

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

INSTITUTIONAL ACCREDITATION

Project Number: 24/013
Higher Education Institution: KIMEP
Location: Almaty, Kazakhstan
Type of accreditation: Institutional Re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, KIMEP is accredited with three conditions.

Conditions:

- **Condition 1** (see chapter I): KIMEP undertakes a thorough update and redefinition of its strategy.
- **Condition 2** (see chapter II): KIMEP conceptualises a well-defined governance structure that introduces shared responsibility, clarifies job descriptions, and defines the scope of the decision-making that self-governing bodies shall receive.
- **Condition 3** (see chapter IV): KIMEP develops a comprehensive research strategy that outlines a clear vision and supports research across the entire University.

Proof of meeting these conditions is to be supplied by March 4, 2026.

Period of Accreditation: June 5, 2025, until June 4, 2033.

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

Thus, according to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited without any further conditions.

Assessment Report

Higher Education Institution:

KIMEP, Kazakhstan

A. Procedure

A contract for the institutional re-accreditation of KIMEP University was made between FIBAA and KIMEP on February 20, 2024. On November 4, 2024, KIMEP submitted a self-evaluation report including appendices to prove that the criteria for institutional accreditation are met.

At the same time, FIBAA appointed a review panel¹. KIMEP has agreed with the chosen experts. The panel consisted of:

Christopher Bohlens

Leuphana Uni Lüneburg
Public Economics, Law and Politics (M.A.)
[Students representative]

Prof. Dr. phil. habil. Ulf Daniel Ehlers

Baden-Württemberg Cooperative State University
Professor of Educational Management and Lifelong Learning

Prof. JU Dr. Daniela Heid, Ph.D. [Chair]

Federal University of Applied Sciences, Brühl
Professor of Public Law

Prof. Dr. Dennis Hilgers

Johannes Kepler University Linz
Professor of Public and Nonprofit Management

Prof. Dr. Weng Tat Hui

Nazarbayev University
Dean of the Graduate School of Public Policy
[Country expert]

Dr. Manfred Schmidt

sikos GmbH
Chairman of the Supervisory Board
[Professional Practice]

FIBAA project manager:

Lisa Lubomierski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on February 11-13, 2025 at KIMEP's premises in Almaty, Kazakhstan. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The resulting assessment report was delivered to KIMEP for comments on April 28, 2025. KIMEP submitted its statement on the report on May 12, 2025. This feedback has been taken into account in the present document.

B. Summary

The first institutional accreditation site visit to KIMEP took place in April 2019, and the FIBAA Accreditation Committee for Institutional Procedures decided to accredit KIMEP with two conditions on July 9, 2019. The conditions were stated as follows:

1. KIMEP University revises/clarifies its approach on becoming one of the world's top ranked 100 universities in its Strategic Vision in a consistent manner and ensures that the description of the goal corresponds to its institutional claim.
2. KIMEP University develops a University-wide strategic plan for research for the upcoming years with defined strategic steps for the University and its units.

KIMEP handed in proof of meeting these conditions on April 8, 2020. For the first condition, the strategic vision 2020-2023 was handed in. For the second condition, KIMEP handed in a research strategic plan for the period of 2020-2023. The documents were examined by the expert panel and the FIBAA Accreditation Committee decided that the conditions were fulfilled.

The current institutional re-accreditation visit took place in February 2025. In this procedure, all quality assessment criteria were evaluated anew by an expert panel. They found that KIMEP University has a well-defined mission and profile that aligns with its educational focus following standards in Europe and the United States as well as regional context. The high employment rate of graduates supports this alignment. The University supports academic freedom, and its target groups are well-defined. However, the strategic planning and research focus could benefit from further refinement to better match institutional aspirations.

The University has a structured system of committees and offices, but roles are mainly advisory. The panel advises creating a clearer governance structure with defined leadership roles and decision-making authority. Students, faculty, and external stakeholders are actively involved in quality processes, reflecting a collaborative institutional culture.

The study programmes align with KIMEP's profile and comply with international standards. The quality management system supports continuous improvement in teaching and examination processes. Students play an active role in shaping learning experiences. Research and teaching are connected, though this relationship could be strengthened for more dynamic knowledge transfer.

KIMEP supports research across its faculties, with active research centres, dedicated budgets, and incentives for faculty participation. Academic integrity is upheld through clear guidelines and an Institutional Review Board. Research activities currently follow independent paths within each unit. A comprehensive strategy, supported by a Vice President for Research, is recommended to unify research efforts, improve quality assurance, and expand research centres and partnerships.

A range of well-organized, accessible student services are offered and aligned with KIMEP's profile. The quality of these services is regularly monitored, ensuring continuous refinement. Information gathered from service assessments is analysed and used to enhance support structures across the University.

KIMEP's campus has impressive, modern facilities that foster both academic and social interaction. Faculty qualifications meet the requirements for teaching and research, and staff development opportunities are readily available. Human resources are generally well-aligned with institutional needs, though research capacity remains an area for potential expansion.

Transparent, easily accessible policies covering admissions, examinations, and student life are maintained. The University employs diverse communication channels — including its website, newsletters, and social media — to keep students, faculty, alumni, and the public well-informed about activities and developments. External stakeholders are actively engaged, contributing to an interconnected community.

C. Panel Recommendation

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, KIMEP is accredited with three conditions.

Conditions:

- **Condition 1** (see chapter I): KIMEP undertakes a thorough update and redefinition of its strategy.
- **Condition 2** (see chapter II): KIMEP conceptualises a well-defined governance structure that introduces shared responsibility, clarifies job descriptions, and defines the scope of the decision-making that self-governing bodies shall receive.
- **Condition 3** (see chapter IV): KIMEP develops a comprehensive research strategy that outlines a clear vision and supports research across the entire University.

Proof of meeting these conditions is to be submitted by March 4, 2026.

The panel members identified areas that could be further developed. The panel recommends:

- Sharpening the regional focus in KIMEP's mission statement to better emphasize its unique position within Central Asia.
- Sharpening the profile of the University especially in the area of research.
- Exploring more flexible teaching formats, such as hybrid models, to improve accessibility and better serve the identified groups.
- Focusing scientific cooperation more strategically to strengthen research collaborations and academic impact.
- Establishing transparent mechanisms to safeguard academic freedom and address any concerns regarding its scope.
- Explicitly incorporating academic freedom into the core values of the university.
- Establishing a dedicated leadership role – such as a vice president for quality – who is responsible for overseeing and coordinating all quality management activities and for ensuring that quality-related decisions are consistently implemented across the institution.
- Developing a process-oriented approach where each academic and administrative function is mapped as a process with clear inputs, outputs, responsibilities, and quality indicators.
- Incorporating student grades into the quality management system, facilitating a 360-degree evaluation – comparing student performance with teaching evaluations and vice versa to create a more comprehensive understanding of academic outcomes.
- Introducing a confidential reporting policy to ensure that complaints can be made confidentially.
- Incorporating social support mechanisms, such as appointing a mediator to facilitate dialogue and resolution before conflicts escalate.
- Further enhancements of the grade appeal process to improve transparency and accessibility for students.

- Improving the connections between research and teaching and increase student involvement in research.
- Aligning cooperation activities with a renewed, comprehensive research strategy.
- Considering the introduction of a satisfaction survey for faculty services as well (for example financial services) to assess satisfaction with services across all schools and colleges of KIMEP.
- Establishing a more structured and transparent process for translating survey feedback into concrete improvements.
- Examining the balance and level of assistant and associate professors in comparison to other academic staff over the next decade.
- Incorporating student feedback on teaching performance before finalizing new hires.
- Introducing a rotation system, enabling staff to gain diverse experiences and broaden their skill sets.
- Publishing existing research reports on the website.

There are several criteria that exceed the quality requirements:

- Participation (see chapter II. “Management Structure and Quality Management”)
- Services (see chapter V. “Services”)
- Rooms and Facilities (see chapter VI. “Resources”)
- Results of quality management (see chapter VII: “Publication/Public”)

D. Quality Profile

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES				
(1) Mission Statement			x	
(2) Profile			x	
(3) Target Groups			x	
(4) Academic Freedom			x	
(5) Strategic Objectives				Condition
II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT				
(1) Management Structure				Condition
(2) Organisation of Localities	Not relevant			
(3) Quality Management Strategy			x	
(4) Quality Management System			x	
(5) Quality Management Instruments			x	
(6) Escalation Management			x	
(7) Participation		x		
III. STUDIES AND TEACHING				
(1) Study offer and qualification objectives			x	
(2) Study programmes' quality			x	
(3) Research transfer to the areas of studies and teaching			x	
(4) Quality assurance			x	
(5) Cooperations			x	
IV. RESEARCH				
(1) Research strategy				Condition
(2) Research activities			x	
(3) Promotion of research			x	
(4) Good scientific practice			x	
(5) Quality assurance in research			x	
(6) Research cooperations			x	
V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)				
(1) Services		x		
(2) Assessment of services			x	
(3) Further development of services			x	
VI. RESOURCES				
(1) Rooms and facilities		x		
(2) Full-time teaching staff			x	
(3) Part-time teaching staff			x	
(4) Human resources			x	
(5) Financing			x	
VII. PUBLICATION/ PUBLIC				
(1) Competencies and responsibilities			x	
(2) Documentation "student life cycle"			x	
(3) Advice and information			x	
(4) Public relations			x	
(5) Results of quality management		x		

E. List of Figures and Tables

Figure 1: Quality control chart.....	Fehler! Textmarke nicht definiert.
Table 1: Study programme portfolio of KIMEP University in the academic year 2024-25.....	30
Table 2: Faculty Statistic for fall 2024	50

F. List of Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
AI	Artificial Intelligence
AY	Academic Year
BCB	Bang College of Business
The Board	Governing body of the JSC KIMEP University Joint-Stock Company
CALE	Central Asia Language and Education Conference
CCASC	Central Asian Studies Research Centre
CDD	Corporate Development Department
CHSE	College of Human Sciences and Education
CIS	Commonwealth of Independent States
CRC	College Research Committee
CSS	College of Social Sciences
DPRK	Democratic People's Republic of Korea Research Centre
DSRA	Department of Student Recruitment and Admissions
ECTS	European Credit Transfer and Accumulation System
EFMD	European Foundation for Management Development
Erasmus JMC	Erasmus Mundus Joint Master's program
Erasmus+ ICM	Erasmus International Credit Mobility
ExMBA	Executive Master in Business Administration degree
FIBAA	Foundation for International Business Administration Accreditation
GPA	Grade Point Average
HEIs	Higher Education Institutions
HR	Human Resources
ILOs	Intended Learning Outcomes
ILSA	International Law and Arbitration Association
IQAA	Independent Agency for Quality Assurance in Education

IRB	Institutional Review Board
IT	Information Technology
JSC	Joint-Stock Company
KIRC	KIMEP International Research Conference
KSA	KIMEP Students Association
KZT	Kazakhstan Tenge (national currency)
L-Drive	A University shared drive for faculty, staff, and students
MOU	Memorandum of Understanding
MSHE	Ministry of Science and Higher Education
NECHE	New England Commission of Higher Education
PGDP	Provost and General Deputy to the President
PhD	Doctor of Philosophy
PIS	Perception of Instruction Survey
QA	Quality Assurance
QAIR	Quality Assurance and Institutional Research
SAD	Student Affairs Division
SLSC	Student Learning Support Centre
SPIS	Students' Perception of Instruction Surveys
SSCI	Social Sciences Citation Index
SSS	Student Satisfaction Survey
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UQAC	University Quality Assurance Committee
VPF	Vice President of Finance
VPAA	Vice President of Academic Affairs

0. BASIC DATA AND INFORMATION

Name:	NJSC “KIMEP University”
Legal Status of KIMEP:	Non-commercial organisation with the legal form of a joint-stock company.
Year of foundation:	1992
Number of full-time academic staff and professors	130 total faculty members 113 from Assistant Professor to Professor level
Number of non-academic staff:	241 (as of August 22, 2024)
Number of part-time staff, where applicable:	54 adjunct faculty in Fall 2024
Number of degree and non-degree programmes offered	Bachelor's degree programs: 17 Master's degree programs: 14 Doctoral degree programs: 8 Continuing education Courses: • Mini-MBA • Professional Development & Certificate programme • Advanced Management Programme • International Professional Certification programmes
Number of students enrolled	Bachelor students enrolled in Fall 2024: 2259 Master students enrolled in Fall 2024: 203 Doctoral students enrolled in Fall 2024: 33 Non-degree: 133 TOTAL: 2628

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan. KIMEP is licensed and has been attested by the Kazakhstan Ministry of Science and Higher Education and Science (MSHE) as a higher education institution authorised to provide educational services. In 2012, KIMEP’s status changed from an institute to a university. As of academic year 2024-2025, KIMEP offers 17 bachelor’s programmes, 14 master’s programmes, eight doctoral degree programmes, and two certificate programmes.

I. MISSION STATEMENT, KIMEP'S PROFILE, AND STRATEGIC OBJECTIVES

Mission Statement

KIMEP has formulated the following mission statement:

The mission of KIMEP University is to develop well-educated citizens and to improve the quality of life in Kazakhstan, Central Asia, and beyond through teaching, research, learning, community service and the advancement of knowledge in business administration, social sciences, law, languages and other fields.

To fulfil this mission, KIMEP states that it offers undergraduate and postgraduate degree programmes at the highest level of international educational standards to its students. KIMEP students demonstrate leadership, talent, language capabilities, and academic excellence.² While KIMEP's Strategic Plan³ is regularly revised based on the University's stage of development, the mission statement retains historical continuity in the interpretation of higher education as the foundation for improving the quality of life in Kazakhstan and Central Asia.

KIMEP has seven core values, developed by faculty, staff, and students:

1. An academic environment which fosters integrity, mutual trust, free exchange of ideas, lifelong learning and encourages students, faculty, and staff to reach their highest potential;
2. Intellectual and personal honesty in learning, teaching, research, and service.
3. The well-being of students, faculty, and staff;
4. An inclusive environment for students, their parents, alumni, staff, faculty, and the wider community, blind to nationality, gender, age, religion, or other factors not related to the purposes of the university;
5. The development of the future leaders of society who will embrace the highest ethical standards;
6. The university's high reputation and its important contribution to the growth of society;
7. Transparent decision-making, free from favouritism, nepotism or corruption.

Profile

KIMEP offers programmes in business, social sciences, education, law, computer science, and mathematics. KIMEP focuses on experiential learning. Faculty have been trained to engage students in active learning. In addition, each programme at KIMEP requires students to complete at least one internship so that students gain practical experience in their chosen field. The faculty role is both as a teacher and as a facilitator. Programmes are developed utilising the National Qualifications Framework as well as the Convention on the Recognition of Qualifications

² See SER p. 7.

³ See section on Strategic Objectives in chapter I.

concerning Higher Education in the European Region (Lisbon Convention) to ensure each programme and course align with the appropriate rigour of the degree level.

The KIMEP employment rate for students within six months after graduating has been over 90% during the past several years.⁴ The Kazakhstan accreditor ranked KIMEP University as the top ranked university in Kazakhstan for employer reputation for the academic year 2017-2018 and 2018-2019.⁵ To ensure this high employment rate of students, every KIMEP programme has an advisory board, which consists of industry experts that provide feedback to programme chairs and faculty regarding existing or potential future programmes and courses.

Regarding its study formats, KIMEP currently exclusively teaches face-to-face. Most KIMEP students are in their late teens and early twenties and this study format seems to work best this student group.

KIMEP has two active research centres:

1. **China and Central Asian Studies Centre (CCASC).**⁶ The centre is primarily focused on the growing presence of China in Central Asia with an eye on the unfolding events and political processes across the greater Eurasian space. The aim is to contribute to the debate on the socio-political, economic, and cultural aspects of these events with an emphasis on the role of China, following the implementation of the Belt & Road Initiative.
2. **Democratic People's Republic of Korea Research Centre (DPRK).**⁷ The research centre closely follows DPRK developments and collaborates with policy makers and experts in the Korean conflict. The centre's mission is to construct policy recommendations for the establishment of peace and prosperity on the Korean Peninsula through economic reform and opening.

These centres are staffed by various faculty and promote partnerships with other universities and organisations.

Additionally, KIMEP publishes its own journal: Bang College of Business (BCB) publishes the *Central Asian Business Journal*. These journals are issued periodically. Lastly, the Academic Affairs office publishes conference proceedings of KIMEP's graduate student conferences.

Target Groups

KIMEP has defined target groups for students, corporations, HEIs and other educational and scientific institutions. The student target group is Kazakhstani students as well as students from other Central Asian countries, as well as European, Korean, and Chinese students.

KIMEP has an intensive cooperation with business enterprises and other organisations. The University cooperates with various organisations so that students have access to training and practice according to their specialisation. The internship coordinators organise internships and appointed core faculty members oversee and assess student internships. The list of organisations

⁴ <https://www.kimep.kz/current-students/en/career-employment/#11>, last accessed March 4, 2025.

⁵ This ranking scheme has since been discontinued.

⁶ <https://www.chinacentralasia.org/>, last accessed April 9, 2025.

⁷ [The DPRK Strategic Research Center](#), last accessed April 9, 2025.

include research institutes, non-profit organisations, public funds, international organisations, governmental organisations (including ministries, local government, and others), embassies and trade chambers of different countries, banks, economic unions, the chamber of entrepreneurs, and others. For example, because of the cooperation with a Kazakhstani lawyers' association (KazBar), students have access to the leading law firms for their internship experience. Cooperation with Kazakhstan's largest legal database, Zakon.kz, gives complimentary access to students and faculty to local legal resources (Kazakhstan legislation and sub-legislation). Cooperation with the International Law and Arbitration Association (ILSA, Washington DC) allows students to participate in a world championship (Jessup competition) and provides free access to the pay-for legal databases such as Heinonline.

The University has established links and partnerships with more than 190 universities in North America, Europe and East Asia, which offer exchange programmes and dual degree programmes for undergraduate and graduate students, joint forums and research opportunities, faculty visiting and exchange programmes, summer schools, and study abroad programmes. Further, the Belt and Road Initiative has contributed to additional partnerships with Chinese universities. There are ongoing joint projects which include onsite research and/or teaching component with PFH Private University of Goettingen and University of East Anglia. The Advisory Board includes academics from the London School of Economics, University of Freiburg and the University of San Francisco.

Academic Freedom

KIMEP's Faculty Code of Practice (FCP) lays out rules and regulations that exist to protect academic freedom, to help preserve teaching standards and scholarship, and to ensure effective management based on KIMEP's core values. KIMEP recognizes that faculty members should enjoy academic freedom in support of their teaching and research and assumes that faculty behave in a professional and responsible manner.⁸ Faculty may direct complaints of constraint in their freedom to their respective deans, the Vice President of Academic Affairs (VPAA) and to the Academic Council. In the FCP,⁹ KIMEP administration requires that faculty behaviour is in alignment with the regulatory environment of the University and complies with the institutional quality assurance and quality enhancement requirements. They expect full-time faculty to engage across the broad spectrum of academic activities, i.e., scholarship and research, teaching, thesis supervision, student advising support, course and programme administration, curricula development, quality assurance, quality enhancement, and community service.

⁸ See SER, p. 11.

⁹ Faculty Code of Practice, p. 19.

Strategic Objectives

KIMEP's Strategic Vision for 2024-2027 lists the following five goals:

1. Increase student enrolment

KIMEP plans to increase student enrolment as tuition fees make up approximately 95% of KIMEP's total income.

2. Enlarge the number of highly qualified faculty

Currently KIMEP has 113 full-time faculty, of whom 93 hold terminal degrees. The others have other advanced degrees and are professionally qualified in their industry.

As KIMEP expands its programmes and increases its number of students, it plans to increase the number of full-time professors, bringing on scholars with terminal degrees where possible at a rate that will maintain a low student to teacher ratio.

3. Expand total academic degree programme offerings

In the next five years, KIMEP plans to increase the number of degree programmes in every college, including new Ph.D. programmes in international relations, foreign languages, psychology and law, along with new international dual-degree programmes.

4. Receive further international accreditations

To further strengthen KIMEP's system of quality assessment, improvement, and external recognition, the University plans to apply for additional accreditation in the USA and Europe, to include the New England Commission of Higher Education (NECHE, formerly known as NEASC) and Association to Advance Collegiate Schools of Business (AACSB) (for the business school).

5. Increase faculty research output

KIMEP has allocated research funds in 2023-24 (the most recent available budget) of 60 million KZT and the Office of Academic Affairs has requested an additional 10 million KZT for the next academic year (2025-26). In comparison, the 2019-2020 allocation was 40 million KZT. Faculty responded to increased funding with increased output. As part of KIMEP's strategy, the University's administration puts increasing emphasis on the productivity of each of its faculty members and intends to provide more incentives (including both stick and carrot) for publishing.¹⁰

The strategic goal of increased faculty output will continue from 2027 through 2030 in similar faculty output numbers (adjusted upward to account for the increase in number of faculty members) and institutional encouragement.

For the next strategic plan, strategies and goals of the 2024-2027 Strategic Plan will be carried forward *mutatis mutandis* into the 2027-2030 period. The objectives will be defined by an inclusive procedure ascending from individual units of the University. The chairs and deans of the academic

¹⁰ See section on Promotion of Research in chapter IV.

units, the heads of support units directed by the Provost and the Vice President of Academic Affairs review past performance, create Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses, review government policies affecting curricula and academic freedom and updates in the Bologna process.

KIMEP aspires to maintain its world class orientation, and its leadership position among universities in Kazakhstan.¹¹

Appraisal “Mission Statement, HEI’s Profile and Strategic Objective”

KIMEP University has formulated a clear and comprehensible mission statement and developed a corresponding profile. The expert panel **recommends** sharpening the regional focus in KIMEP's mission statement to better emphasize its unique position within Central Asia. While the current mission references Kazakhstan and Central Asia, it could more explicitly articulate how KIMEP serves as a regional hub for education and research. The recommendation aims to encourage KIMEP to highlight its special relationship with local industries, public sectors, and nonprofit organizations in ways that clarify potential employment pathways for graduates and foster research collaborations. A more regionally focused mission statement would strengthen KIMEP's identity as an institution deeply engaged with Central Asian development challenges while maintaining international standards. This could include explicit references to how KIMEP addresses region-specific economic transitions, governance issues, or cultural contexts through its academic programmes. Such regional specificity would differentiate KIMEP from other institutions and provide clearer direction for its strategic initiatives in teaching, research, and community engagement across Central Asia. The mission statement should evolve in response to societal, economic, and academic trends to effectively support the institution's growth and adaptability to external changes. Given the increasing presence and emergence of English-medium universities in the Almaty region and across Kazakhstan, periodic reviews involving key stakeholders, such as faculty, students, alumni, and industry representatives, may be necessary to ensure that KIMEP remains relevant and competitive. Additionally, the expert panel noted that while digitalisation is clearly a developing strength of the University, its strategic significance is not yet sufficiently visible in the available self-descriptions and could be included in the mission statement.

With regard to its strong orientation towards American education, study programme offers as well as national and international faculty staff and their research activities, the expert team thinks that the University's mission corresponds to its profile and setting within Kazakhstan and Central Asia. The high employment rate for students after graduation shows that the profile is plausible with regard to graduates' employability. The expert panel **recommends** sharpening the profile of the University especially in the area of research. The expert panel advises KIMEP to think about its target of research: applied research or core research for example. Additionally, KIMEP is urged to continue the establishment of research excellence clusters. This concurs with the number of terminal degree holders and professors employed at KIMEP.¹²

¹¹ SER, p. 14.

¹² For further recommendations in the area of HR, please refer to the appraisal of chapter VI.

KIMEP has defined its target groups, and they correspond to its profile. The panel **recommends** exploring more flexible teaching formats, such as hybrid models, to improve accessibility and better serve the identified groups. Additionally, it is **recommended** that scientific cooperation be more strategically focused to strengthen research collaborations and academic impact.

The freedom of research, study and teaching is ensured. Professors are not subject to discretionary power regarding the content of research and teaching. While this principle is generally upheld within the institution, the panel suggests clearly defining the zones of academic freedom to avoid ambiguity. Additionally, it is **recommended** to establish transparent mechanisms to safeguard this freedom and address any concerns regarding its scope. To reinforce this commitment, the panel **recommends** to explicitly incorporate academic freedom into the core values of the University.¹³

The expert panel finds that KIMEP's current strategic planning does not fully align with its institutional aspirations. The existing strategic goals are largely operational and lack a clear, comprehensive pathway for achieving them — including defined methods, contingency plans, and resource allocation. The panel anticipated an evolution of the strategy compared to what was in place six years ago. While they acknowledged that the previous goals were appropriate for that period, they emphasized the need for KIMEP to reassess and align its current strategy with its present context and circumstances. Additionally, the panel notes that the University has not met several of the goals set in its 2019 strategy, indicating that the current approach may not be effective. To address this, the panel recommends a **condition**:

KIMEP undertakes a thorough update and redefinition of its strategy.

This can be done, for example, through a dedicated strategy workshop, ideally involving external consultants and experts. This process should focus on identifying areas of research excellence and organizational development to establish distinct, long-term unique selling points. Furthermore, the strategy must integrate a bottom-up approach – ensuring alignment with individual departments and fostering the development of excellence from within. In parallel, the University should embed a didactical concept that offers a structured approach to learning, combining theory and practice. Training opportunities should be diverse, including workshops, e-learning, and practical sessions, ensuring continuous skill development and real-world application. Further, the expert panel notes that there is a need for long-term differentiation in research focus, which could be guided by thematic priorities or by the application context of research. This would help clarify how KIMEP intends to further develop its institutional identity, beyond excellent teaching.

¹³ For example, in the Code of Conduct (p. 10) and on the website: [» Management and Governance About KIMEP University](#), last accessed March 10, 2025.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES				
(1) Mission Statement			X	
(2) Profile			X	
(3) Target Groups			X	
(4) Academic Freedom			X	
(5) Strategic Objectives				Condition

II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT

Management Structure

General Meeting of the Shareholders

KIMEP University is a Non-Profit Joint-Stock Company (JSC), which, by law, requires that it have an annual General Shareholders Meeting and an annual Board of Directors meeting. The shareholders may exercise veto power over any decision regarding company structure. The annual meeting approves the financial statements and reviews shareholder requests, as well as the compensation for the Board of Directors and President's Cabinet. Exclusive competence of the general meeting are certain decisions, such as amendments to the charter, reorganisation or liquidation, and selection of auditors.

The Board of Directors

The governing body of JSC KIMEP University is the Board of Directors (Board). The Board is authorised to decide all issues not in the exclusive competence of the General Meeting of the shareholders. Among its duties the Board:

- Defines the composition and terms of office of the President's Cabinet, election of its Chairman (President of KIMEP University) and members as well as preterm termination of their authorities,
- Approves regulations governing internal operations of the company (except for the documents approved by the executive body with the purpose of organising operations of the company),
- Decides on major transactions or transactions in which KIMEP University has an interest,
- Approves HR matters (number of positions),
- Approves tuition and fees for the education programmes.

President's Cabinet

The President's Cabinet is KIMEP's executive body. It consists of the President, Provost and General Deputy to the President, Vice President of Academic Affairs, Vice President of Finance, Dean of Student Affairs, and all the academic Deans. The Cabinet has the right to make decisions

on any issues of KIMEP University operations that are not covered by legislative acts of the Republic of Kazakhstan and are not governed by other bodies and officials of KIMEP University. This includes financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or programmatic issues.

The KIMEP University Faculty Academic Council

The Academic Council is KIMEP's institutional body that gives faculty members and students a formal mode of communication to express their considered recommendations to the VPAA and to the President's Cabinet. It consists of faculty members from each college (the number of college representatives is based on the number of programmes within each college) and a student representative. The purpose of the Academic Council is to make faculty positions regarding general academic affairs known, oversee academic quality assurance and curriculum review, and develop recommendations for further approval by the President's Cabinet and the Board of Directors. It is governed by its own bylaws.

KIMEP Administration

KIMEP's chief executive officer is the President. KIMEP's senior administrative officers include Provost and General Deputy to the President (PGDP), the Vice President of Finance, and the Vice President of Academic Affairs.

The PGDP:

- ensures stable functioning of all areas of academic process,
- submits improvement proposals,
- organises university management based on the latest achievements in technology, as well as local and international expertise in the field of education,
- oversees all KIMEP matters – academic and economic operations, as well as innovative and strategic operations of the university,
- resolves all financial, economic, operating and business matters,
- leads the non-academic Quality Assurance team,
- is responsible for supervising the Dean of Student Affairs in developing appropriate programmes and services to increase student retention including new student orientation, academic advising and learning support services.

The Vice President of Finance (VPF) develops and implements all policies in financial management, risk mitigation and financial reporting processes as well as monitors operational activity of KIMEP's financial aid distribution to ensure compliance with university policies and budget demands.

The Vice President of Academic Affairs (VPAA) is responsible for:

- all teaching and academic research in KIMEP. This includes
 - curriculum development,
 - personnel management in academic divisions,
 - budget planning, and
 - fiscal management for the academic division.
- leading the academic Quality Assurance effort.
- supervising the library, the IT department, and the Registrar's Office through their respective directors.

The deans supervise the assessment and development of academic programmes within the colleges and prepare and revise academic programme plans. The CHSE Dean is responsible for KIMEP's non-degree, foundation, bridging, undergraduate, graduate, and doctoral programmes. The BCB Dean supervises the non-degree, micro credential programmes related to business and the ex-MBA programme.

The department chairs submit to their deans all recommended new courses, major revisions of existing courses, and deletion of courses proposed by the department for action by the college executive committee and the dean. In academic matters, the department chair takes initiatives and supervises the programme. Decisions are made on a collegial basis through department committees. The chair organises the teaching schedule with the support of the respective programme coordinator and by seeking consent by faculty members. KIMEP regularly updates the programme curricula to comply with MSHE requirements, meet higher academic standards and to increase attractiveness of the programme. Activities within an academic year are analysed and documented on a regular basis and reported to the dean. This results in the implementation of annual programme reviews, which creates informed discussions within the departments.

Academic administrators ensure that staff timely complete all required reviews, including faculty teaching, merit reviews, college or unit reviews, programme reviews, and administrative reviews.

Quality Management Strategy¹⁴

The KIMEP University's quality management system has been set up with the aim of:

- maintaining and enhancing KIMEP's quality of education and research,
- enhancing key stakeholders' satisfaction (students, academic staff, researchers, non-academic staff, prospective employers, other organisations, and institutions connected to higher education) by identifying and meeting their needs,
- improving operational effectiveness.

The quality management system is based on the following documents:

- KIMEP University Strategic Plan, 2018-2021; and the Strategic Plan of 2024-2027,
- "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG2015),
- MSHE of the Republic of Kazakhstan policies and regulations,
- Independent Agency for Quality Assurance in education¹⁵ standards,
- KIMEP University Policy for Quality Assurance in Education revised by Academic Council September 2023.

The Quality Assurance system (QA) includes both the academic and non-academic areas of the University. The task of quality management and the role of the quality handbook is to review and coordinate the operation of different subsystems that are critical to achieving quality. The quality management process is designed to establish system-wide mechanisms that enable the University to monitor and enhance its operations, ensuring continuous improvement in quality. This system focuses on the University's core activities – education, research, and administration – as well as the resources, including human resources and infrastructure, that are essential for delivering high-quality outcomes.

The process of quality assurance in each major area involves four key stages:

- (1) developing a regulatory framework and plan,
- (2) collecting quality-related data,
- (3) analysing the findings, and
- (4) implementing revisions or changes based on the analysis.

KIMEP has established a framework for effective quality assurance that is compatible with the mechanisms for both institutional, departmental, and programme quality assurance. It is embedded in each college and department, both academic and non-academic and utilizes both quantitative and qualitative data. The results of this continuous quality assurance process are accessible to internal and external stakeholders for their decision-making.

¹⁴ The KIMEP University Quality Assurance Handbook provides a detailed description of KIMEP's procedures in this area. It can be found online: [Quality-Assurance-Handbook-eng.pdf](#), last accessed March 6, 2025.

¹⁵ IQAA, <https://iqaa.kz/en/>, last accessed on March 6, 2025.

Quality Management System

The Provost and VPAA have set up and supervise the University Quality Assurance Committee (UQAC) to develop, coordinate, monitor and review the tasks and activities in terms of the university's quality management and quality assurance.

The purpose of the UQAC is:

- to establish principles, quality standards and regulations in terms of education, research and administration of the university,
- to develop the quality control strategy of the university and elaborate a methodology for monitoring,
- to monitor how quality principles are being applied, and quality policy objectives are achieved,
- to coordinate the university's quality management.

The main responsibility of the UQAC is to coordinate quality management and quality assurance across the KIMEP. It provides support to university and faculty leadership to fulfil their quality commitments – by involving other stakeholders as appropriate and possible. It does not create policy but provides recommendations on university quality issues to the VPAA and Provost. It defines activities, operation, and operational regulations. Sub-committees are organised to provide support to priority quality areas. Within the framework of the quality management system, the following types of quality assurance are given priority:

- Study and research programmes
- Institutional management
- Support infrastructure relating to teaching, learning and research
- Human resources

Quality Management Instruments

Each college or academic division conducts annual and cyclical programme reviews, assessing curriculum, faculty, finances, and student learning outcomes to ensure programme effectiveness. New courses and programmes undergo evaluation to ensure coherence, academic standards, and relevance to students and industry. The colleges regularly review syllabuses, course management forms, and grading patterns to maintain quality. Faculty members are required to ensure that teaching practices and assessments meet academic standards. The QA system monitors the quality of the course design, curriculum development, course assessments, and faculty performance. Committees at the college and university levels, with final approval from the Academic Council, guide programme improvement. Student feedback is an integral part of the QA process. Students participate in assessing the quality of courses and faculty formally through end of semester Student Perception of Instruction Surveys, including representatives of the student government in committees (including the Academic Council) and informally through discussions with deans, faculty, and the president.

The Quality Assurance and Institutional Research Department uses the following instruments:

Survey	Implementation
Student Satisfaction Survey	Conducted annually in the spring semester
Student Perception of Instruction Survey (SPIS)	Conducted each semester
Graduating Students Exit Survey	Conducted twice a year
KIMEP Alumni Survey	Conducted annually in summer
Faculty Satisfaction Survey	Conducted annually in the spring semester
Alumni Employers' Satisfaction Survey	Conducted every four years

These surveys are used in curriculum development and improvement in the areas of teaching, research, and HR policies. Student satisfaction surveys and graduating student exit surveys provide feedback on the service levels of the supporting departments as well as on the student academic experience.

KIMEP ensures the quality of its teaching staff through hiring practices that prioritize candidates with advanced degrees and relevant experience. The deans evaluate faculty performance annually based on their teaching, research, and administrative contributions. These evaluations determine promotions and annual merit bonuses.

Research quality is supported through the Institutional Review Board (IRB) which reviews research designs involving sensitive issues or human subjects, ensuring adherence to ethical principles. Both KIMEP graduate students and KIMEP faculty should submit their research proposal to the IRB before beginning data gathering.

An external quality management instrument are institutional and programme accreditations. The majority of KIMEP's programmes have been accredited through FIBAA. BCB has achieved EFMD Programme Accreditation for its finance programme and is currently working towards programme accreditations from AACSB.

Escalation Management

KIMEP's Human Resources Department encourages professional development and training for all employees to avoid escalation of personnel conflicts. Soft skills are essential in working with people, and for this reason HR offers staff workshops in Conflict Management and Stress Management.

All KIMEP job descriptions list the expectations of the employee in any given position. If a conflict occurs, their supervisor is the first line of melioration. The ability to anticipate and avoid escalation at the initial stage depends on the supervisor. If the supervisor is unable to resolve the conflict, employee complaints go through a multi-step disciplinary process as described in the University Code of Behaviour.¹⁶

The conflict management process begins when a faculty or staff member has committed or failed to commit an action that makes them allegedly liable for a violation of the rules and regulations of

¹⁶ Available at kimep.kz/about/files/2024/10/Catalog-2024-2025_final-25-06-24.pdf, pp. 92-95, last accessed March 6, 2025.

the workplace. The immediate supervisor requests a written explanation from the individual. If this request is not made, any subsequent disciplinary action may be deemed flawed if adjudicated. The incident may also be documented through an "Act of Disciplinary Commitment," signed by the direct supervisor and the HR Director. In cases where the individual refuses to provide a written explanation, an "Act of Refusal" is documented. Based on the severity of the issue, disciplinary penalties, such as reprimands, may be issued. If there is a repeat offence within six months the employee's contract may be terminated. The process also includes an option of issuing formal apologies. KIMEP's Academic Affairs office provides guidance in the case of a faculty member being disciplined on structuring these apologies to ensure they are appropriate and effective.

The process for conducting disciplinary hearings regarding faculty is detailed in the Faculty Code of Practice¹⁷, including the steps for notifying the faculty member, conducting the hearing, and documenting the proceedings. If disciplinary action is taken, the faculty member is informed of the decision, the appeal process, and the expected improvements. Chairs and deans are responsible for monitoring the faculty member's progress to ensure that the required improvements are made.

Faculty members have the right to appeal disciplinary actions to the Vice President for Academic Affairs (VPAA). An ad-hoc disciplinary appeals committee reviews the appeal and recommends a disposition of the matter to the President's Cabinet. The decision of the President's Cabinet is final and binding.

If the conflict is between the institution and one of its employees, the legally required Conciliation Commission must also review and render a decision on the conflict. The Conciliation Commission is made up of an even number of members, half of which represent the employer and half that represent the employees. The Commission is limited in power and its decisions are advisory.

In case of student complains about grades, a grade appeal process is in place. Students may appeal a grade assigned by an instructor if there is evidence of a clerical or administrative error, or if the grading does not align with the assessment system outlined in the course syllabus. The grade appeal process involves five sequential steps: First, students must submit an online inquiry form within 72 hours of the final grade being officially posted. The instructor is required to respond within two working days. If the student remains unsatisfied with the instructor's response, they may submit a formal online appeal to the Chair of the College's Integrity Committee within two additional working days. The Committee will then review the case, request further evidence if needed, and make a final, non-appealable decision. Throughout this process, students must provide clear reasoning and relevant documentation to support their case, while faculty members are responsible for supplying course materials and related evidence. The process is conducted in accordance with KIMEP University's academic norms and policies.

Participation

KIMEP University pays primary attention to the satisfaction with educational programmes and services by various stakeholders including employers and external partners. The institutional research processing unit – Office of Quality Assurance and Institutional Research (QAIR) is

¹⁷ Available at [Faculty-Code-of-Practice-FCP-approved-on-September-1-2022.pdf](#), last accessed March 6, 2025.

responsible for data collection, including employer input. Its mandate and areas of responsibility are outlined in *KIMEP University Policy for Quality Assurance in Education*. To ensure relevance of the institutional research activities to the needs of the university and its key stakeholders, data collection is organised using different methods and constantly updated instruments. Community members (students, staff and faculty) are invited to contribute. Each college has an advisory board of professionals that may be invited to suggest changes that will improve the curriculum and pairing programme ILOs to the current demands of a profession.

The KIMEP Students Association (KSA) has a voluntary student government with its own Constitution and budget for holding various events. Students elect the KSA government near the beginning of every academic year (generally October). The KSA government members represent students in most permanent institutional and college committees. The student committee members are generally given voting rights and fully participate in the decision-making processes.

Appraisal “Management Structure and Quality Management”

The expert panel finds that while KIMEP has established a comprehensive structure of bodies, academic committees, and offices, their roles remain primarily advisory rather than decision-making, which raises concerns about the effectiveness of self-governance. The distinction between colleges and schools remains unclear, and the absence of a top management board with clearly defined leadership roles – such as Vice Presidents for Teaching, Research, Finance, and Quality – creates a gap in shared responsibility and structured decision-making. Additionally, the current organigram does not clearly illustrate the hierarchy and flow of responsibilities within the institution. Therefore, the expert panel recommends the following **condition**:

KIMEP conceptualises a well-defined governance structure that introduces shared responsibility, clarifies job descriptions, and defines the scope of the decision-making that self-governing bodies shall receive.

KIMEP pursues a comprehensible strategy in terms of its quality management. The strategy is consistent with KIMEP’s profile. However, the absence of an overarching body dedicated to quality management raises concerns about the coordination and strategic oversight of quality assurance processes. While a Quality Board and Quality Committee exist, their specific roles and responsibilities within the broader framework are not clearly defined. There is no evident mechanism for systematically identifying quality-related issues, discussing necessary measures, and ensuring follow-up actions. The current system appears to focus more on quality assurance rather than proactive quality management. The expert panel **strongly recommends** establishing a dedicated leadership role – such as a Vice President for Quality – who is responsible for overseeing and coordinating all quality management activities and for ensuring that quality-related decisions are consistently implemented across the institution.

The implemented quality management system is suitable to regularly examine the quality of the KIMEP’s different areas of performance and to ensure a consistent development. The competencies in the area of quality management are clearly regulated. The expert panel **strongly recommends** that KIMEP develops a process-oriented approach where each academic and administrative function is mapped as a process with clear inputs, outputs, responsibilities, and quality indicators. This would involve creating standardized process documentation (including

process maps and flowcharts) that shows how different university functions interact and impact one another. By defining generic process templates, KIMEP would establish a framework for consistent quality management across departments, enabling better performance tracking, benchmarking, and systematic improvement. Such an approach would transform the university's quality culture from merely checking compliance to actively pursuing excellence through ongoing process review and enhancement. The expert panel's recommendation stems from the observation that KIMEP's current approach to quality is primarily reactive rather than proactive. While quality assurance mechanisms exist to identify problems after they occur, a comprehensive quality management system would establish preventive measures and continuous improvement cycles. This aims to help KIMEP mature from quality control to quality enhancement, fostering a culture where continuous improvement becomes embedded in daily operations.

The quality control loops and instruments of quality management are meaningfully connected and aligned to KIMEP's different areas of performance. KIMEP utilises six surveys to assess different perspectives on the institution (student, faculty, and employer satisfaction, among others). However, the expert panel noted that while multiple data streams exist, it is not always clear how these are translated into concrete measures for improvement. The panel **recommends** incorporating student grades into the quality management system, facilitating a 360-degree evaluation – comparing student performance with teaching evaluations and vice versa to create a more comprehensive understanding of academic outcomes. Furthermore, the panel suggests re-examining feedback mechanisms to ensure instructors receive feedback which they find useful. Introducing midterm evaluations could also foster more immediate dialogue between students and instructors, allowing adjustments to be made within the course.

The panel came to the conclusion that KIMEP has established an effective escalation management system across all levels of the institution. To further enhance this system, the expert panel has formulated several **recommendations**. First, the University is encouraged to introduce a Confidential Reporting Policy to ensure that complaints can be made confidentially. Additionally, the panel **recommends** incorporating social support mechanisms, such as appointing a mediator to facilitate dialogue and resolution before conflicts escalate. A clear, structured process for resolving disputes between faculty members should also be developed. While KIMEP has established a formal grade appeal process as documented in the KIMEP Catalogue, the panel **recommends** further enhancements to improve transparency and accessibility for students. The current procedure outlines steps and timelines but lacks clarity in several key areas that could lead to inconsistent application or student confusion. Specifically, the panel suggests that KIMEP develop clearer guidelines regarding what constitutes valid grounds for appeals, provide examples of acceptable evidence students might submit, and establish more transparent criteria for how appeal committees evaluate cases. The University should also consider creating student-friendly resources such as flowcharts, FAQs, or step-by-step guides that explain the process in accessible language. Finally, establishing a mechanism to collect feedback from students who have used the appeals process would enable continuous improvement of these procedures.

The University members like students, teaching and administrative staff are part of committees/bodies on unit level as well as on university level. Their participation in all areas of KIMEP's discussions and decision-making processes takes place regularly and very systematically. In the interview rounds, it became apparent that everyone feels very well informed. This is also the case for external stakeholders. KIMEP has close connections to the practice field

and external stakeholders are involved in advisory boards and therefore take an active role within the quality management system. The panel suggests further strengthening stakeholder engagement by formalizing consultation mechanisms, particularly ensuring systematic involvement of academic staff in strategic academic development. The University's participatory culture is a clear asset and could be reinforced structurally.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT				
(1) Management Structure				Condition
(2) Organisation of Localities	Not relevant			
(3) Quality Management Strategy			x	
(4) Quality Management System			x	
(5) Quality Management Instruments			x	
(6) Escalation Management			x	
(7) Participation		x		

III. STUDIES AND TEACHING

Study Offer and Qualification Objectives

Since the last institutional accreditation in 2019, KIMEP founded the College of Humanities and Education evolving from the Language Centre established in 2013 and opened the School of Computer Science and Mathematics. Further, KIMEP added ten new degree programmes. KIMEP opens programmes originating with a President's Cabinet decision based on the perceived market demand as viewed by the Deans and faculty members of the different colleges (Advisory Boards may be consulted). Currently, KIMEP offers 39 different degree programmes. KIMEP is in the process of obtaining licences for the following programs: International Relations and Foreign Languages: Two Foreign Languages. It also offers a Mini-MBA (professional certificate programme). Each programme curriculum has been reviewed to ensure that it conforms to Kazakhstan's National Qualification Framework.

The following table shows the study programme portfolio of KIMEP University in the academic year 2024-25:

Table 1: Study programme portfolio of KIMEP University in the academic year 2024-25

Current academic programmes in AY 2024-2025				
Bang College of Business	College of Social Sciences	Law School	College of Human Sciences and Education	School of Computer Science and Mathematics
Undergraduate programmes				
1. Bachelor in Accounting and Audit 2. Bachelor of Finance 3. Bachelor of Management 4. Bachelor of Marketing	1. Bachelor of Economics 2. Bachelor of International Relations 3. Bachelor of Public and Municipal Administration 4. Bachelor of Journalism 5. Bachelor of Political Science	1. Bachelor in international Law 2. Bachelor in Jurisprudence	1. Bachelor of Foreign Languages: 2 Foreign Languages 2. Bachelor of English and Translation Studies 3. Bachelor of Cognitive Science 4. Bachelor of Science in Psychology	1. Bachelor of Science in Computer Sciences 2. Bachelor of Information Systems
Graduate programmes				
1. Master of Finance 2. Master of Accounting and Audit 3. Master of Marketing 4. Master of Management 5. MBA and ExMBA 6. Mini-MBA (professional certificate program) 7. PhD in Accounting 8. PhD in Finance 9. PhD in Management 10. PhD in Marketing 11. DBA	1. Master of Arts in Economics 2. Master of International Relations 3. Master of Public and Municipal Administration 4. Master of International Journalism 5. PhD in Public and Municipal Administration 6. PhD in Economics	1. Master in International Law	1. Master of Foreign Languages: Two Foreign Languages 2. Master of Education Policy and Management 3. Master of Science in Psychology 4. PhD in Education Policy and Management	

Bang College of Business

The BCB bachelor programmes are designed to provide students with undergraduate-level, cross-functional knowledge in the areas of Economics, Accounting, Finance, Management, Marketing, Information Systems, Operations Management, Business Law, and Taxation. Students develop their critical thinking, analytical, and communication skills. Deepening and specialising the knowledge and skills is possible in BCB's master programmes. The four PhD programmes involve a combination of course study and research work over a period of three to seven years. KIMEP states that the programme of study guarantees a challenging, focused, and meaningful experience that builds the graduate's capacity in the areas of teaching and professional business research and ensures that graduates are placed in leading positions in academia and businesses.¹⁸ The main objective of the programmes is to foster international business techniques to assist in the development of Kazakhstan's economy and educational system.

College of Social Sciences

The programmes of the CSS aim to develop theoretical foundations as well as practical knowledge. These programmes are designed for students who want to develop a strong background to follow a career path in business, government, or international organisations. Students can benefit from close ties with European and American partner universities and participate in exchange programmes, pursue dual degree options, or prepare for their postgraduate studies. The graduate programmes of the College are designed to prepare recent graduates and professionals to expand their knowledge and expertise within their chosen field. KIMEP states that graduates of the CSS master's degree programmes can anticipate advanced careers in both the public and private sectors, and many alternatively choose to continue their studies at the doctoral level.¹⁹ The PhD in Economics and PhD in Public and Municipal Administration programmes train scholars for roles in research and teaching in academics.

School of Law

The programmes incorporate the teaching of both theoretical knowledge and practical skills. The School of Law has developed a two-track teaching system that includes professors of practice who come from the professional community and teach practical skills. It is stated that graduates of the School of Law graduate with critical thinking, problem solving, drafting, negotiating, and advocacy skills that are necessary to become effective attorneys.²⁰ The objective of the master's in International Law is to further develop students' ability to describe, interpret, synthesise, and apply principles of public and private international law, including statutes, treaties, judicial decisions, legal texts, and public and private legal agreements.

College of Human Sciences and Education

The linguistic undergraduate programmes are geared towards students who desire training in English language, as well as either an additional foreign language or contemporary translation theories and methods. Graduates of the foreign languages programme can pursue careers in

¹⁸ SER, p. 25.

¹⁹ SER, p. 26.

²⁰ SER, p. 24.

education, management, or marketing, while graduates of the translation studies programme are prepared for careers in translation, civil service, public relations, and other related fields. The psychology programme teaches a comprehensive range of psychology topics at undergraduate level providing students with a wider range of knowledge and skills in preparation for work or for further specialized studies to become psychological professionals at postgraduate level. The MA in Foreign Languages trains students to become qualified and professional teachers. Courses emphasise theory, practice, and research so that students can develop a holistic understanding of issues related to languages and education. The Master in Education Policy and Management prepares student for research and professional roles in Kazakhstan's educational system and its education ministry and agencies. The PhD provides in-depth training that will result in graduates able to teach and research in an academic setting as well as work nationally and internationally in educational ministries and agencies.

School of Computer Sciences and Mathematics

The School of Computer Science and Mathematics educates students and produces graduates who are prepared to enter the workforce or seek graduate-level education at reputable international universities. KIMEP hopes that graduates of this School are ethical, tech-savvy communicators with the critical thinking skills necessary to thrive in any environment.²¹

Study Programmes' Quality

For the re-accreditation, the Bachelor of Jurisprudence, the Master of Public & Municipal Administration as well as the PhD in Education Policy & Management were selected as exemplary programmes. These three programmes currently hold FIBAA accreditation.²² They are offered in the School of Law, the College of Social Sciences, and the College of Human Sciences and Education, respectively.

KIMEP publishes the main aspects of programme content annually in the Catalogue: courses - general education, major and minor requirements; sequence of study; system of prerequisites; grading scale; degree requirements; and major programme requirements.

The content of every course is determined by the curriculum need for that discipline, which has been developed by the faculty team. Faculty forge course details into a syllabus, which includes information about the instructor, intended learning outcomes, assessment criteria, recommended textbooks and other resources, KIMEP's standard grading scale, attendance and participation expectations, expected homework assignments, AI use (permitted and if so to what extent and how to cite), and a weekly class schedule.

The **Bachelor of Jurisprudence** incorporates the teaching of both the theoretical knowledge and the practical skills. The programme is designed to provide a comprehensive education in law that will enable students to acquire both theoretical knowledge and practical skills. The programme integrates the study of substantive Kazakhstani law with critical thinking and problem-solving skills,

²¹ SER, p. 25.

²² Bachelor of Jurisprudence: [B Kasachstan KIMEP 3550 KB.pdf](#)

Master of Public & Municipal Administration: [M Kasachstan KIMEP 3552 KB.pdf](#)

PhD in Education Policy & Management: [Gutachterbericht](#)

as well as with drafting, negotiating and advocacy skills through classroom exercises and internships. As a result, students who earn the degree should be prepared to enter into the practice law in Kazakhstan as beginning attorneys. For this programme the School of Law has defined the following intended learning outcomes (ILOs):

The student is able to:

1. Correctly employ specific legal and political terminology,
2. Correctly interpret and apply normative legal acts, and provide legal advice,
3. Draft memos and other legal documents,
4. Analyse understanding of the role and influence of international trends on Kazakhstan's legal system,
5. Effectively explain the specific features of the legal system of Kazakhstan and their relation, to long- term process in the legal and constitutional history of the country,
6. Make legal decisions based on legal acts and ethical values,
7. Effectively process legal information in English, Russian and Kazakh,
8. Conduct legal research individually and in teams.

Within the **Master of Public & Municipal Administration**, graduates can choose between the majors Major in Human Capital and Innovation and Major in Policy Advocacy and Communication, or they can graduate without a major. The general purpose of the MPMA programme is to:

- Promote excellence in public, non-governmental, and private management and policymaking through building and strengthening the analytical and leadership capacity of graduate students,
- Provide graduate students with the generic and specialised management and policy knowledge and skills needed for successful careers in the public, non-governmental, and private sectors,
- Educate graduate students for ethical service to their society and the broader regional and international community.

The more specific learning objectives of the programme are to equip graduates with the essential knowledge and skills required by professionals seeking managerial and executive positions in the public, non-profit and private sectors. Thus, the programme's learning objectives are to ensure that graduates have a satisfactory knowledge of:

1. The nature of the public sector and its relationship to government, civil society, and the marketplace, and how it can be institutionally arranged,
2. Economic perspectives on government and public policy, governmental budgeting, and public financial management,
3. Ethics as they apply to the public sector,
4. Public organisations and their management and leadership, and the impact of organisational structure, culture, and leadership on organizational change and performance,
5. Project appraisal and management, and the necessary cognitive, self-management, and interpersonal skills,
6. concepts and theories of public policy and analysis.

The **PhD in Education Policy and Management** has the overall strategic objective to affect the education system in Central Asia and foster a high standard of international research and management practises in the development of Kazakhstan's education system. The educational objective of the programme is to train highly qualified scholars and leaders in education policy and management. They should have excellent research skills, demonstrate the ability to make significant original scientific contributions to knowledge in the field of education policy, and are capable of transforming the education system at the level of single organisations, larger regions, and the country as a whole. This interdisciplinary programme aims at developing the following qualifications in its graduates: systemic and critical understanding of education policy and education management, advanced leadership, research skills, strategic planning, evaluation, communication and interpersonal skills.

KIMEP's annual catalogue contains a summary of every approved course. Faculty also develop methodological guidelines and recommendations for studying disciplines, preparing assessments (tests and quizzes, etc.), writing projects and dissertations, and presentations. These guidelines, a type of teacher's manual are part of the educational and methodological complex for each discipline.

Admission requirements for all types of students are recorded in the Admission Policy, which is reviewed and issued on an annual basis. These internal regulations are based on and take into account the rules of admission approved by the MSHE that were updated in 2021 and stipulate in detail the procedures, criteria and responsibilities for the admission to higher education programmes. The entrance examination was centralised across the country. HEIs no longer arrange examinations and are separated from admission. After documents' submission applicants have to register at the database of the National Testing Centre (NTC) of the MSHE and at the scheduled time take online (written) examinations on the NTC platform in terms of a UNT (Unified National Test). Then, candidates apply directly to the University Admission Committee with supporting documents.

As for the Bachelor programmes, KIMEP's entry requirements are the following:

1. The applicant needs to present proof of the completed secondary education and as Kazakhstan citizen the UNT certificate issued for the current year with passing scores. For foreign citizens an interview with the programme is required.
2. For the top graduates of professional vocational schools, admission to the fast-track study option is granted based on the state classifier of related specialisations.
3. KIMEP awards college credits to graduates of Nazarbayev Intellectual Schools (NIS) possessing a NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Direct placement to academic courses is granted, as well.
4. Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a study programme according to the individual study plan (with a GPA of not less than 2.0 or not less than 50%).

The entry requirements for the Master level programmes are different:

1. The KIMEP graduate programmes accept applicants who completed an undergraduate programme with the Diploma confirming the completion of an undergraduate degree (certified copy) and a diploma supplement with grades.
2. A special entrance examination (KGET – KIMEP Graduate Entrance Test; a GMAT-like test), is required with a minimum passing score of at least 15 out of 50. KIMEP Bachelor graduates with GPA of 3.0 and above are exempted from programme entrance tests. The KGET measures various skills that should have been or will be developed in an educational and work environment. It does not measure knowledge of business, job skills, specific content in undergraduate studies, abilities in any other specific subject area, or subjective qualities, such as motivation, creativity, and interpersonal skills. The test is given in English and consists of 3 sections:
 1. Problem solving (20 questions in 30 minutes),
 2. Data sufficiency (20 questions in 40 minutes),
 3. Critical thinking (10 questions in 20 minutes)

The entry requirements for admission to the PhD include:

1. A master's degree or equivalent from a nationally attested or internationally recognized university,
2. Proficiency of English language,
3. At least three years of experience in a corporate, government, academic or non-profit organisation.

The KIMEP student association (KSA) represents the interests of students to the KIMEP University administration. Since its creation, the KSA has contributed greatly as an advocate of the issues and concerns of students to the administration. Each year a new KSA Cabinet member is elected.

Members of the KSA play an active role in the administration of KIMEP University. They have voting rights on many KIMEP University management committees, including the Tender Committee, Disciplinary Committee and Budget Committee. As representatives of KIMEP students' interests, the KSA is consulted for all major management decisions that occur at KIMEP University.

Research transfer to the Areas of Studies and Teaching

Faculty research, both theoretical and applied, is an integral part of ensuring that students receive current and relevant educational and research materials. The faculty's monographs, tutorials, scientific articles and chapters in collective monographs are used as additional materials at senior undergraduate levels, as well as in the graduate (master and PhD) programmes. If students or faculty publications present pertinent new material, the colleges use those publications during the curriculum in the relevant area. If students produce academic writing, they include a literature review. Most of KIMEP's academic programmes provide for relevant, carefully analysed, and reviewed thesis and dissertation research.

KIMEP students participate in conferences organised by colleges. At least annually KIMEP organises a conference dedicated to the students' own research with faculty experts offering

support and critique. Students also participate in national competitions such as Case Challenge, and international case competitions such as the L'Oreal Brandstorm Competition, and Jessup and Vis Moot Courts. As an example, in April 2022, a KIMEP student team took second place in Athens in the European Final Case Competition organised by the Institute of Certified Management Accountants (USA).²³

Quality Assurance²⁴

Updating the curriculum and college programmes is a multi-step process that involves regular assessment, participation from various stakeholders, and a focus on continuous improvement. The process is built on four key stages: planning, implementation, analysis, and revision.

Regularity and Responsibility

- **Annual Review:** Colleges review their programmes every academic year. This includes an analysis of programme objectives, training methods, syllabi, and other educational components.
- **Committees:** Several committees, including the College Committee, Programme and Curriculum Review Committee, and Quality Improvement Committee, are responsible for carrying out regular reviews. Faculty, industry leaders, graduates, and students are also involved in these reviews.
- **Leadership:** Deans and departmental chairs, play key roles in managing and overseeing the curriculum update process.

The Process

1. **Planning for Review:** Committees gather data from various sources, including student surveys, industry feedback, and faculty self-reports. Planning is essential to ensure that programme goals align with student needs and industry requirements.
2. **Implementing the Review:** Data is analysed at multiple levels (programme, department, and college). Faculty teams review syllabi and course content, considering feedback from stakeholders.
3. **Analysing Review Results:** The review process includes examining course content, evaluating learning outcomes, and ensuring that the curriculum remains aligned with institutional goals. Surveys on student satisfaction and course assessments are used to gauge effectiveness.
4. **Implementing Changes:** Based on the results of the reviews, minor changes can be made within departments, while significant changes must be approved by college committees and the Academic Council. These revisions are documented and published in the university's annual catalogue, ensuring transparency and student access to updated information.

An additional procedure for assessment of the quality of courses is the Course Management Form. Faculty may reflect on the course they just taught by filling in questions on the form. If the faculty

²³ See [alumni_2022-23_indd](#), p.4, last accessed March 7, 2025.

²⁴ For detailed information see [Quality-Assurance-Handbook-eng.pdf](#), section 6.5 program review (pp. 12-14), last accessed March 7, 2025.

chooses to do this, a copy is archived in the dean's office. The purpose of this procedure is for the faculty to analyse students' progress in each studied discipline, and for faculty to reflect on the positive and negative experiences during teaching, followed by suggested improvements to teaching methods and the content.

Cooperation

KIMEP has established partnerships with over 190 universities across North America, Europe, CIS countries and East Asia. These collaborations provide a wide range of opportunities, including exchange and dual degree programmes for undergraduate and graduate students, joint forums, research initiatives, visiting faculty exchanges, summer schools, and study abroad programmes.

In 2023, 17% of KIMEP students participated in study programmes at international partner universities. Since 2014, 123 faculty and administrative staff members have participated in Erasmus+ ICM (supported by the European Commission), the Mevlana Exchange Programme (supported by the Turkish government), and other grant initiatives. Additionally, 201 KIMEP students have studied abroad with Erasmus grants, out of a total of 1,029 students who have participated in exchange programmes. During the same period, KIMEP University has hosted 491 international exchange students and 71 visiting faculty and staff members through Erasmus+ ICM for teaching and training mobility in the fields of Business Studies, Social Sciences, Law, and Human Sciences and Education.

KIMEP University states its commitment to developing strong dual degree programmes with prestigious universities.²⁵ KIMEP currently offers five dual degree programmes in collaboration with world-renowned universities in Europe: University of Glasgow (UK), ESC Rennes School of Business, Catholic University of Lille, and IESEG School of Management (all France). Completing a dual degree programme increases the employability of students after graduation, and provides them with more and better job opportunities, both in Kazakhstan and abroad.

The academic mobility and cooperation have been realised with many HEIs, including but not limited to:²⁶ Hanyang University (Korea), Hong Kong Baptist University (China), California State University (USA), University of the Basque Country (Spain), University of Amsterdam (Netherlands), Uppsala University (Sweden), University of Ljubljana (Slovenia), Singapore Management University (Singapore), Collegium Civitas (Poland), Aarhus University (Denmark), Middle East Technical University (Turkey), National University of Public Service (Hungary), University of Agder (Norway), and Masaryk University (Czech Republic).

²⁵ SER, p. 29.

²⁶ A complete list of partner institutions and MOUs can be found on the KIMEP website: <https://kimep.kz/diam/academic-partners>, last accessed March 7, 2025.

Appraisal “Studies and Teaching”

KIMEP’s study programme portfolio on Bachelor, Master and PhD level corresponds to the University’s profile. The most recently added programmes as well as the plans for prospective programmes are in line with the profile as well.

Three study programmes were selected in an exemplary manner. When discussing and assessing the area of studies and teaching the expert panel referred to the results of FIBAA programme accreditation of KIMEP University from 2022 and 2023. Two expert teams with Kazakh and international experts (altogether 12 experts) were involved and assessed the objectives, admission processes, contents, structure, learning and teaching environment as well as quality assurance instruments of all study programmes. All study programmes from the School of Law, the CSS, and the CHSE were successfully accredited by the FIBAA Accreditation and Certification Committee. With these results in mind, the focus of the expert panel in the institutional procedure laid on the processes and structure of the units and the cooperation within the Colleges/School/Centre and between those. They formed the view that KIMEP established a quality management system for studies and teaching, which ensures compliance with the European regulation (ESG, Dublin Descriptors, ETCS Users Guide). The information resulting from the quality assurance instruments in studies and teaching is evaluated and the findings obtained are transferred into specific measures for the programmes’ improvement and further development. KIMEP furthermore ensures dependability and predictability in teaching and examination operations. The students take an active role in the designing of learning processes. The panel notes that given KIMEP’s emphasis on student-centered learning, a more structured development of a learning innovation strategy, for instance through pilots, experimentation spaces, or professional learning communities among staff could be beneficial.

Within KIMEP, the mutual relations of research and teaching are designed as to ensure a knowledge transfer from research activities to the area of teaching. However, the expert panel **recommends** improving the connections between research and teaching and increase student involvement in research. Current research should be integrated into the curriculum through case studies and project work. Faculty should actively involve students in ongoing research initiatives.

The quality management system includes instruments and methods for the regular assessment of the programmes’ quality. The information resulting thereof is evaluated and the findings obtained are transferred into specific measures for the programmes’ improvement and further development. Regarding the control of implemented measures, the panel refers back to the recommendations outlined in chapter II.

KIMEP has established cooperation agreements with partners across science, economy, culture, and its social environment, aligning these collaborations with its study offerings and teaching formats. While this benchmark is met, the expert panel encourages KIMEP to aim beyond the current standard, striving for more impactful partnerships. One suggestion is to interview students to gather insights on what aspects are better at other institutions and identifying best practices that KIMEP could adopt.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
III. STUDIES AND TEACHING				
(1) Study offer and qualification objectives			X	
(2) Study programmes' quality			X	
(3) Research transfer to the areas of studies and teaching			X	
(4) Quality assurance			X	
(5) Cooperations			X	

IV. RESEARCH

Research Strategy

Research and support of faculty research is one of the six major goals in KIMEP's strategic planning.²⁷ KIMEP strives to cultivate an open environment equipped with resources (both online and paper resources), opportunities, and support, for both the professors and students to conduct academic research. KIMEP allows faculty to pursue their own research interests.

Future goals include increasing faculty publications in international peer reviewed journals as well as founding new research centres.

Research Activities

During the past four years, faculty have published almost 600 journal articles, participated in numerous conferences, and continued to conduct research. KIMEP supports two research centres.

The College of Social Sciences launched the China and Central Asia Studies Centre (CCASC) in December 2017. The centre studies the political, economic and social aspects of growing Chinese engagement in Central Asian countries with a special focus on the implementation of the Silk Road Economic Belt/Belt and Road Initiative. This centre conducts research on: Chinese direct investments in Central Asia; bilateral trade between China and the countries of Central Asia and trade regimes; labour migration and employment; the impact of the Chinese presence on regional economic integration; and best practices of Chinese economic and social reforms applicable in Kazakhstan and other countries of the region.

The Democratic People's Republic of Korea Research Centre (DPRK) Strategic Research Centre was established in March 2018 and closely follows developments of the Democratic People's Republic of Korea and collaborates with policymakers and experts in the Korean conflict. The

²⁷ See section on Strategic Objectives in chapter I.

centre's mission is to construct policy recommendations for the establishment of peace and prosperity on the Korean Peninsula through economic reform and opening. Since its founding, the centre has published over 25 articles in international outlets. Two full-time faculty members from the Department of International Relations in the College of Social Sciences conduct research in the centre, along with collaborating faculty from other departments.

Every year, KIMEP organises international conferences where anyone from KIMEP may propose to present a paper. Colleges also organise their own respective conferences. For example, BCB organises the KIMEP International Research Conference (KIRC), which takes place every spring. CHSE organises the Central Asia Language and Education Conference (CALE) in May. The conference participants include international and Kazakhstani scholars as well as KIMEP faculty. Graduate students are encouraged to attend and present their papers at these conferences. The Academic Affairs office reviews the proposals for hosting new conferences, workshops and centres. If the proposals are approved, funding will be made available

KIMEP has a research budget to award publications and support conference travel and faculty research projects for those wishing to leave campus. KIMEP states that all faculty are aware that funding for research conferences and individual research awards is allocated.²⁸ The President, with the recommendation of the University Budget Committee headed by the Vice President of Finance, determines the size of this budget annually. Faculty who believes they are eligible for research awards and those who have a paper to present at a conference apply to their respective College Research Committees. The committee reviews the publications request and recommends monetary awards based on whether the publication was an international journal published in the Clarivate or SCOPUS database or a publication in an MSHE-recognized Kazakhstan journal. Books and chapters written by faculty may be considered for research awards as well. The College Research Committee recommendations are sent to the Institutional Research Committee for review and possible approval. Each college has its own budget for awarding faculty for publications and supporting their conference participation. Faculty may request a small grant from the college research budget and may, of course, apply for outside funding. The VPAA also has a discretionary fund for research awards. Supporting software for research may be acquired upon the President's Cabinet approval with the college's justified request.

Promotion of Research

In response to the recommendation from the last institutional accreditation expert panel,²⁹ KIMEP has implemented two distinct strategies to promote research. Firstly, monetary incentives are provided, and secondly, teaching loads can be reduced to allow faculty more time for research activities.

Each college has a research committee, which recommends faculty compensation for various research publications and conference publications/presentations. After careful review, the respective chair of each college research committee (CRC) presents its recommendations to the KIMEP Institutional Research Committee, which, in its turn, reviews the CRC recommendations and awards compensation if appropriate. KIMEP also has one course relief schemes for faculty

²⁸ SER, p. 31.

²⁹ See Assessment Report 17/135, p. 23.

engaged in research. Faculty may apply for partial funding of conference participation if they are presenting a paper. Annually each college recognises its best researcher and its best teacher. The recognition comes with a cash award. Faculty working on a specific project or article may request a reduction in their teaching load of one semester to work on it (one-course reduction). The second scheme is for those faculty members who are considered to have high productivity. Those faculty members can also petition to have a decrease in their teaching load for a year (two-course reduction). This latter scheme is renewable. Both of these schemes are awarded competitively.

Good Scientific Practice

An Institutional Review Board (IRB) reviews any human subject research conducted by students as well as research conducted by faculty or external researchers that involves research involving KIMEP students, staff, or faculty.³⁰ Students and faculty who are to present papers at KIMEP conferences must have proof of having had their research design approved by the IRB. In addition, all faculty and student authors are encouraged to use Turnitin®. Theses and dissertations are required to be submitted using anti-plagiarism software. All graduate students are taught ethics in their research methodology classes.³¹

KIMEP's policy on the use of AI in the classroom is in the University's syllabus template. However, faculty may have a variant in a syllabus depending on how they employ AI in teaching. The university has held professional development training on the use of AI in scholarship.

Quality Assurance in Research

Every college has an organised Research Committee. The members of each college's research committee, along with their respective deans, and the VPAA annually review the KIMEP research process to identify areas of concern and make any needed revisions to the process. This review also includes the quality of faculty research that is completed and the quality of the periodical in which the faculty research is published. Individual faculty annual performance reviews include a part for examining scholarship activity.

Research Cooperations

KIMEP faculty collaborate with many researchers around the world. Some of this activity takes place within the two active research centres mentioned above.

Since 2014, KIMEP University has participated in the Erasmus+ ICM project, and 47 Inter-Institutional Agreements were signed for funding by the European Commission for the following activities: international student credit mobility, faculty teaching and training, expansion of professional networks and exchange of teaching materials and innovation technologies of teaching, and professional managerial skills for administrative employees. Under the programme, the university has established strategic partnerships with the University of Ljubljana (Slovenia),

³⁰ The IRB manual is available at KIMEP website: [Microsoft Word - New IRB-Policy-Manual_S2024. \(1\)](#), last accessed March 10, 2025.

³¹ The law school may be an exception as its research remains mostly black letter research.

University of Thomas Bata in Zlin (Czech Republic), University of Tartu (Lithuania), National University of Public Service (Hungary), University of Graz (Austria), and others.

In 2016, KIMEP University, became a second-time partner (and the only partner in Kazakhstan and Central Asia), of the Erasmus Mundus JMC Consortium in joint master programmes led by the University of Glasgow, Great Britain (CEERES – a dual degree programme in the Master of International Relations) with the support of the European Commission.

In addition, BCB has signed research collaboration agreements with 20 nationally and internationally renowned external academicians to be involved and collaborate in doctoral programme research activities.

Appraisal “Research”

The expert panel concludes that KIMEP does not meet pursue a comprehensible research strategy that reflects the University's institutional aspirations. The panel highlights the lack of a unified, institution-wide research strategy, resulting in disconnected efforts across different faculties and research centres. While a research strategy was submitted during the previous accreditation cycle, covering the period up to 2023,³² its implementation has revealed shortcomings during the current accreditation. As such, a thorough review and recalibration of the strategy are required to ensure it remains relevant and achievable. To address this, the panel recommends a **condition**:

KIMEP develops a comprehensive research strategy that outlines a clear vision and supports research across the entire University.

This strategy should cover all stages of the research process – from administrative structures to regulations and practical support – ensuring consistency and alignment. The panel also reiterates its earlier recommendation for establishing a Vice President for Research to oversee and drive this strategic approach, ensuring a KIMEP-wide concerted practice.³³

KIMEP's full-time teaching staff are involved in research of their respective subjects. The University presented documents of all University units that prove the research activities. There are active research centres and the University hosts conferences as well as provides a budget to support research activity. The interviews with staff from the Colleges/School/Centre made clear that the units are currently doing a lot in forms of research – but are following their own individual strategies.

KIMEP enables their academic staff to participate in research activities, which are promoted by means of a suitable and clear incentive system. On the one hand, the University provides monetary incentives, and on the other hand teaching loads can be reduced to allow faculty more time for research activities. The panel comments that to further encourage research activities, administrative support could be offered by the University.

³² See Summary.

³³ See chapter II.

KIMEP has implemented instruments that ensure a good scientific practice. They have set clear rules for academic integrity for students detailed in the KIMEP catalogue.³⁴ KIMEP has also established an Institutional Review Board created to review any human subject research conducted by students or faculty.

The panel finds that while quality assurance instruments and methods for the regular assessment of the quality of research are in place – such as College Research Committees and performance-based incentives – there is a lack of overarching strategic alignment. Without a comprehensive university-wide research strategy, these quality assurance efforts risk being fragmented or reactive rather than proactive and coordinated. A well-defined research strategy would establish priority areas, quality standards, expected outcomes, and assessment criteria that guide all research activities across the University. This creates a framework against which quality can be meaningfully measured. KIMEP's quality management system should therefore provide a clear definition and allocation of processes in the area of research. This will ensure that the individual colleges are integrated into the research strategy in the same way. Currently, while each College has a Research Committee, these operate independently without a unified institutional approach to research quality. Clear process descriptions and a process landscape are helpful to solve this issue. The connections and interactions between processes should be documented here, together with the responsibilities.

While KIMEP demonstrates a culture of research cooperation aligned with individual subject areas, the expert panel notes that significant gaps remain — many of which were already identified in the 2019 evaluation. Although the Self-Evaluation Report highlights some substantial research partnerships, the absence of a clear, overarching research strategy prevents these collaborations from being aligned with institutional goals. Furthermore, the shortage of faculty members holding terminal degrees and research-focused professors are a concern for the expert panel. The panel acknowledges the success of the existing research centres but highlights the need to expand and diversify its research efforts by establishing new research centres and fostering additional strategic partnerships. To ensure meaningful progress in the area of research, the panel **strongly recommends** aligning cooperation activities with a renewed, comprehensive research strategy.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
IV. Research				
(1) Research strategy				Condition
(2) Research activities			x	
(3) Promotion of research			x	
(4) Good scientific practice			x	
(5) Quality assurance in research			x	
(6) Research cooperations			x	

³⁴ [Catalog-2024-2025_final-25-06-24.pdf](#), pp. 108-111.

V. SERVICES

Services

The Department of Student Recruitment and Admission (DSRA) is in charge of recruiting prospective students for all degree and non-degree programmes (excluding ExMBA students).³⁵ The online applicant portal navigates prospective students through the admission process from start to finish. Prospective students can submit an online application, upload a list of the required admission documents, register for entrance examinations, and apply for financial aid and on-campus housing. Moreover, applicants can check their application status at any point and gain access to the Acceptance Letter, if admitted.

The Financial Aid Office provides information and counselling on financial aid³⁶ applications, distribution, and maintenance to all students applying for financial assistance. The office regularly participates in information sessions for students, parents, and prospective students.³⁷

KIMEP offers financial assistance to a broad range of students, including newly admitted and continuing undergraduate students, and graduate students. The selection criteria and specific conditions for each type of financial aid are established in the Financial Aid Programme for each academic year. The Admissions and Scholarship Committee and the President's Cabinet review the programme annually. KIMEP ensures that the distribution of available funds is transparent and deliberate. The financial assistance offered is generally merit-based. Although no need-based financial aid exists, KIMEP strives to support students in challenging financial situations. The Financial Aid Office offers a variety of financing options, including external scholarships and donations, a flexible tuition payment system, work-study programmes, individual payment plans, and educational bank loans.

The Financial Aid Office has adopted an electronic filing system to simplify the application process. Prospective students can easily apply for financial support through the online scholarship application. Current students can use the student portal to view their transcripts, GPA, payment reports with scholarship details, individual payment plan deadlines, and to apply for scholarships.³⁸

The Office of the Registrar (Registrar) provides services for KIMEP students, faculty and staff and serves as a principal source of information on academic policies and registration procedures for students and staff. It offers a wide range of services in academic records, student status, registration, course enrolment, classroom assignments and course and final exam scheduling. The office monitors the implementation of academic policies and procedures. It ensures the confidentiality of student records and provides official transcripts.

³⁵ See chapter VII Publication/Public for further information.

³⁶ KIMEP dedicates a portion of its budget – around 15% of its annual budget of \$3.2 million – to student financial aid programmes.

³⁷ The Financial Office cannot guarantee that all applicants will receive financial aid and reserves the right to amend the conditions, criteria, and procedures for allocating and distributing financial aid.

³⁸ KIMEP's Student Portal: <http://my.kimep.kz>

The Registrar's most important services include:

- scheduling classes and final exams,
- preparing, coordinating, and maintaining the registration process,
- monitoring and controlling timely submission of intermediary and final grades,
- addressing students' appeals regarding registration issues,
- analysing students' academic standing,
- checking graduate qualifications,
- preparing and organising the graduation ceremony,
- issuing diplomas and other documents in graduation packages (final transcripts, addendum and diploma supplements),
- importing all data from the Admission Office related to newly admitted students,
- storing and maintaining student's personal, financial, and academic records.

The Registrar's Office has an in-house online registration system with approximately 60 online services. One example is the "Student Portal" where students can register for classes, check their grades, and request for various services.

The Student Affairs Division (SAD) is the responsible for KIMEP students' support in their personal development and achievement of their educational goals. The division includes the Student Affairs Office, Student Learning Support Centre, International Office, Sports Centre, Housing and Residence Life Department, and Medical Centre. The Office of Student Affairs coordinates the activities of these departments and closely cooperates with the student government. It supports and monitors all student activities. The office supports the participation of students in inter-university events, Olympiads, conferences, gatherings, competitions, and more, and is also in charge of organising various events for students and the university at large.

The Student Learning Support Centre (SLSC) employs three coordinators and 20 peer tutor students. The main functions of SLSC are to provide advice and academic support for students. This includes organising the Freshmen Orientation and Advising Programme and the Freshmen Convocation Ceremony; monitoring students with low academic standing and engaging them in the learning support programme; and recruiting and training student tutors. It also assists students with special needs; and holds discussion groups with freshmen, international students, and students from Central Asian countries. It analyses student retention annually and develops online tools for ever more successful advising and tutoring.

It also develops an individual rehabilitation plan for each student in poor academic standing. The centre has developed a system that identifies students who experience academic difficulties from their first semester of studies, called the "Early Warning Intervention System." It identifies students needing assistance based on class attendance, reported attitudes, assessments, or instructor recommendations. Semi-annually, at the beginning of each semester, the centre evaluates all first-year students' progress and those on academic probation.

SLSC provides holistic support to students with special needs. Since 2014, the university has followed a policy prioritising admission and registration procedures for students with special needs. Academic support includes extended deadlines for exams, alternative locations for taking exams, permission for audio recording lectures and copies of lecture materials, special assistance

of volunteer readers for students with audiovisual disabilities, print materials in an alternative format for students with visual disabilities, and more.

The International Office seeks collaboration with international organisations to provide funding for academic mobility; applies for and administers international grant agreements to support academic mobility; and supports colleges in the implementation of international projects such as dual degree, and summer school.

A **psychologist** is employed half-time for student consultations to provide psychological support for students and assist in their adaptation to a new environment.

The Corporate Development Department (CDD) is responsible for to developing and maintaining a mutually beneficial relationship with the corporate community. The CDD, particularly the Career Centre, equips students with essential tools for managing their professional development starting from their first year. It offers career advising, hosts career events, facilitates recruitment and employer outreach programmes, and provides networking opportunities. It supports students in their search for internships and job opportunities by organising mock interviews, job fairs, industry visits, career talks, and speed networking events. Additionally, CDD arranges various corporate projects on campus and invites corporate representatives to be guest lecturers. CDD also collaborates closely with the KIMEP Alumni Association to foster a highly engaged alumni network.

Assessment of Services

The Office of Quality Assurance and Institutional Research (QAIR) conducts an online survey for students, called the “Student Satisfaction Survey (SSS),” every spring semester. The SSS serves as a tool for regular assessment of various student support services at KIMEP. In this annual survey, students express their level of satisfaction with the services provided by all departments at KIMEP. The department also conducts the annual “Alumni Satisfaction Survey” as well as the “Graduating Student Exit Survey.”

To assess students’ satisfaction with KIMEP services more specifically, SAD organises semi-annual focus group meetings with different target groups, such as freshmen from Central Asia, Kazakhstan regions and Almaty residents, international and exchange students, etc. There are also focus groups with students on Academic Probation status and the Learning Support Centre tutors. After focus group meetings, the SLSC presents the results to the heads of the departments and KIMEP administration. The presentation is followed by a series of meetings with the heads of involved units. Each department submits a progress report on student issues and concerns to the Dean of Student Affairs. The students in these groups are generally self-selected.

Further Development of Services

QAIR sends the results of surveys to every department head, the Vice Presidents, the Provost and the President's office. The department heads review the information and make changes as appropriate. If a highlighted issue has implications in more than one department or a budgetary implication, the appropriate Vice President or the Provost will lead the coordination of the departments in introducing the appropriate changes. Progress is detailed in the annual units' reports to the university administration.

In the case of the Student-Affairs-led focus groups, after focus group meetings the Dean of Student Affairs informs the department heads and university administration of the results. Responses to student concerns are relayed back to the students via the Student Affairs office.

Appraisal "Services"

KIMEP provides the necessary services for the support in all areas of performance. The services correspond to KIMEP's profile. The expert panel is impressed by the array of services offered. These offered services are documented in a particularly clear and user-friendly manner and they are easily accessible for all parties. They enable the participating KIMEP's members and external participants to operate in a particularly effective and efficient manner. The expert panel was particularly impressed by several aspects of KIMEP's service offerings: First, the comprehensive financial aid system demonstrates exceptional commitment to student support. With 15% of the annual budget dedicated to financial assistance and sophisticated electronic application systems, KIMEP removes significant barriers to education access. The flexible payment options and individualized financial counselling exceed typical institutional offerings. Second, the Student Learning Support Centre exemplifies outstanding academic support through its Early Warning Intervention System, which proactively identifies at-risk students from their first semester. The holistic approach to supporting students with special needs, including customized accommodations and rehabilitation plans, represents best practice in inclusive education. Third, KIMEP's Career Centre provides exceptional career development services beginning in students' first year. The comprehensive approach including mock interviews, industry visits, and speed networking events creates substantial employment advantages, as evidenced by the 90%+ employment rate of graduates. Lastly, the robust alumni network integration and the International Office's success in securing mobility funding demonstrate service excellence. The well-organized system of focus groups to gather targeted feedback from different student populations further enhances the University's responsiveness to student needs. During the on-site visit, the panel formed the impression that the departments and staff responsible for student support demonstrate a high level of commitment and perform their roles with great effectiveness.

The quality management system includes instruments and methods for the regular assessment of the quality of student services. The expert panel **recommends** considering the introduction of a satisfaction survey for faculty services as well (for example financial services) to assess satisfaction with services across all schools and colleges of KIMEP.

The information resulting from the surveys is evaluated and the insights gained are translated into measures for continuous improvement. However, there is an opportunity to enhance the utilization of this data by implementing a more structured approach to service development. The expert panel **recommends** that KIMEP establishes a more structured and transparent process for translating survey feedback into concrete improvements. Currently, while KIMEP collects extensive survey data, the mechanisms for utilizing this information to drive institutional change could be strengthened. The recommendation suggests implementing a formal governance structure with clearly defined responsibilities for analysing survey results and developing action plans. This would include establishing a systematic workflow where survey findings trigger specific review processes with assigned accountability for implementation and follow-up. Additionally, KIMEP should consider developing a documentation system that tracks how survey feedback leads to specific changes. This "closed feedback loop" would demonstrate to stakeholders that their input genuinely influences University operations. The panel also suggests creating dashboards or regular reports that communicate how survey results have led to specific improvements, making the impact of feedback visible to the University community.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)				
(1) Services		x		
(2) Assessment of services			x	
(3) Further development of services			x	

VI. RESOURCES

Rooms and Facilities

KIMEP's campus has eight buildings, including the academic buildings. The **Dostyk Building** was constructed in 1954. It holds BCB and CHSE offices, Sports Centre and administration offices. Located in it are seven classrooms, including four computer labs, four study rooms, and 118 offices. The **Valikhanov Building** was constructed in 1975. It hosts CSS, the Computer and Information Systems Centre, a cafeteria, two coffee shops, a stationery and snack shop, and a copying centre. The building has 43 classrooms including eight computer labs, 13 study rooms, and 136 offices. A student lounge opened on the ground floor of the building in 2021. KIMEP opened the **New Academic Building** in the fall of 2008. The building hosts School of Law offices and has 21 classrooms, three computer labs, a lounge area, liminal spaces, and a coffee shop. Construction of the **new building for the School of Computer Science and Mathematics** is scheduled to be finished in 2025. The campus has a Residence Hall (student dormitory), faculty apartments, and guest room for visitors within the faculty apartment building. All lecture halls, classrooms and conference halls are equipped with sets of multimedia devices: computers, LCD projectors or interactive screens, and audio equipment. Classes in IT-related disciplines are held in computer labs with recent software. Special halls, such as the Great Hall and high-tech conference rooms, feature versatile audiovisual equipment. Students and faculty members are given broadband access to the Internet.

Faculty members are assigned individual folders on the L-Drive, a central Web server where they can share lecture and study materials with students. Moodle pages for each class are also provided. The L-Drive is accessible from any computer or mobile device connected to the Internet. Faculty members also can use Moodle, a virtual learning management system, to arrange online lectures or tests. Research support software includes SPSS, NVivo, Nearpod, and Qualtrics

The **Olivier Giscard d'Estaing Library** at KIMEP can accommodate up to 350 students at a time. Library facilities include public reading areas, a conference room, and two independent study laboratories with computer workstations, which provide access to electronic resources. The library has 50 computers at the disposal of students and unlimited access to the Internet via high-speed WI-FI. The library's usual work schedule is six days a week (Mo-Fr: 8:30 to 20:00 & Sa. 10:00 to 19:00). Upon request from students, the library can extend its hours during final exam periods.

The collection includes 86,701 print volumes (of these 56,952 in English) and 21 international and local electronic databases³⁹, which comprise over 700,000 full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries). The majority of these resources are remotely accessible as well as being available on campus. Bibliographic records of all print literature are entered into the library's electronic catalogue, which is accessible to all users both in the library and through KIMEP website. Two times a year, the

³⁹ The databases are CARD (library bibliographic database of local news and academic articles); EBSCO's EconLit, Business Source Complete, and eBooks; Emerald; Encyclopedia of Public International Law in Asia Online; Heinonline Online International Core; JSTOR; Nexis Uni; Paragraf; Polpred; ProQuest's One Business and Ebook Central; Sage; Scopus; Taylor & Francis eBooks, and Journals; Web of Science; and Zakon. The library has electronic subscriptions to The Chronicle of Higher Education and TOL.

library conducts the order of textbooks, references and research titles requested by the faculty and students which ensures that the collection remains up to date. The budget allocated for acquisition of learning resources for 2024-2025 academic year will allow increasing the library collection by nearly 1000 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases.

Teaching Staff

The table below shows the faculty statistic for fall 2024.

Table 2: Faculty Statistic for fall 2024

Departments	PhD		Master		Bachelor		Doctor of Science		Candidate of Science		Headcount
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
BCB											
Management & Marketing	14	2	0	8	0	0	0	0	0	0	24
Finance & Accounting	11	0	5	5	0	0	0	0	0	0	21
OMIS	2	0	2	1	0	0	0	0	0	0	5
Total on BCB	27	2	7	14	0	0	0	0	0	0	50
CSS											
DMC	3	0	2	3	0	1	0	0	0	0	9
PA	3	0	0	0	0	0	0	0	0	1	4
IR	6	1	0	3	0	0	1	0	0	0	11
Economics	5	2	0	1	0	0	0	1	0	0	9
Total	17	3	2	7	0	1	1	1	0	1	33
CHSE											
Education	4	0	0	1	0	0	0	0	0	0	5
Modern languages & Translation	3	0	4	1	0	2	1	0	3	1	15
Linguistics & Cognitive Science	4	0	0	0	0	0	0	0	0	0	4
Psychology	4	0	0	0	0	0	0	0	0	0	4
English	1	0	12	7	0	2	0	0	2	0	24
General Education	5	2	4	3	1	0	0	3	1	1	20
Total	21	2	20	12	1	4	1	3	6	2	72
Law School	6	1	3	2	1	0	0	0	0	0	13
School of Computer Science & Math											
Natural Sciences and Mathematics	4	1	0	0	0	0	0	2	0	1	8
Computer Science	4	1	0	4	0	0	0	0	0	0	9
Total on SCSM	8	2	0	4	0	0	0	2	0	1	17
KIMEP TOTAL	71	8	32	35	2	5	2	4	6	3	168

The full-time academic staff at KIMEP University consists of 113 persons in total of which 93 hold terminal degrees. KIMEP ensures the quality of incoming faculty through a personnel policy that regulates recruitment, selection, and advanced quality training for its faculty. The policy is set out in the Faculty Code of Practice and HR policies.⁴⁰

Requirements for potential candidates include professional expertise, English language proficiency, and teaching and research experience. Priority is given to candidates with terminal degrees, but all candidates must be academically (actively publishing research) or professionally qualified (have the appropriate amount of work experience). The HR Department compiles the submitted applications and sends them to a hiring committee appointed by the administration. Short-listed candidates are invited for an interview, and they may be required to submit additional documents such as research papers, recommendation letters, and documents confirming relevant work experience. The committee may ask the candidate to deliver a lecture or presentation. The committee members fill out interview evaluation forms detailing their observations. A hiring recommendation memo on the short-listed candidates is submitted to the college dean, who, in turn, sends recommendations to the Vice President of Academic Affairs. The President's Cabinet gives the final approval for hiring faculty members, deans, and other academic administrators.

Part-time Teaching Staff

The part-time academic staff consists of 55 persons.⁴¹ External teaching staff, i.e., adjunct faculty, are those service contract faculty who provide instructional services on a limited time contract, and who KIMEP hires on an as-needed basis and appointed to teach specific courses.

The Office of Academic Affairs delegates the hiring of adjunct faculty to the college deans, who may delegate this to department chairs. The hiring departments or divisions within the colleges are responsible for submitting contracts and required paperwork to the relevant college or academic unit.

General criteria used in adjunct faculty selection include the appropriate minimum degree for the teaching assignment and the professional credentials of the candidate, which may include assessing the extent and relevance of teaching experience. Individual departments may have their own additional criteria depending on the needs of the teaching assignment. Adjunct faculty must meet basic qualifications by holding either a terminal degree, a master's degree in a relevant field of specialisation and normally at least three years of previous professional or academic experience, or a Candidate of Science degree and normally at least three years of previous professional or academic teaching experience in an appropriate area of specialisation.

Faculty members are involved in the university assessment process regularly through the Faculty Satisfaction Survey and periodically by participating in the work of department/college Quality Assurance Committees. The Faculty Satisfaction Survey measures the level of faculty members' satisfaction with working conditions and the quality of KIMEP administration, including the

⁴⁰ The detailed faculty recruitment process is described in the Faculty Code of Practice is available at [Faculty-Code-of-Practice-FCP-approved-on-September-1-2022.pdf](#), last accessed March 6, 2025.

⁴¹ A section of the Faculty Code of Practice is devoted to the duties and rights of the adjunct faculty.

president, vice presidents, deans, chairs, and directors. Furthermore, faculty members may serve on the Quality Assurance Committee, in which they can provide critical analysis of programme/department/college administration, curriculum, and academic policies. They also monitor the implementation of the committee recommendations.

Human Resources

KIMEP human resources policy ensures that the university provides equal opportunities to every faculty and staff member regardless of gender, age, race, ethnicity, language, religion, or any type of disability. As a result, KIMEP has built a strong international team consisting of representatives from many different countries: the Republic of Kazakhstan, USA, Canada, Great Britain, France, Italy, Spain, Turkey, Germany, Bulgaria, Greece, New Zealand, Malaysia, South Africa, Singapore, Russia, Australia, China, Egypt, Jordan, Republic of Korea, Bangladesh, Pakistan, India, , Kyrgyzstan, and Uzbekistan.

KIMEP supports its faculty members in furthering their academic careers. Discounts for the doctoral programme at KIMEP are a part of the faculty benefits programme. Faculty members are also permitted to earn doctoral degrees abroad while their positions are frozen. In addition, faculty members are encouraged to attend advanced training, professional development courses, and local or international research and teaching conferences. All faculty members are given an opportunity to participate in international faculty exchange programmes, such as Erasmus Plus.

The VPAA office has provided several professional development programmes over the last five years. Examples are *AI in Research* which was held online as well as offline in August 2024, *Leading Positive Change in Higher Education – Strategy in international universities* held in August 2024, *Mixed Methods Research Workshop* in October 2024, and *Designing A Moodle Course* in September 2023.

KIMEP offers free English courses and tuition discounts for any undergraduate and graduate programmes to the employees and their immediate family. Employees are also eligible to attend up to two seminars presented by the Professional Development and Certificate Programme at the Executive Education Centre each academic year. Professional courses outside of KIMEP are also available to employees upon permission from the vice presidents of each department. In addition to supporting research activities of both faculty members and staff, KIMEP annually allocates a budget for participation in international conferences, where teachers can benefit from interaction with leading academicians from other local or foreign universities. KIMEP benefits as well by building connections with leading foreign educational and research institutions.

Students' Perception of Instruction Surveys (SPIS) is a primary measure to ensure the quality of teaching at the university level. SPIS retrieves students' perceptions of the instructors' in-class performance, the effectiveness of class sessions, and their learning experience throughout the course. The survey is conducted after the final exam week and secured individual evaluation results will be available for each faculty member only in the ensuing semester. Chairs and deans have access to the SPIS results for the faculty in their departments, while the President and Vice Presidents can access the results for all faculty members at KIMEP. Deans review the SPIS and may discuss pedagogical issues with the faculty individually based on the SPIS responses. The numerical component of the SPIS may be considered in the annual faculty evaluation.

Department and college committees evaluate faculty on a yearly basis. Part of the evaluation exercise is to review the faculty work plan, discuss the progress of the faculty member on its goals, and update the plan.

The Annual Staff Performance Evaluation has the following objectives: to estimate the extent to which each staff meets performance requirements; to identify the necessity for professional training; and to determine appropriate action according to performance. Staff performance is assessed with parameters such as complexity of tasks, scope, and nature of impacts of their performance to the university, client satisfaction with the service, and so on. The results are recorded in the Staff Evaluation Form to be signed by both staff and evaluators and submitted to the HR Department. The following actions may be taken as a response to the evaluation: transfer of an employee to another position in case of unsatisfactory outcomes for two years in a row; financial rewards for excellent performance; training and development plans for staff, etc.

KIMEP publicly rewards employees whose competence is widely recognised and appreciated by the community. Best faculty members are awarded “Best Faculty of the Year” award. The award winners are given cash prizes and official recognition letters from the university.

Financing

Tuition fees make up approximately 95% of KIMEP's total income. Additional income comes from interest on savings accounts, property rentals, and sponsorships. KIMEP states that it is debt-free and holds significant cash reserves, which have been steadily increasing since 2013.⁴² All KIMEP's financial statements undergo annual external audits, with the results made publicly available on the university's website.⁴³

KIMEP sets transparency and inclusivity as priorities. An electronic system has been implemented to provide real-time financial data for all university units. The budgeting process is overseen by the Vice President for Finance and the Budget Controller, ensuring institutional oversight. Importantly, students alongside university administrators, mid-level managers, and faculty members, actively participate in budget planning as key stakeholders. Students are given voting power, enabling them to influence budgeting decisions directly. The Budget Committee reviews and approves a budget which is sent to the President's Cabinet for approval and is then submitted to the Board of Directors for final evaluation. For strategic and operational planning, the Vice President of Finance develops a three-year financial forecast, factoring in historical financial management, enrolment trends, faculty size, and anticipated expenses.

⁴² SER, p. 49.

⁴³ » [Audited Financial statements About KIMEP University](#), last accessed March 13, 2025.

Appraisal “Resources”

The expert panel is deeply impressed by the rooms and facilities of KIMEP University. They highlight the University's exceptional infrastructure and modern technological equipment. The campus, consisting of eight buildings, offers spacious, well-equipped classrooms, computer labs, study rooms, lounges, and offices equipped with the most modern technology that provide an excellent learning and working environment. The panel was particularly impressed by recent developments, noting the soundproof rooms, comfortable seating areas, and modern, versatile spaces that foster both academic focus and social interaction.

The qualifications of the full-time academic staff correspond to the requirements of study, teaching and research. The number of full-time professors matches the scope of tasks in teaching and research. However, the panel **recommends** that KIMEP examines the balance and level of assistant and associate professors in comparison to other academic staff over the next decade. To further strengthen research capacity, the panel encourages increasing the number of faculty members with strong research backgrounds. Additionally, the panel **recommends** incorporating student feedback on teaching performance before finalizing new hires. The qualifications of the part-time teaching staff correspond to the requirements as well. They are involved in the organisation of KIMEP's teaching operations in a suitable manner.

The human resources in the different areas of performance allow for the adequate fulfilment of tasks. However, the panel notes that expanding administrative support for research could further enhance the University's research output. Staff development and training opportunities are available for all staff groups. The panel **recommends** introducing a rotation system, enabling staff to gain diverse experiences and broaden their skill sets.

The financing of the different fields of performance to the necessary extent is ensured. Nonetheless the panel wants to stress that the field of research is lacking in this aspect, and it could be considered to spend money in this area.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
VI. RESOURCES				
(1) Rooms and facilities		X		
(2) Full-time teaching staff			X	
(3) Part-time teaching staff			X	
(4) Human resources			X	
(5) Financing			X	

VII. PUBLICATION/PUBLIC

Competencies and Responsibilities

KIMEP's official website⁴⁴ contains institutional data including admission requirements, financial aid description and distribution results, programme descriptions, the academic calendar, catalogue, Faculty Code of Practice, the university strategic plan, etc. For the public, the marketing department also posts updates on recent alumni acknowledgements, institutional or departmental accreditations, and recognition from outside organisations.

KIMEP's marketing department uses traditional mass and social media to inform the public about important events and major decisions within the University. Leaflets, posters, and booklets are produced for promotional and recruitment activities, as well as announcements of operational changes and achievements.

KIMEP holds various events and information sessions open to the general public, including open lectures with visiting speakers or leading faculty members, master programme open classes, free language clubs, the Department of Student Recruitment and Admission (DSRA) office's Open House Day events, information sessions presented by the President of the University, press-luncheon, and more.

KIMEP takes care to ensure that all communications involving the university are accurate. Each department and college are responsible for the accuracy of information they produce and disseminate to the public.

Documentation of "Student Life Cycle"

The DSRA serves as the primary information source for all internal and external inquiries on how to apply to KIMEP's academic programmes. Every academic year, DSRA updates (with the participation of the deans) and publishes admission rules, including programmes, majors and minors, tuition and fees on KIMEP's official website. Specifically, the "For Applicant" page⁴⁵ has extracts from the "Policy on Application and Student Admission to Undergraduate and Graduate Programmes," a list of financial aid programmes, schedule of entrance tests, etc. Applicants who want to receive news about the university's admission-related events or updates can electronically sign up for notifications on the website.

Upon admission, KIMEP students are given university e-mail accounts. KIMEP sends out all notifications, including academic, registration processes, and campus life to these addresses. The Learning Support Centre (Centre) organises student orientation. It provides multiple academic support activities for first-year, transfer, and exchange students. Through the orientation sessions, the centre assists new students in settling into campus life, becoming familiar with academic policies and procedures, and learning about financial aid and exchange programmes. During the Academic Advising orientation sessions, the Centre provides students and parents with KIMEP planners and calendars that include substantive information about advising, registration, payment,

⁴⁴ [KIMEP University](https://kimep.kz), last accessed March 14, 2025.

⁴⁵ <https://kimep.kz/prospective-students/>, last accessed March 19, 2025.

examinations, and deadlines, which are also available on the university website. All freshmen students are assigned to group chats in the messenger mobile application, WhatsApp, moderated by peer advisers and kept informed of all important dates and deadlines.

The Registrar's Office provides information to students on late registration, credit transfer, academic leave, course withdrawal, course reinstatement and graduation qualification. Prior to each semester, the Registrar collects information from the academic departments about the planned courses and develops a semester schedule, posting it in Student and Faculty/Staff Portals. Midterm assessment scores and final grades are submitted electronically into the Registrar's database and appear in the student portal on the same day as the hard copy of grades. In addition, each semester the Registrar's Office creates and publishes the final examination schedule for the entire university. Real-time student-related data are always available online through the Student Portal for students, the Intranet for faculty and staff, and the university website for alumni, ex-students and other external stakeholders. All enrolled students can find information about policies, regulations, programme requirements and curriculum in the annual University Catalogue on the university website.

Finally, when a student qualifies for graduation, their graduation checklist is verified by the academic department and approved by the Academic Council, and the Registrar's Office issues diplomas and transcripts for graduates. Alumni can request transcripts, copies of diplomas, and diploma supplements through the university website's alumni page.

Advice and Information

The Department of Student Recruitment and Admission (DSRA) is in charge of recruiting prospective students. DSRA considers external and internal factors based on analytical data to create recruitment strategies and activities. The department organises recruitment activities domestically and internationally and conducts email and calling campaigns to inform applicants about upcoming events and admission schedules. Further, prospective students are contacted through social media.

The department targets specific high schools⁴⁶ whose graduates are traditionally interested in KIMEP education and organises a number of recruitment events and information sessions in cooperation with school administration. These events typically involve recent graduates as KIMEP ambassadors. In addition to this, KIMEP offers the following services for the community in order to strengthen its reputation and consequently attract prospective students:

1. KIMEP offers high school senior students in Almaty free opportunities to obtain or improve their learning skills in a variety of subjects through projects like the "Sunday Club," Summer English Camp, Data Science Camp, Reading Club, and the History Club.
2. Since 2012, KIMEP has provided English proficiency and professional development training courses to school principals and teachers in Almaty and other regions of Kazakhstan.
3. In 2023, a new initiative called KIMEP School Leadership Club was successfully introduced uniting high school management under one umbrella where school principals and vice

⁴⁶ 66 schools in Almaty and 81 schools throughout other regions of Kazakhstan.

principals share their concerns and learn together the solutions to their common challenges.

4. The KIMEP Intellectual Olympiad also serves as a successful recruiting tool and an effective communication channel. Winners of this country-wide competition are awarded 100% or 50% tuition waiver for the entire four years of study. From 2012 to 2024, KIMEP recruited more than 200 undergraduate students in this way. Scholarship recipients are actively involved in our recruitment activities, and they promote KIMEP as one of the largest sponsors in private education and spreading of information on scholarship opportunities at KIMEP.

DSRA has developed and implemented various professional orientation events: Open House Days, summer picnics, receptions for parents, and open lectures. Ten to fifteen orientation events are held annually, targeting each segment of prospective students, including graduating students of high and vocational schools, graduate programme applicants and transfer students, as well as parents. In alignment with the university's internationalisation priorities, the department staff also organises recruitment events in China, Hong Kong, Singapore, other Central Asian countries, and more.

The online applicant's portal⁴⁷ navigates prospective students through the admission process from start to finish as outlined in chapter V.

Potential partners of KIMEP are informed through social media, e-newsletters, and the university newspaper *KIMEP Times*, which carries the latest news of KIMEP. The official KIMEP website, campus visits, and open sessions are also frequently used sources for potential partners to have a clearer understanding of the university and develop valuable partnerships.

Public Relations

KIMEP's members are provided with information on the university activities through official emails from the university units and the administration, departmental newsletters, the university website, and committee meetings and meetings with the university administration. The President holds frequent meetings with the KIMEP Student Government (and sometimes with other student-run organisations) in order to directly announce university updates and obtain students' opinions and feedback on issues under discussion. Faculty members and staff are equally given opportunities to meet with the President to discuss management-related and academic issues or to hear of the university's financial viability.

KIMEP has 68 information bulletin boards on campus to place new announcements for current students and staff, information on specialisations and programmes, and corporate partners' promotional posters. *KIMEP Times*⁴⁸ and *KIMEP Voice*⁴⁹ are circulated within campus.

⁴⁷ <https://www.kimep.kz/ext/application/online/en-US/>, last accessed March 19, 2025.

⁴⁸ Founded by KIMEP students in 1995, *KIMEP Times* is published in English. Every three months, 1,500 copies are published and circulated for the KIMEP community members, containing articles and comments on KIMEP's programmes, achievements of students, faculty, and staff, and the university's plans and accomplishments.

⁴⁹ *KIMEP Voice* is a collaborative initiative between the College of Social Sciences and the Department of Media and Communications. It serves as a platform for KIMEP University students to develop and produce

Prospective and current students, alumni, and corporate partners are updated on important information, including employment opportunities, financial aid programmes, and alumni network events on the university's official website. Social media is also used for public announcements and career-related advertisements. KIMEP keeps in touch with its alumni through events, social media, a weekly e-newsletter, and an annual magazine⁵⁰.

Career and Employment Service offers career events that build a bridge between KIMEP's students and companies. The university's job fairs are attended by dozens of reputable companies, KIMEP alumni and current students, and students from other universities in Almaty. The speed networking event is a unique opportunity for corporate partners and employers to build networks with KIMEP's students and provide detailed information about their operations.

External stakeholders are informed about the University's news and achievements through the Board of Directors meetings, financial audit reports, and quality and assurance control reports, which are available on the university's official website. KIMEP representatives attend networking events with global organisations such as the European Business Association of Kazakhstan or the American Chamber of Commerce. KIMEP reaches out to critical external stakeholders through official letters from the President of the University, Alumni Magazine, and the *KIMEP Times* as well as by organising individual meetings.

Results of Quality Management

KIMEP ensures that community members are aware of the University's quality assurance efforts and important decisions and results through multiple channels of communication. In addition to emails from administrators to faculty, staff and students there are:

- **University periodicals**

The president's office publishes a monthly newsletter about the president's activities. The above periodicals provide information on KIMEP's quality management measures among their articles.

- **Meetings with the KIMEP President**

KIMEP's President frequently meets with student government representatives and the President's Cabinet. By organising these meetings KIMEP's administration communicates with students. The President of the University directly announces University updates and obtains students' opinions and feedback on management. Faculty members and staff are equally given sufficient opportunities to meet with the President to discuss management-related issues. The president generally holds an annual faculty meeting in the fall.

news stories, which are featured on the KIMEPVoice.kz website and in a monthly newspaper distributed on campus.

⁵⁰ The Corporate Development Department publishes about 1,000 copies of Alumni Magazine every year. The annual magazine conveys university news of the year, successful stories, testimonials, articles and photos of outstanding alumni, and more. The magazine is distributed to corporate partners, international organisations, and alumni. All magazine issues can be found on the university website at <https://kimep.kz/about/alumni/>.

- **College Meetings**

Colleges and their departments have faculty meetings at least once a semester, and many units meet more frequently. Deans may receive information from the University administration regarding quality management measures and their results. This information is passed on during meetings with faculty and chairs for their information and further dissemination.

Appraisal “Publication/Public”

Competencies and responsibilities in the control system are clearly and transparently regulated and published. The panel suggests that KIMEP enhances transparency and accessibility by implementing visual process diagrams and an improved organizational chart. For key administrative processes that directly impact students – such as registration, grade appeals, financial aid applications, and graduation requirements – KIMEP could create visual process flowcharts that illustrate each step, required documents, responsible parties, and expected timelines. Additionally, the University's organisational chart could be redesigned to better illustrate reporting relationships and departmental connections. This makes organizational and hierarchical structures clear and accessible to outsiders. The usual terms used in comparable organisations should be used to facilitate orientation within the University. This also clarifies responsibilities and accountabilities. Thus, this revised chart would make it easier for students to identify whom to approach with specific questions or problems.

Regulations regarding the “student life cycle” are defined and published. The publication of the policies regarding admission and examinations as well as the organisation of studies and after graduation on the website and on the Student Portal makes them transparent and easily accessible for students and alumni. Additionally, students and alumni can get advice in all service departments and centre.

KIMEP has established suitable service offers to ensure that prospective students and potential cooperation partners are provided with advice and information. The panel observed that faculty do not have their own webpage on the KIMEP website. It could be an idea to implement this in order to be able to list individual publications. The panel also recommends publishing existing research reports on the website as well.

During the on-site visit the expert panel could get a good overview of the publication and documentation of the offered services and information tools for different target groups. The panel is convinced that the members of KIMEP University as well as external stakeholders and the public are informed on KIMEP's activities on a regular basis and through diverse channels. The announcements on the website, the internal newspaper and newsletter as well as the use of social media ensure that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with information on university activities and services. Further KIMEP informs its members in a suitable manner on the quality management's measures and results. The results of the KIMEP's quality management are published in regular reports.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
VII. PUBLICATION/ PUBLIC				
(1) Competencies and responsibilities			x	
(2) documentation “student life Cycle”			x	
(3) Advice and information			x	
(4) Public relations			x	
(5) Results of quality management		x		