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THE RECTOR OF THE UNIVERSITY
OF TRADITIONAL MEDICINE,
THE PRESIDENT OF SCIENTIFIC COUNCIL:

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Quality Assurance Policy of the University Academic Staff

1. The Main Factors of the Formation of the University AS, Tenure and Promotion.

The planning and classification of the teaching staff is carried out in such a way that all educational programs and courses should be provided a sufficient number of qualified lecturers, and form necessary resources for the provision of educational programs and continuous renewal and modernization. In that sense, the following main factors are important:

- The approved procedure for the formation of the university's academic staff and the precise processes for its implementation, which include the selection and appointment of personnel as well as tenure.
- Defined criteria for personnel selection: professional education, qualification, specialization and their relevance to the subject field of teaching, work experience and availability of pedagogical skills, academic degree, title, etc.
- The competitive selection of the academic staff, which is guaranteed to be carried out through a detailed study of the documents certifying that they meet the competition criteria and the results of the interview and the determination of a further possible trial period (or only through the first two).
- Appointment of new employees is carried out in accordance with the work characteristics established for different kind of academic staff's categories (assistant, lecturer, associate professor, professor).
- Promotions are not carried out automatically. Promotion decisions are based on the assessee's teaching performance, professional development, research publications, his contribution to the work of the chair, and service to the academic community.

- It is necessary to assess the academic staff member not only based on his past performance, but also his potential concerning the future.
- In order to make fair decisions about promotion, the university takes into account the results of professional development, audience (student's evaluation of the lecturer) and partner assess, evaluations of the administrative staff, comments, as well as services rendered to the academic community.
- The responsibility of evaluating the candidate for promotion belongs to the vice-rector, with whose guarantee it is handed over to the rector. The latter, in his turn, submits the recommendation letter to the scientific council for final approval.
- The norms of remuneration of the academic staff and the mechanisms of their definition should take into account the level of professional qualification of the employee and encourage the continuous improvement of teaching quality.

2. The Assessment of the Academic Staff's Activity

In the process of assuring the quality of higher education, a paramount importance is given to the staff of the university, their knowledge, abilities and skills, the management of which is one of the most important issues of the strategic planning of the university. From this point of view, the university, with the aim of effective staff management, should have full awareness of his own human potential, its knowledge, abilities, skills, personal, professional, organizational about qualities and competencies to ensure the continuous development and quality improvement of its activities. Therefore, it is necessary to correctly assess and satisfy the individual needs of human potential in accordance with the needs of the given educational institution, and to provide everyone with equal opportunities to continuously learn and develop.

As famous economist E. Appelbaum states: "People show good progress and high performance when they have or can develop necessary knowledge and skills, receive right incentives and exhortations, have the ability to make joint decisions and have opportunities to participate in the administration of the given organization".

The assessment of the lecturer's activity is one of the main mechanisms of internal quality assurance and continuous improvement of the university, the purpose of which is to promote the professional development of the academic staff, the quality of teaching, educational methodical, scientific research and creative activities, proper organization of the extracurricular activities conducted with students.

The academic staff is assessed in three main areas:

- teaching and educational activity,
- scientific research activity,
- public and administrative activities.

The assessment of the academic staff is carried out with the participation of four main stakeholders involved in the educational process: students, the evaluated lecturer, fellow lecturers and with the immediate supervisor's participation, with the help of the established evaluation criteria, the results of which are summarized and discussed then.

The assessment of the activities of the teaching staff is carried out in a multilateral format by including all the main components of the educational environment, ensuring the objectivity and impartiality of the assessment.

In order to obtain the most reliable assessment results, both individual (self-assessment, assessment by the immediate supervisor) and collective (assessment by partners or by students) methods of assessment are used.

The self-assessment format includes activities performed by the lecturer to analyze and evaluate his working conditions and environment, as well as to identify the environmental factors hindering the improvement of his educational performance.

The assessment of the immediate supervisor (for example, the head of the department) is the assessment of the performance and efficiency of the lecturer, during which the work discipline of the lecturer, the ability to cooperate in the team, teaching methods and quality, individual work with students, results of research activities are analyzed.

Partner assessment is performed by those members of the academic staff of the educational department where the assessing lecturer teaches. The assessment is carried out by means of mutual class visits of fellow lecturers, listening to lectures by the immediate supervisor and the study of the document package justifying the performance of the lecturer.

As we've already mentioned above, one of the methods of collective assessment is questions asked by students (semesterly or annually), which summarize the results of the courses they attended. The content of the questions included in the questionnaires gives an opportunity to assess both the level of the lecturer's scientific knowledge and his abilities to effectively transfer that knowledge to the students.

In 2012, UTM introduced the system of student inquiries regarding the quality and effectiveness of teaching. The results of the student survey are used to:

- support lecturers in analyzing and developing their teaching approaches and applied methods,
- promote and encourage, as well as for the purpose of tenure of professors.

The results of the multifaceted assessment are summarized in one common document, which gives a generalized (quantitative and qualitative) picture of the lecturer for the given period of assessment. After summing up the results, the academic staff of the university adopts various administrative decisions based on it, and these results are the basis for the

continuation or termination of the lecturer's employment contract, career development or official growth, targeted for training or improvement, as well as for material incentives or rewards.

3. Motivational System of the AS

The purpose of the motivational system of the University AS is to promote professional development of lecturers, to improve teaching skills and professional abilities, the activation of scientific research work, extracurricular and consulting work with students, study-methodical and scientific-methodical work, active participation in the functioning of the university and its units and increasing their efficiency. In other words, the motivational system is completely aimed at the continuous improvement of the performance of the AS.

4. Rewards

The basis of the reward mechanism is the performance and professional qualification of the employee, the importance of human ability and purposeful encouragement. Rewards as work activity stimuli differ in their impact types and characteristics. The forms of promotion are: moral, socio-psychological, administrative, material forms of promotion and self-promotion.

In the current reward system in the field of higher education, rewards are given to employees for excellent performance of work duties, effective implementation of duties, for increasing efficiency, as well as for innovations in work and other achievement and for active participation in research and public works.

In RA universities, including UTM, the reward is announced by the rector's order and the university staff is informed about it. The Scientific Council also has the authority to reward the employee. The types of awards of lecturers, the grounds for awarding them, jurisdictions and mechanisms are defined in the order of the university.

Every lecturer should realize that in practice he has the right to be rewarded for his effective work and to receive management's praise. Thus, the existence of motivational and reward mechanisms and their application in the university system enable each member of the staff to develop his potential and strive for higher performance. By creating such an environment, the educational institution not only provides its employees with the opportunity for professional self-expression, but also contributes to increasing the quality and efficiency of education, strengthening its reputation in the competitive field.

5.Refresher Training and Development

Refresher training is the process of developing those skills of employees, which are necessary to carry out current activities, and professional development of the employee is aimed at the development and improvement of knowledge and skills for the implementation of current and future jobs.

Professional improvement is a continuous dynamic process, which is aimed at ensuring progress of the employee's activity, development and improvement of his knowledge, abilities, skills, as well as supporting the stability of the educational institution, fulfilling strategic goals and long-term plans. So retraining is defined as one of the components of professional development, which has a clearly defined term and a certain direction, determined to the development of specific knowledge, abilities and skills.

Science is always prospering and, as many scientists rightly state, "50% of knowledge becomes obsolete in five years", so universities should continuously provide their employees with opportunities to comprehend contemporary knowledge of the field, updating and renewing the stock of its own knowledge.

Refresher training and professional development are of strategic importance for those institutions who observe human potential as the most valuable resource and the most important investment in the processes of continuous advancement of their activities.

The professional growth of the employees is directly related to the effective realization of the university's objectives, therefore, the university should be proactive and consistent for the continuous learning and professional growth of its staff providing favorable environment and conditions. It should adopt flexible incentive systems for employees that will motivate them to discover their own potential and intangible assets as much as possible and exert all efforts to satisfy both personal and university needs as well as further improvement of needful pursuits.

Eventually, universities also expect appreciation of the investments made in retraining and professional growth of their human resources in the form of relevant theoretical and practical knowledge, the application of which will be primarily aimed at solving strategic problems most fruitfully.

Thus, by appraising and appealing human and professional potential of its employees, as well as by introducing mechanisms to promote professional progress of employees, the university can ensure high performance indicators and outline advanced development outlooks.

Hence, the evaluation of the AS activity is carried out in accordance with the mission and goals of the UTM with clearly defined and published procedures and standards, which are posted on the official website of the university.

1. Regulations for organizing, conducting and assessing lectures at the University of Traditional Medicine.

2. Procedure and questionnaire for surveying and assessing lecturers' needs.

3. Regulation and questionnaire for evaluating the effectiveness of the studies.

4. Norms for calculating teaching load of the AS.

5. Regulations on the training of teaching assistants and AS.

6. Incentive procedures for professors of UTM.