
Law

Vision for 2020-21
and Strategic Action
Plan for 2017-18

Preliminary version
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This document is an internal AUCA document and is not intended for public use.

Introduction

Strategic planning is an important process in achieving goals. It allows to consider various options for development, structure thinking and effectively distribute available resources. While it is impossible to foresee the future, one can reasonably prepare for it. Although, plans may and sometimes must change, a strategic plan serves as a beacon and reminder for the team about the goals and things that need to be done in order to achieve them.

Strategic intentions of individual academic programs help to define what is important for the university overall. The process helped to identify critical issues that require leadership's attention in order to support programs with conditions necessary for the development. These conditions are the parameters and their status is an indicator of how effectively the University is developing.

As you know, in April 2017, AUCA President Andrew Wachtel instructed the Office of Strategy, Academic Financial Planning, and Institutional Research (hereinafter, the Office) to facilitate the process of developing key performance indicators (KPI) for AUCA academic programs. The Office made presentations to all academic programs on the purpose of KPI and the process of strategic action planning. Following that, over 60 meetings were held with AUCA academic programs in April-May 2017 to develop each program's mid-term vision and one-year strategic plan. Based on the collected information, a preliminary list of university-wide key performance indicators was formulated for further discussion with academic programs.

This document starts out with a long-term vision of AUCA, which served as a foundation for programs' aspirations. It further lists names of collaborators who took part in the process of developing strategic plans; individual program's development vision to year 2021; strengths, weaknesses, opportunities and threats; and strategic action plan for one year. In the attachment, one can find the provisional menu list of key performance indicators for all AUCA academic programs, which each program will adapt as per its vision and strategic goals in the next stage of developing program-specific KPI.

In collaboration with the programs, in February and September 2018 the Office will conduct semi-annual reviews of the progress of implementing strategic plans to discuss emerging issues, lessons learnt, and relevant adjustments.

AUCA strives to maintain the leadership role in the higher education sector of Central Asia. With the support of the AUCA leadership represented by the President Andrew Wachtel, we hope to use new approaches and collaboratively develop the best conditions for the development of our University.

Great appreciation is extended to collaborators for their time and support!

Participants

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Abbreviations

BA Business Administration

EMSD Environmental Management and Sustainable Development

HR Human Rights

ICP International and Comparative Politics

IBL International and Business Law

LLM Masters of Law

I. AUCA Mission

Our Mission

American University of Central Asia is an international, multi-disciplinary learning community in the American liberal arts tradition that develops enlightened and impassioned leaders for the transformation of Central Asia.

Our Values

American University of Central Asia values responsible freedom in the search for truth and justice. We are honest, self-critical, and respectful. We cherish critical inquiry and investigative learning both for their own sake and for the development of an open, diverse, and just society that suits the region in which we learn and serve.

Our Goals

- ❖ *We will have the best international faculty in Central Asia.*
- ❖ *We will have the best international student body in Central Asia.*
- ❖ *We will strive to open new programs that meet our mission and goals.*
- ❖ *We will become the best teaching and research university in Central Asia.*
- ❖ *We will transform our library and our computer laboratories into one of the best information centers in Central Asia.*
- ❖ *We will increase the academic and cultural synergy in our distinctive international community.*
- ❖ *We will increase community-wide engagement with ideas and actions for social transformation and human progress.*
- ❖ *We will celebrate and communicate worldwide the achievements of AUCA.*

II. Vision

Law Department at AUCA is a unique program in legal undergraduate and graduate studies in Central Asia that prepares leaders who advance rule of law through advocacy skills-oriented education under the guidance of highly qualified national/international faculty. The program offers specializations in Business Law, International Law and interdisciplinary tracks in cooperation with BA, EMSD, HR (Human Rights), ICP programs at AUCA. Small student/faculty ratio provides grounds for individual approach and effective interactive studies.

Students have a number of opportunities to participate in international exchange/dual degree programs, Moot Court competitions, research programs and paid internships at partner organizations.

By 2021, AUCA law department aims to offer a catalog of cutting edge online courses and degrees with a concentration in emerging issues of law, including cyber law, data protection and contemporary legal issues.

III. Goals for 2017-18

1. Increase number of undergraduate students from 115 to 140 by 2018-19 academic year.
2. Increase number of graduate students from 12 to 24 by 2018-19 academic year.
3. Maintain minimum two publications per calendar year by faculty members.
4. Develop partnerships with nine universities and ten local organizations by September 2018.
5. Launch the first online course by September 2018.

IV.Strategic Issues

SWOT ANALYSIS (strengths, weaknesses, opportunities, threats)

Strengths:

- Program curriculum is based on building practical skills, such as problem solving, critical thinking, and other;
- Program curriculum includes International Law courses;
- The number of concentrations offered is expanding. Currently the program offers concentration in Human Rights; few more are upcoming;
- Full-time and visiting international faculty;
- Critical thinking/Legal studies based courses;

Weaknesses:

- Faculty members are overloaded with teaching credits, with no time left to develop new courses or conduct research;
- Lack of AUCA policy on research (with an outline of available resources);
- Lack of university funding specifically for research;
- Lack of AUCA policy on sabbatical leave;

Opportunities:

- Getting International accreditation of the program;
- Expanding partnerships with local and International organizations and universities;
- Offering more exchange programs for students, faculty, and staff;
- Investing in faculty development (PhD programs, educational programs, trainings on specializations, online teaching, teaching methodology, distance learning);
- Enhancing community connections, including potential recruiters;
- Supporting students to participate in International competitions: Moot Court, Vis Moot Court, etc.;
- Updating curriculum on a regular basis;
- Offering more courses in International Law;

Threats:

- Poor positioning of the program;
- Lack of information about the program among potential students.

V. Action plan

Activities	Responsible	Start date	Due date
Strategy 1. Student recruitment			
1.1 Develop a marketing plan for recruiting students for IBL and LLM programs (including dual degree program with Indiana University) in order to reach at least 100 prospective students on a monthly basis. a. Prepare profiles of prospective students by type: local/international, professionals, fresh graduates, listing social-demographic characteristics (age, occupation, family status, income, interests, etc.); b. Identify most effective channels of communication with a target group; c. Develop a recruitment budget; d. Develop a plan of actions, assign responsibilities among faculty and staff;	<i>Nogoibaeva E., Mateeva K.</i>	01.06.2017	01.02.2018
1.2 Prepare a promo video clip about IBL and LLM programs for recruitment purposes in collaboration with the PR office and the Journalism department	<i>Nogoibaeva E., Mateeva K.</i>	01.09.2017	01.10.2017
1.3 Organize high school visits by the Legal Clinic	<i>Nogoibaeva E.</i>	01.08.2017	01.12.2017
1.4 Develop a new approach at the Open Doors 2018 with an aim to involve participants in a short exercise, such as a mock trial. Organize special parent sessions.	<i>Esenkulova B., Mateeva K., Kessel S.</i>	01.12.2017	01.01.2018

1.5	Organize debate competitions among high school students. Negotiate with the AUCA Administration on providing scholarships to winners.	<i>Toktogazieva S.</i>	01.11.2017	01.01.2018
1.6	Participate in the Career Fair 2018	<i>Esenkulova B., Mateeva K.</i>	-	01.02.2017
1.7	Organize visits of high schools students in collaboration with the Admissions office	<i>Nogoibaeva E.</i>	01.10.2017	01.04.2018
1.8	Maintain a list of local professional events to reach out to prospect students for LLM program. Send offers for cooperation to organizers	<i>Nogoibaeva E., Kasybekova K.</i>	01.09.2017	01.09.2018
Strategy 2. Developing partnerships with universities and organizations				
2.1	Develop a template proposal for potential partners, universities and organizations, based on the needs and aspirations of the program	<i>Esenkulova B., Kasybekova K.</i>	-	01.09.2017
2.2	Prepare a list of employers of AUCA Law department graduates in collaboration with the Alumni Office. Contact these organizations to assess their needs, as well learn about their requirements and expectations towards AUCA IBL/LLM graduates	<i>Nogoibaeva E.</i>	-	01.09.2017
2.3	Prepare a list of prospect partners in private sector in collaboration with the Advising and Career Services Office. Send out letters of invitation for cooperation along with a tailored proposal	<i>Esenkulova B., Kasybekova K.</i>	-	01.10.2017

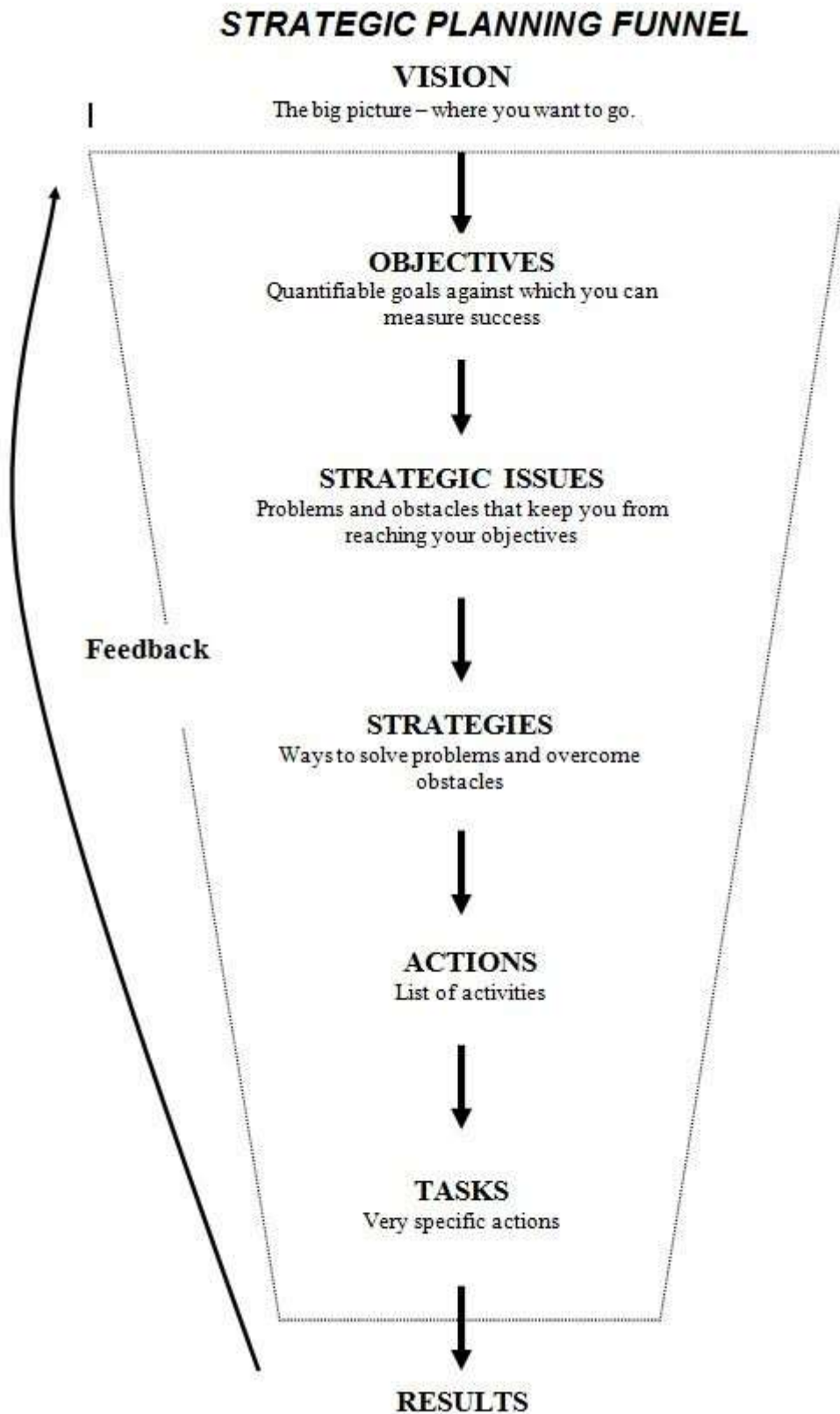
2.4	Prepare a list of prospect university-partners in collaboration with the International Office Contact International Office. Send out letters of invitation for cooperation along with a tailored proposal. Extend invitations to visiting professors	<i>Esenkulova B., Kasybekova K.</i>	-	01.10.2017
2.5	Organize an IBL Alumni Advisory Council. Hold an IBL Alumni Happy Hour.	<i>Nogoibaeva E.</i>	01.06.2017	01.11.2017
2.6	Organize trips to other international universities for partnership purposes. Also, invite them to AUCA	<i>Esenkulova B., Kasybekova K.</i>	01.09.2017	01.09.2018
2.7	Negotiate with prospect partners and sign cooperation agreements with at least nine universities and ten local organizations	<i>Nogoibaeva E.</i>	01.09.2017	01.09.2018
Strategy 3. Strengthening research and professional development activities				
3.1	Conduct an online study on funds available locally and internationally for research activities and notify faculty with the results	<i>McCormack M.</i>	-	01.09.2017
3.2	Conduct a study on training opportunities on teaching methodology and research & publications offered internationally. Send out notifications to faculty members	<i>Nogoibaeva E., Kessel S.</i>	-	01.09.2017
3.3	Submit a request to the Research, Fundraising, and CTLT offices to send notifications to AUCA full-time and part-time faculty on opportunities for funding research projects and faculty trainings on a monthly basis	<i>Kessel S.</i>	-	01.09.2017
3.4	Submit a request to CTLT Office to provide an annual calendar of trainings for faculty	<i>Nogoibaeva E.</i>	-	01.09.2017

3.5	Submit a request for trainings on developing online courses and contemporary teaching methods to CTLT Office. Ensure participation of majority faculty members	Kessel S.	-	01.09.2017
3.6	Submit a request for a specific training on publications to the Research Office. Ensure participation of majority faculty members	Nogoibaeva E.	-	01.09.2017
Strategy 4. Organization of student extra-curricular activities				
2.1	Prepare a calendar of local and International moot court competitions in 2017-18	Toktogazieva S.	-	01.08.2017
2.2	Develop a coaching plan in order to prepare students for local and International moot court competitions with an aim to win two top local competition and get selected for the international cup (Jessup and VIS Moot Court)	Nogoibaeva E., Toktogazieva S.	-	01.09.2017
2.3	Organize the Business Law moot court competition in collaboration with the National Chamber of Commerce and the Ministry of Education	Alenkina N.	01.09.2017	01.10.2017
2.4	Organize Moot Court competition in collaboration with the Constitutional Chamber of Supreme Court	Toktogazieva S., Kasybekova K., Asanbaeva D., Kessel S.	01.10.2017	01.05.2018
2.5	Organize a trip and select students to participate at the VIS moot court competition in Nuremberg	Toktogazieva S.	-	01.07.2018
2.6	Organize a trip and select students to participate at the Jessup International moot court competition	Toktogazieva S.	-	01.03.2018

2.7	Organize a trip and select students to participate at the International moot court competition in Vienna	<i>Toktogazieva S., Kasybekova K., Asanbaeva D., Kessel S.</i>	-	01.04.2018
2.8	Organize a trip and select students to participate at the International moot court competition in Moscow	<i>Toktogazieva S., Kasybekova K., Asanbaeva D., Kessel S.</i>	-	01.03.2018
2.9	Organize a trip and select students to participate at the International moot court competition in Kuala Lumpur	<i>Toktogazieva S., Kasybekova K., Asanbaeva D., Kessel S.</i>	-	01.03.2018
2.10	Organize a trip and select students to participate at the International Jean-Pictet Moot Court competition	<i>Nogoibaeva E.</i>	-	01.04.2018
Strategy 5. Improving quality of the program through development of curriculum and teaching materials				
3.1	Request faculty members to update syllabi and report on changes to the program coordinator Elida	<i>Nogoibaeva E.</i>	01.08.2017	01.10.2017
3.2	Introduce interdisciplinary tracks instead of specializations	<i>Esenkulova B.</i>	-	01.09.2017
3.3	Approach the Ministry of Education with a suggestion to make changes to the IBL program standards, with the assistance of the AUCA Academic Council (Nazgul Koilubaeva)	<i>Nogoibaeva E.</i>	01.06.2017	01.06.2018

3.4	Develop a curriculum for a double degree with MBA, earning in three years	Esenkulova B., Mateeva K., Pillai J.	01.08.2017	01.08.2018
3.5	Hire one international full-time faculty	Nogoibaeva E.	-	01.06.2018
3.6	Decide on the list of the courses (and topics) that could be put online (it could be introduction parts of all general courses or the full course of Introduction to Law)	Esenkulova B., Kasybekova K., Kessel S.	-	01.09.2017
3.7	Develop new courses on Legal Clinic and Human Rights	Nogoibaeva E., Toktogazieva S., Director of the Legal Clinic	-	01.09.2018
3.8	Digitalize a textbook on "Theory of Law" to put online	Nogoibaeva E., Toktogazieva S., Asanbaeva D.	-	01.09.2018
3.9	Submit a request to AUCA Library to provide information on contemporary e-books on Law	Nogoibaeva E.	-	01.09.2017
3.10	Launch the first online course	Nogoibaeva E.	-	01.03.2018

ANNEX A. Strategic Action Planning Framework



ANNEX B. Strategic Action Planning and Key Performance Indicators (KPI)

Performance reporting is an evolving process. The proposed set of KPI indicators represents the initial step in establishing an agreed set of institutional metrics; it is not a definitive or final list.

The existing set of KPIs is expected to evolve as AUCA leaders, faculty and staff develop a shared understanding around which metrics are key to measuring performance and as more data becomes available for inclusion. The current set aims to encourage discussion to guide and inform future KPI development.

This incremental approach is preferable as it acknowledges that KPIs are flexible and will change in response to institutional requirements and reporting maturity.

WHY DOES AUCA NEED KPI?

- KPIs are a management tool to raise effectiveness and efficiency of performance;
- KPIs are part of accreditation processes (local and international) and are required by accreditation agencies;
- They are part of a growing movement towards accountability and reporting outcomes;
- KPIs systematize and link various metrics to AUCA strategy and performance;
- KPIs quantify the quality of AUCA services, operations, outcomes;
- Accountability and transparency to donors (e.g. USAID requirements for gender disaggregation of AUCA metrics).

WHAT IT TAKES TO HAVE KPI?

- Shared vision of AUCA development vector among AUCA leadership, faculty and staff;
- Commitment of AUCA leadership and the Board to accountability and transparency;
- Robust reporting system;
- Investments into qualitative measures (such as student surveys) and data quality control. An internal process of collecting, reporting, and using that information to guide policy and practice.

WHAT IS THE PROCESS OF DEVELOPING KPI?

- Formulate long-term vision of each AUCA department, based on AUCA overall mission and strategic goals;

- Operationalize vision into mid-term and short-term goals and action plans;
- Formulate KPIs for various academic focus areas (Enrollment, Student Learning Experience, Academic Support, Research and Development, Partnerships, Finance and Administration);
- Institutionalize and update reporting procedures;
- Feed KPIs back into decision making.

WHO AT AUCA NEEDS KPI?

- Everybody for purpose of decision making, accountability, transparency, visibility, reputation, promotion (among potential students), fundraising (among donors and other stakeholders).

WHAT HAS BEEN DONE TO DATE AT AUCA TO DEVELOP KPIS?

- President Wachtel has tasked the Office of Academic Financial Planning, Strategy and Institutional Research to facilitate development of KPI for academic programs;
- Our office held a series of presentations to explain what KPI stands for, why AUCA needs it, what value it may bring to all and each and every person at AUCA. We also explained how we will approach this task, drawing a roadmap.
- Our office held 67 meetings to moderate the development of a strategic plan for each academic program, which includes:
 - a. Vision for 3-4 years;
 - b. Strategic issues (current and future);
 - c. Strategic goals for one year;
 - d. Action plan for one year.
- Our office developed a draft list of KPI to further discuss it with the academic programs.

WHAT'S NEXT?

- We plan to submit two types of KPI after a series of discussions with academic programs. One set of standard KPI which will be used across all programs. The second set of KPI will be based on program's strategic goals, taking into consideration program peculiarities.
- Before final submission of the report, we will test KPI for feasibility in terms of collecting information and validity of information (e.g. checking against soundness of results).
- Academic program strategies and KPIs will be submitted for approval by 1 February 2018.

ANNEX C. Draft Menu List of Key Performance Indicators

#	Draft List of KPI	Category
1	Number of undergraduate applicants	Enrollment
2	Yield (accepted/applied)	
3	Enrollment rate (enrolled/accepted)	
4	Undergraduate student enrollment growth rate	
5	Undergraduate student retention rate	
6	Master student enrollment growth rate	
7	Master student retention rate	
8	Number of students with disabilities (by type)	
9	Percentage of students awarded financial aid	
10	Number of countries of citizenship of enrolled students	
11	Program improvements (curriculum update: learning outcome, assessment, requirements, etc).	Student learning experience
12	Number of updated courses this semester	
13	Number of new courses	
14	Course evaluation by students	
15	Number of faculty using technology in classroom and beyond	
16	Percentage of online/blended courses	
17	Number of students involved in faculty led research	
18	Number of students employed during studies (by year of study)	
19	Percentage of students on exchange programs	
20	Number of clubs	
21	Number of students involved in extra-curricular activities	
22	Number of student-led community service projects	
23	Time spent on extra-curricular activities (clubs, volunteer work)	
24	Performance-based assessment on annual basis (to be explored)*	

25	Number of student start-ups		
26	Employment rate one year after graduation		
27	Number of faculty	Academic support and Infrastructure	
28	Faculty full-time equivalent (FTE)		
29	Student-to-faculty ratio		
30	Student-to-FTE ratio		
31	Other program students-to-FTE Ratio		
32	Full-time Faculty/Part-time faculty ratio		
33	Number of new faculty		
34	Intl-to-local faculty ratio		
35	Number of visiting faculty		
36	Number of faculty with 5+ experience		
37	Number of faculty with PhD degree		
38	Number of credits taught		
39	Student Bodies x Credits		
40	Student Bodies / Credits		
41	Number of research proposals submitted		Research and Development
42	Number of research projects approved for funding		
43	Percentage of approved proposals for external funding		
44	Number of local publications in previous year		
45	Number of international publications in previous year		
46	Number of publications as per SCOPUS in previous year		
47	H-index in previous five calendar years (excluding current year)		
48	Citations in previous five calendar years (excluding current year)		

49	Amount of external research award	
50	Number of trainings for faculty	
51	Number of conferences organized by program	
52	Number of non-AUCA conferences participated by faculty	
53	Number of internships organized through faculty and partnership	Partnerships
54	Employment rate after 3 mos through faculty and partnerships	
55	Number of program specific partnerships with universities	
56	Number of joint degrees with other universities	
57	Number of memorandums of understandings signed with governmental bodies	
58	Number of signed agreements with business sector	
59	Number of signed agreements with NGOs	
60	Number of research projects involving collaborations with universities, institutes, or industry	
61	Percent of papers that are being collaborated with foreign entities (international and regional)	
62	Average FT salary by faculty category	Finance and Admin
63	Average PT salary per credit	
64	Faculty retention rate (5+)	
65	Development fund per FT faculty member	
66	Revenues	
67	Percent of faculty leaving in the past year for reasons other than age retirement	
68	Responses about satisfaction with AUCA policies and procedures	