.”

“It sounds a bit strange but the very first thing **I like** about KIMEP is **midterms**. With a midterm we can predict the type of questions of the final exam and the grading policy of a professor, while in Italy students have only final exams, so it is more difficult to be prepared for the exams morally, because you don't know what to expect.”



Irina Kryshkina
Singapore Management university, Singapore

“**I like the casual style of clothes** that students in Singapore Management University put on to attend classes. Wanna share one fact with you: flip flops informally known as Singapore's national footwear. Comfortable? Absolutely, and a great way to beat the heat.”

“I like **our campus** at KIMEP, because we have a square area which is bordered by buildings, and which is hidden from the entire city and you **feel very comfortable and safe**. I like so much to sit on the grass somewhere between trees (for example the yard in front of OWL symbol or area near the New Building) while preparing for my finals and mids.”



Lilya Dauletaliyeva
California State University Long Beach, the United States

“What **I like** about this school is the environment it creates for its students. Everything, starting from super-friendly staff and ending with special student lounges on campus, makes me go to school with pleasure and joy every day. You do not feel like you are attending lectures, I would rather describe it as “educational breaks” while having fun. CSULB has a lot of things for students' leisure between classes: **bowling, pool, an enormous food court**, several lounges with armchairs and TV sets where students can take a nap. Should I mention all the lawns on the campus territory and drinking fountains? Unfortunately, we have a lack of this kind of things not only in KIMEP, but in Kazakhstani universities in general, because people don't understand that students should enjoy their time spent in school.”

“The thing I like about KIMEP is related to the educational part. **I like its grading system**. CSULB (as most of American schools) has a grading system from F to A.

It is quite similar to that one we have in KIMEP with the difference that one letter is equivalent to 10 points. In KIMEP we have A+, A, A-, etc and I think it is a great thing because it fairly evaluates student's knowledge. In CSULB 70% is considered as C as well as 79,9%. As for me, there is a huge gap in almost 10 points, but still it is the same C. Such kind of grading system really discourages some students to perform better, because this gap sometimes seems insuperable. And you get fail here if you have less than 60% (not 50% comparing to KIMEP), so most of KIMEP students should be grateful for such a difference.”

Each semester KIMEP University sends 60-80 students to 25 different countries around the world. We asked students who are currently on an exchange semester abroad, to share their thoughts on two things:

1 What do you like at KIMEP, which is missing in your host university?

2 What do you like in your host university, which KIMEP is missing?



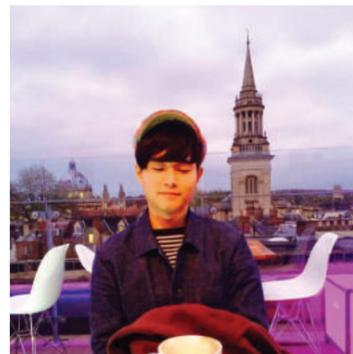
Nursultan Irisov
Hanyang University, Seoul, South Korea

“The thing I like here and don't like at KIMEP is the **modernized system of supporting services** like computer labs, library and printing materials. At KIMEP students face issues like printing papers, due to long lines or finding available seats in the library.

So, what Hanyang has implemented is student's identification card with a programmed chip, which contains all the info about the student. Therefore you can easily go to any computer lab, choose any computer and easily print papers out, using your ID card. There is no needs for declaring and journalizing of your transactions such as how many papers you've printed, and for which subject.

Furthermore, you can be 100% sure that if you lost something, you can pick it up in the lost & found office. Concerning the library, you can easily reserve the seat you prefer using the check in and check out system.”

“I'd like to emphasize that KIMEP's student life is unique because students are cohering with each other. You can always approach someone, if you lack some knowledge or need any help. In Korea it's the other way around. Due to high competition, **no one is willing to help you**, especially during the exam periods. Moreover, at KIMEP almost everyone knows each other, and this is also a good opportunity to make friends and create networks.”

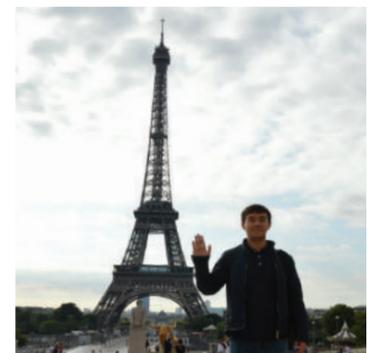


Eero Park
Oxford Brookes University, Headington, England

“At my host university, the **number of credits for graduation is much lower** than at KIMEP, so students spend their time on doing other things or focus on their fields. Students usually take only four courses per semester, each course has two hours of class each week and counts as three credits. They have 72 credits, while in KIMEP ID2013 has 146 credits. **I think 146 is ridiculous**, by global standards. Where on Earth does a university exist that has more credits to go after?”

Moreover, summer schools are required at KIMEP, not only for those who fail some of their courses but also for students who have to graduate in four years. I think the ones who studied hard need the whole summer to relax properly afterwards.”

“I like our program's required sports courses. Some universities don't require such classes, which make some students unhealthy. But I don't like the idea of outside sport equipment. It might be better to put stuff in the gym or make it bigger, since Kazakhstan has a long wintertime”



Aidos Tortay
IESEG School of Management, Paris, France

“It may seem strange but **I miss WCs of our university**. In KIMEP we have them on each floor, which can't be said about IESEG. They have only 1 or 2 WCs on each campus (there are four of them), and even those ones are shared between males and females.”

“At this university, courses are divided into intensive and extensive ones. In **intensive** ones you study the **course** each day from 8 till 12:30 am, and it **lasts for one week**. At the end of the week you have a final exam. As for me, it is very effective in terms of time spending. You can cover all lecture materials during one week. Presumably, you can gain more credits during one semester. I suggest to introduce this kind of courses at KIMEP.” 🙏

How'd you call that: history or legacy?

words by
Kristina Nikulina



Starting from the year of 1992, the cozy complex of academic and administrative buildings in the quadrant formed by the Dostyk, Abay and Valikhanov Streets belongs to the KIMEP University. How much you know about what this building used to be before KIMEP?



Prior to KIMEP period, the territory belonged to the Almaty Higher Party School - that is what most of the KIMEP community members are aware of in this regard. And a little excursion into the past of the so-beloved campus would be rather curious.

The creation of the Soviet Union-wide web of party schools was predetermined by special historical conditions of the post-war period. Most of the prior-functioning Soviet executives either passed away fighting at the front of the Second World War or achieved almost-retirement age, and the obvious shortage of "qualified", in the Soviet ideology point of view, professionals to replace them, dictated the actions of the Soviet authorities.



One of the main purposes of the school was the training of the ideologically-qualified mass media propagandist workers not only for Kazakhstan and Kyrgyzstan but also for Uzbekistan, Tajikistan, Turkmenistan, Mongolia (1960-1964), Russia, Ukraine, and Belorussia. In 1986, the special department for training of the Marxist theory educators for revolutionary party of Cambodia was formed in this building. Totally 13,461 people representing over 28 ethnicities graduated the Almaty Higher Party School between years of 1959 and 1991.

Among famous alumni of the school are such outstanding personalities as the First President of Republic of Kazakhstan, Nursultan A. Nazarbayev and the First Secretary of the Communist Party of Kyrgyz SSR in 1974-1979 Absamat Masaliyev.

The school was divided into several departments including History of the CPSU (Communist Party of Soviet Union), Marxist-Leninist Philosophy and Scientific Communism, Political Economy, Party Construction, Soviet State Formation and Law, Global Politics and International Affairs of the CPSU, Economy of USSR, Mass Media, Socialist Culture and Languages, Special Training, and laboratories of the Sociology of the Party Life, Computer Science and Computing Engineering.

The Almaty Higher Party School's Department of Mass Media also had its own circulation newspaper which was called "Ленинская" or Leninist, in English. 

The Almaty Higher Party School firstly was formed in 1946 on the basis of the special party courses for the training and retraining of the party workers as a two-year republic's Party School, being converted into the three-year Party School in 1953. It had been admitting students with secondary education providing them incomplete higher party-political education by graduation. And only in 1956 it was transformed into four-year Higher Party School which was providing higher party-political education becoming the major ideological educational institution not only for Soviet Kazakhstan but also for the neighbouring Soviet Kyrgyz Republic.



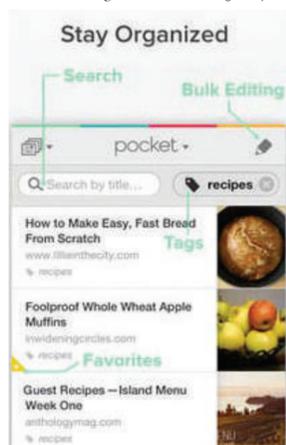
Top 10 Mobile Apps: KIMEP Times Choice

words by
Kristina Nikulina



1 Evernote Scannable
Go paperless
Scannable moves paper forward. Scan contracts, receipts, business cards, and any paper that comes your way. Save or share documents instantly. (recommended by Anna Sevastyanova)

2 Pocket
Save Articles and Videos to View Later
With pocket all of your content goes to one place, so you can view it any time on any device. You don't even need an internet connection. (recommended by Tomiris Orzoeva)



3 OnTheFly
Advanced and comprehensive way to shop for airfares for any itinerary in the world. Savvy road warriors, travel geeks, and novice travel shoppers can rely on the app to plan air travel.

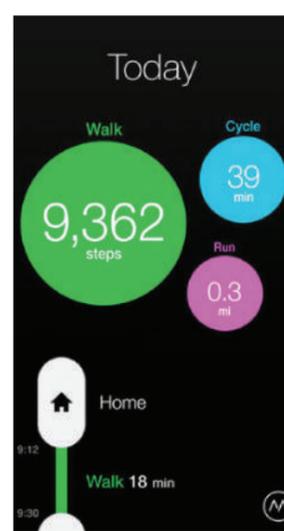
4 Any.do
Make every day a success
Helps to capture everyday tasks, organize big projects and share the lists with people around them. Any.do makes it easy to keep your life organized in one place. (recommended by Daria Iugai)

5 Spending Tracker
Personal Finance
This simple yet handy app allows you to keep track of your expenses, hence get a better grip on your budget. (recommended by Alexey Yan)



6 Waterbalance
Help you to control level of water in your body taking into account your individual parameters: height, weight, age and way of life.

7 Moves
Automatically tracks your everyday exercise, commuting and time spent in important places. Just carry your phone in your pocket or bag.



8 Bambk
Free Classic Books
Very convenient for finding, downloading, organizing and reading books on mobile phone and tablet.

9 Seven Minute Workout
Using nothing more than a chair, a wall, and your own body weight, the 7-minute workout is based on scientific studies to provide the maximum benefit of working out regularly in the shortest time possible.

10 Runkeeper
Every one, Every run.
Calculate running pace, cycling speed, route distance, elevation and calorie burn for any fitness activity in high accuracy and real time.

Book Review: The Defining Decade

words by
Tomiris Orozoeva

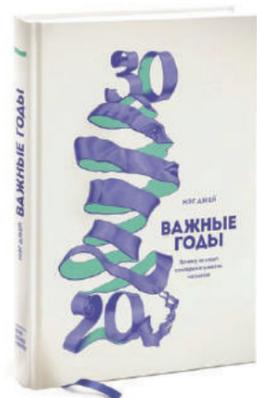


For many of us university is not just a place to obtain education. It is four years of our life when we make friends and memories, experience or build up our identity. We might get lost on a road and seek for an advice. This article is dedicated to everyone who tries to bring order into their world.

Meg Jay, clinical psychologist from the U.S., has a huge work experience with twentysomething clients. Behind the closed doors, they are revealing their personal stories, worries and concerns about the life and problems, which one may probably face in the age from 20 to 30. Based on these real stories she wrote a

book "The Defining Decade: Why Your Twenties Matter - And How to Make the Most of Them Now" which became a bestseller in the developmental psychology. This decade was not named a "defining" by accident. It is the time when a person chooses a life partner, starts a career path and finishes building her personality. Decisions we made now will determine the whole life. Dr. Jay quotes one of her interns who was afraid to work with young patients because she could give advices, which will negatively affect their future, while with old people she can just listen and analyze what they did wrong. However, young people themselves fear of responsibility – fear to grow up.

"Knowing you want to do something isn't the same as knowing how to do it, and even knowing how to do something isn't the same as actually doing it well."



We are told that now is the best years of our life. We are warned about future which prepared for us hardships of adulthood. Many enjoy the state of being young, wild and free. "Living in a moment" is our religion. Probably, it is the time to make amendments since the real art is to knock two tenses into one. Live in a present, but do not forget that consequences will show up tomorrow.

"Forget about having an identity crisis and get some identity capital. ... Do something that adds value to who you are. Do something that's an investment in who you might want to be next."

The book consists of three main parts: work, love and the brain and the body. In each section Dr. Jay argues on certain points and provides with the real life examples of her young patients. It is enjoyable to read as a style and language are easy. Dr. Jay offers much-needed practical advice on what people can do to take control of their twenties. She also points out common mistakes and gives advice on what to do to avoid them. Only flaw is it is directed primarily at Americans, so transferring her advice within a Kazakh society isn't always the easiest thing to do. "What is it that you want?", "Where would you like to be in five or 10 years?", "Do you want to get married?", "Do you want to have kids?", "What do you want your job to be?"... these are the questions that no one asks 20-somethings because they know it scares them, Meg Jay says. But deep down, 20-somethings want people to ask them these questions because they know they need to figure it out.



Committed to Excellence
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EDITOR-IN-CHIEF
Kristina Nikulina
kristina.nikulina@kimep.kz
nikulinakristina2@gmail.com
Tel.: +7 702 987 89 10

EDITORS
Adil Nurmakov
Sergey Sayapin

MANAGING EDITOR
Zarrina Mulloboeva
zarrinakhon.mulloboeva@kimep.kz

CONTRIBUTORS
Daria Iugai
Tomiris Orozoeva
Olga Tsoy
Madi Saken
Alexey Balabayev
Nazira Berdybayeva
Anel Tazhinova
Yana Molchanova
Alina Tuleugazy

ICONS AND IMAGES BY
freepik.com

DESIGNED BY
Arina Shkelikhina
Tel.: +7 705 319 21 80
arina.shkela@gmail.com

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