

**NATIONAL CENTRE FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE,
FOUNDATION**



National Center For Professional
Education Quality Assurance
Foundation

**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT
EURASIA INTERNATIONAL UNIVERSITY**

Yerevan 2018

INTRODUCTION

The institutional accreditation of Eurasia International university (hereinafter EIU) is carried out based on the application presented by the Institution. The process of institutional accreditation is organized and coordinated by the “National Center for Professional Education Quality Assurance” Foundation (ANQA).

ANQA is guided by the Regulation on “State Accreditation of RA Education Institutions and their Academic Programs” set by the RA Government Decree N978 (30 June 2011) as well as by the Decree N959-Ն on “Approval of RA Standards for Professional Education Accreditation”.

The expertise was carried out by the expert panel formed in accordance with the demands set by the ANQA Regulation on “Formation of the Expert Panel”. The expert panel consisted of four local and one international expert from Poland.

The institutional accreditation is aimed at not only the external evaluation of quality assurance but also the continuous improvement of quality of the institution’s management and academic programs. Hence, two issues were put forward to the European and local experts:

- 1) to carry out an expertise of institutional capacities in accordance with the RA standards for state accreditation;
- 2) to carry out an evaluation from the perspective of compliance with international developments and integration into European Higher Education Area (EHEA).

This report comprises the results of the evaluation of EIU institutional capacities, i.e. the observations according to the RA accreditation criteria for professional education and peer-review of the international expert from the perspective of EIU’s integration into EHEA.

CONTENTS

INTRODUCTION	2
EVALUATION SUMMARY	4
PEER REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTERGRATION INTO EUROPEAN HIGHER EDUCATION AREA	14
DESCRIPTION OF EXTERNAL REVIEW	17
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	21
CRITERION I: MISSION AND PURPOSE	23
CRITERION II: GOVERNANCE AND ADMINISTRATION	26
CRITERION III: ACADEMIC PROGRAMMES	32
CRITERION IV: STUDENTS	37
CRITERION V: FACULTY AND STAFF	44
CRITERION VI RESEARCH AND DEVELOPMENT	50
CRITERION VII: INFRASTRUCTURES AND RESOURCES	56
CRITERION VIII. SOCIETAL RESPONSIBILITY	62
CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION	64
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	72
APPENDIX 1. CVs OF EXPERT PANEL MEMBERS	73
APPENDIX 2. SCHEDULE OF SITE VISIT	75
APPENDIX 3. LIST OF REVIEWED DOCUMENTS	77
APPENDIX 4. RESOURCES OBSERVED	79
APPENDIX 5: ORGANIGRAM	80
LIST OF ABBREVIATIONS	81

EVALUATION SUMMARY

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACREDITATION CRITERIA

Back in 2015 Eurasia International University (hereinafter referred to as EIU) underwent an accreditation process which was carried out according to 10 criteria set by the RA Government on 30 June, 2011 N 959-Ն decree. As an outcome, a two-year conditional accreditation was granted to the University. Throughout the said procedure three out of ten criteria were “unsatisfactory” (those being: “Academic Programmes” (hereinafter referred to as APs), “Teaching and Support Staff”, “Research and Development”).

While carrying out the current accreditation procedure, the expert panel took into consideration the fact that the EIU highlights three domains while outlining its mission: teaching, research and services to society at the same time prioritizing the organization of effective teaching. With the current formulation of its vision, the EIU, per se, prioritizes its academic programmes, determines the characteristics of research opting for the applied research. Moreover, the EIU views its operations with wider public as a means to disseminate its values and knowledge. In compliance with its vision, the EIU strives to become a leading academic institution with a flexible management, which will educate professionals having a baggage of applied skills and being in line with labour market demands.

Based on recommendations driven from the previous accreditations procedure, the EIU has reformed its Strategic Plan (hereinafter referred to as SP). The SP has undergone an array of reforms; in particular the vision of the University has been altered and made precise, certain additions have been introduced to the mission, the follow-up plan has been re-elaborated, orientation indicators have been elaborated. Praiseworthy is the fact that the University cooperates with internal and external stakeholders with the aim of implementing its strategic goals. Moreover, internal stakeholders have rendered their indirect participation in the procedures of SP elaboration and/or revealing the needs via surveys, feedback and other mechanisms. The EIU has undertaken certain steps aimed at activating the participation of external stakeholders in the implementation of the SP and fostering the ties with the latter.

Currently the University carries out 4 undergraduate (Law, Management, Foreign Languages and Literature, Pharmacy) and 3 graduate APs (Management, Law, Foreign Languages and Literature) both part-time and full-time.

The EIU has a procedure on AP elaboration, monitoring and review. While elaborating the intended learning outcomes (hereinafter referred to as ILOs), the EIU has strived to ensure their alignment with the National Qualification Framework (hereinafter referred to as NQF), and has undertaken national and international benchmarking with similar APs. As far as the disciplines are concerned, the EIU has conducted certain changes content and methodology-wise; however, until now not all APs have undergone analyses from the perspective of alignment of strategic aims and revealing the risks. The EIU underlines the importance of cooperation with employers and the adjustment of its academic services to the needs of the labour market.

The EIU has a license to carry out a myriad of APs, yet, the latter are not implemented; e.g. the AP of Journalism. This fact, per se, is the token of a loose analysis of aligning academic

services to the needs of consumers, labour market demands, as well as their own capabilities and resources.

Notwithstanding the fact, that based on recommendations drawn from the previous accreditation certain reforms of APs have been undertaken, there are still series of issues, which need to be paid heed to by the EIU; in particular, the number of professional disciplines in APs is scarce, the ILOs at undergraduate and graduate levels are almost identical, hours allocated to practice (in case of some disciplines) are scarce in the curricula, which hinders the formation of practical skills among the students, there is no precise policy on the selection and implication of teaching and assessment methods in line with ILOs of APs, the participation of employers in procedures of AP elaboration, review and continuous improvement, as well as university-employer bilateral cooperation is in its initial stage of formulation and needs institutionalization. Internal stakeholders render their participation in AP improvement via surveys conducted by the IQA Department; however, not always do the survey outcomes result in visible improvement of APs.

Cooperation mechanisms with internal and external stakeholders, employers and alumni need fostering. The implementation of viable mechanisms with external stakeholders in particular will considerably encourage the improvement of quality of academic services rendered by the University, thus granting more ample opportunities to stakeholders to jointly decide on the content of teaching and AP implementation (joint teaching, supervision of works, organization of internships and implementation of research operations).

The expert panel values the fact that the EIU has a policy and mechanisms of teaching staff recruitment. The EIU employs 43¹ teachers who teach along 6 APs. At a pan-university level the EIU complies with the requirement of legislation as far as the number of teaching staff is concerned, yet, no analysis like this has been carried out at the level of APs. Notwithstanding the fact that based on recommendations of the previous accreditation process the EIU has tried to regulate teaching staff recruitment per criterion, the requirements (qualification descriptors, articles of job descriptors) for teaching staff recruitment in APs and their portfolios are generic, and the only differentiation can be traced per category and position, and not per field or specialization.

Teacher recruitment policy does not directly emerge from the issues to be encountered while implementing acting APs, it does not ensure the effectiveness of their implementation. The majority of teachers are in charge of teaching many disciplines. Hence, their workload hinders their active involvement in research operations and continuous improvement of teaching process. The EIU has some mechanisms of encouraging young teachers, yet, it lacks a precise policy on staff rejuvenation, that of substituting teacher who have an overly heavy workload accumulated as an outcome of temporary disability (the condition of temporary inability to work). This hinders the stability of teaching staff and academic process. Moreover, since teacher salaries are formulated from tuition fees, in the scenario when the number of students decreases, the EIU will face the danger of losing its best teachers. Along with the academic workload, the teaching staff combines administrative or scientific-academic functions as well. Moreover, teachers with different specializations are involved within three chairs: Law, Foreign Languages and

¹ The text has been rewritten in the result of the discussion on the comments and suggestions of the institution

Management. This can hinder the process of concentrating professional content in the chairs. Consequently, internal structural changes that will encourage the implementation of generic functions and will not result in content unification (e.g. having institutes responsible for APs instead of chairs) might have a positive impact on raising the effectiveness of University operations. The expert panel is of the opinion that it will be especially favourable for the EIU to review the current system of teacher evaluation and rating, and to link the latter with training needs, at the same time determining “need-targeted training-ILO-assessment of the outcome” cause-effect chain.

The EIU has exercised considerable endeavour to ensure the teaching process is carried out in decent auditoria; the EIU has two auditoria saturated with computers and projectors, a library, the sport hall is still in the process of renovation and refurbishing. The EIU has allocated resources to renovate one new floor to ensure enough number of auditoria and laboratories for the newly-implemented “pharmacy” AP. The current academic-methodical base allows for carrying out classes both in large and small groups in line with the needs and objectives. The University has a moot court. The expert panel ascertains that in generic terms the EIU has sufficient material-technical base for the implementation of AP aims. At the same time, there is a necessity to saturate library fund with up-to-date literature, give extended access to scientific depositories, as well as to ensure access to national and international statistical and document data with the aim of supporting the empiric research of students.

One of the major aims of the EIU is to increase the number of students. Hence, the EIU, in collaboration with Yerevan municipality, is undertaking a myriad of events (short-term courses targeting the formation of transferrable skills, meetings and etc.) for high-school pupils, which are aimed at attracting applicants and information dissemination about the EIU. With the aim of recruiting applicants the EIU also disseminates information via social media, publishes booklets, publishes information the directory of Armenian HEIs, prepares advertisements and etc. Expert panel analyses revealed that the EIU, being one part of a bigger unit; “Eurasia International University” Ltd also makes use of the opportunity to recruit applicants from its college organizing and conducting exams for student recruitment to part-time mode of study. Alongside, expert panel examinations has illustrated that the entrance of students to the EIU is mainly carried out via part-time mode of study, after which they are transferred to a full-time mode of study. The expert panel considers this format worrisome given the fact that students are transferred to full-time studies without taking necessary centralized entrance exams. With the aim of a more stable positioning of the EIU in the market of higher education services, it will be extremely favourable to precisely determine and differentiate the mode of study in APs, to elaborate separate APs for each mode and at the same time, as prescribed by the law, be anchored at the workload per task, and individual assignment.

Positive is the fact that the EIU has a policy and procedures to reveal academic needs of students. From quantitative analyses of undertaken surveys it becomes evident that students have an extremely high level of satisfaction from academic and other support services rendered by the EIU. The expert panel is of the opinion that this extremely high level of satisfaction is accounted for by the fact of not exercising critical thinking when approaching this issue, not having edges of comparison, and not seeing possible prospects of improvement. Hence, the expert panel considers that it is vitally important for the EIU to undertake everything possible to encourage critical

thinking, since in this scenario the students will act as more reliable allies of the EIU along the path leading to reforms. Other than this, the current extremely high level of satisfaction among the students deprives the EIU from the opportunity to undertake precise operations and carry out targeted planning based on survey outcomes.

Praiseworthy is the fact that while interacting with students, the EIU undertakes student consultations and organizes meetings aimed at solving possible issues students face. The said meetings are both regular, and ad hoc, or with a prior agreement. However, evident is the fact that being a small HEI, the EIU underlines the importance of having direct contacts with students and this, by all means, is valued a lot by the latter. In this context the existence of two separate infrastructures in charge of tackling students' issues results in an unnecessary formality, hence, it will be more beneficial for the EIU to exclude repetitions of functions for the benefit of a more content communication with the students.

After the previous accreditation procedure the EIU has reviewed its research operations targeting at applied research. With this aim the EIU has determined a number of encouraging mechanisms; e.g. internal grants, the establishment of their own "Banber". In this respect, the expert panel considers it praiseworthy that researchers are encouraged to cooperate with international colleagues, there is an intra-university grant-system, the number of publications has increased, as well as the fact that the EIU undertakes certain steps to foster research element in educational process. However, all newly-created mechanisms need improvement both content- and procedural-wise to ensure, for instance, the effectiveness of internal grants and precision of responsibilities of those involved, high quality of publications in EIU "Banber" and recognition.

The EIU has tried to determine research directions; however, those are preconditioned with the current potential of the chairs, and are often directed towards applied research. From the expert panel analyses it is also evident that undertaken research is mainly targeted at examination of secondary sources and does not create new knowledge. In this respect it is vitally important for the EIU to pay meticulous heed to the maintenance of the principles of academic integrity. It would be extremely beneficial for the EIU to determine the directions of applied research from the perspective of its own vision, by opting for directions which on the one hand correspond to its profile, and on the other hand are quite required in the RA, to cooperate with the labour market, hosting organizations within the scope of student internships, to make its research visible first in Armenia, and then on an international arena. The expert panel is inclined to believe, that the quality of research outcomes produced by the EIU do not allow for considering the opportunities of their internationalization, especially their publication in journals with high impact factor. International operations are quite limited at the EIU, and are not directed at the import of modern international knowledge. Expert panel is of the option that determination of real goals and targets is essential for the EIU. Teaching through research projects is not widely spread. The EIU would significantly benefit from a closer interconnection between research and teaching not only in the form of assigned research projects to be completed by students, but also teachers' reflection and action research to inform teaching practices and improve teaching quality.

Even the mere name of the University is the token of its ambition in the sphere of international relations and cooperation. The University has also elaborated a separate strategy on Internationalization, determining quite complicated targets. The University is exercising endeavour towards being represented in different international arenas. In particular, the

University underlines the importance of cooperation within the format of being member in a myriad of consortia, the format of conferences of different foreign TLLs or operations aimed at highlighting their own experience. By means of planning foreign language teaching for their internal stakeholders, the University is also underlining the importance of international exchange programmes for its teaching staff and students. In this context internal stakeholders specifically highlighted their satisfaction with the just and transparent process of applying to different exchange programmes. The University has undertaken steps to attract foreign students to its newly-opened “Pharmacy” AP. However, the expert panel is of the opinion that currently the international ambitions of the university do not correspond to its capacities, since the number of real APs in a foreign language and the number of teachers who are ready to teach in a foreign language is quite scarce. Benchmarking of the EIU APs with those of foreign universities limits the opportunities of real mobility and content-wise cooperation since capacities of foreign universities that have been chosen for benchmarking are not comparable with those of the EIU. From the perspective of international relations and cooperation, it is very important for the University to carry out its AP benchmarking with comparable foreign Universities, since this can be a starting point for further gradual development. Strengthening the ties with consortium members can be beneficial from the perspective of creating exchange possibilities with the teaching staff and students, and not from the viewpoint of determining its operational ambitions.

The governing model of the University has a number of specificities, which have their further impact on all functions of University governance. The University is a part of “Eurasia International University” Ltd, and the current governing model of the University is typical of private universities which are operating with a business model, having a Council of Founders and a Governing Board. Based on recommendations received from the previous accreditation process the University has undertaken steps to re-elaborate its Charter, legal documentation of its infrastructure operations, re-elaboration of its SP. A number of structural changes have been introduced to ensure implementation of strategic aims. The functions of the university can be found in a number of infrastructures which are hierarchically represented, and in a number of bodies who are accountable to the Governing Board. The University does not have faculties and is represented by chairs: a number of chairs represented in the organigram do not function. Some structural units have double functions, at times one and the same people carry out a number of functions. The expert panel is of the opinion that University resource planning, the effectiveness and targeted nature of University governing operations per strategic aims will increase, if the University carries out its resource planning separately from other units of the Ltd and do that in line with the University strategic aims. The implementation of precise and interconnected short-, mid- and long-term planning mechanism will have a beneficial impact on the operations of the University. In this scenario mid-term planning will serve the purpose of précising long-term goals.

Internal stakeholder participation in decision-making bodies is ensured by their representation in collegial bodies; however, the participation of external stakeholders in such kind of decisions is loose and indirect. Participation of internal stakeholders in evaluation directed at improvement of governing operations is quite big, whereas participation of external stakeholders and environmental scanning is quite limited. The scarcity of this type of information, as well as a small number of qualitative conclusions reached as an outcome of analysing gained data do not create favourable conditions for qualitative improvement of operations of University governance.

In this respect it will be more favourable for the University to ensure a bigger number of participation of external stakeholders in the process of evaluating operations of University governance, targeted implementation of evaluation outcomes for the sake of improving the said operations.

The implementation of the principle of general quality assurance is visible via multi-level planning of operations. The expert panel states that IQA mechanisms are implemented, diverse surveys and evaluation are undertaken. A number of concepts and regulatory frames are in the process of being elaborated. However, content-wise, regular and targeted implementation of developed mechanisms for the sake of continuous improvement of the University is a must. Currently, the link between diverse data gained via QA mechanisms, their evaluation and further improvement is loose. The University should concentrate on its IQA mechanism implementation, continuous improvement of said mechanisms, and make sure the IQA serves the process of outlining the EIU path directed at its mission and vision.

The expert panel states that notwithstanding the fact that the University has succeeded to implement IQA mechanisms, to elaborate grounding documents and procedures, quality culture has not yet become part of University value-system. This is proven by the outcomes of a number of survey-evaluations, conducted by the QA Centre, the lack of transition of quantitative data to qualitative conclusions, and the gaps in their implementation while planning improvement and other operations. The University understands that the thorough implementation of quality culture depends on involvement of all its role players, and high level involvement in QA operations. Hence, all further steps of the University must be directed towards active and content involvement of all stakeholders in QA operations.

The expert panel is certain that the QA Centre of the University has sufficient capacity to effectively use implemented mechanisms. Except for that, it is visible that in-between previous and current evaluation processes, the University has undertaken the maximum as far as elaboration and implementation of lacking QA documents are concerned, however, the University has not had an opportunity to fully call those documents to life. Notwithstanding the fact that the both while reading the SER, and during the site-visit the expert panel revealed the fact that the QA Centre does not foresee any change or improvement, the panel is of the opinion that it is necessary to ensure continuous provision of IQA system, as a guarantee of all operations of the University and modernization and effectiveness of IQA system.

The expert panel is of the opinion that it's high time that the EIU undertook content-driven research, as far as its IQA operations are concerned. This would mean that QA mechanisms should serve not to prove or ascertain certain articles throughout accreditation process, but rather concentrate on revealing the needs and issues, plan, implement and review steps and operations guiding toward them.

STRENGTHS OF THE EIU

1. Existence of a SP for development and its action plan.
2. Having their input in solving social-economic issues the RA faces by means of rendering affordable academic services.

3. Reviewed APs, with determined ILOs.
4. Alignment of ILO outcomes with other similar APs.
5. All advantages that stem from being a small University: individual approach to every student, student access to all cycles of University management, greater opportunities to participate in a number of exchange programmes because of a small number of students and teaching staff.
6. Student participation in administrative decisions and operations.
7. High satisfaction level of stakeholders with almost all operations.
8. The ability to present itself via its alumni and making information about its operations available via its ties with the society.
9. Realization of a high level of responsibility towards the society, and a number of services rendered to the it.

WEAKNESSES OF THE EIU

1. A non-precise positioning of the University in the RA market of academic services because of a generic nature and volume of the mission of the SP.
2. A non-precise distinction of functions in different bodies of University governance, and a loose alignment of allocated resources with strategic aims.
3. Loose involvement of external stakeholders in management and academic procedures.
4. Generic nature of AP ILOs and the loose link between teaching and assessment methods.
5. Incompleteness of the policy on Teaching Staff Selection, Evaluation and Stability Provision, and the mechanisms of its implementation.
6. The lack of applied research as foreseen by the mission and the scarcity of regulations aimed at creating new knowledge,
7. Non-consistency when following the principles of academic integrity.
8. Loose provision of the library with up-to-date literature.
9. Scarcity of targeted operations in the processes of internationalization.
10. The fact that the lion share of University operations is in the two cycles of the PDCA.

RECOMMENDATIONS

Mission and Goals

1. In order to position the University in the market of academic services, it is necessary to make the mission realistically precise, highlighting the strengths of the University,
2. With the aim of evaluating and monitoring the process of development of the University, it is necessary to elaborate measurable outcomes of strategic goal implementation, which will be interconnected with deadlines of implementation, to determine quantitative and qualitative evaluation indicators.
3. With the aim of approximating University goals and objectives with labour market demands, to activate external stakeholder (especially employers) involvement throughout the implementation of the SP and to ensure feedback.

Governance and Administration

4. With the aim of raising the effectiveness of University operations and its governance, the current system of governance must be reviewed:
 - a. By separating operations and resources from other structural units of the founding company (college, guest house, and etc.),
 - b. By précising the hierarchy of the system of governance, the subordination of separate units,
 - c. Reviewing the functions of separate units, with the aim of excluding repetitions.
5. With the aim of evading conflict of interests in the scenario when one and the same person is represented in different infrastructures and ensuring the continuity of operations of different infrastructures, structural units of the University must be saturated with necessary human resources.
6. To implement a system of planning, that is to say risk planning, evaluation of mid-term results, and ratification of plans for short-, mid- and long-term periods.
7. With the aim of not concentrating teachers with different specializations in one and the same chair, to review the procedure of formulating chairs per AP, at the same time evaluating the possibility of implementing the institute of a person-responsible for APs.

Academic Programmes

8. With the aim of making APs up-to-date and encouraging student mobility, to ensure close alignment of AP outcomes, content, teaching and assessment with NQF descriptors, other similar APs of RA and abroad.
9. To align AP outcomes with those of academic elements, content and methods determined in the syllabi.
10. With the aim of acquiring practical skills and abilities, to diversify courses and replenish practical elements.
11. With the aim of aligning APs with labour market demands, to ensure workable participation of employers and alumni in elaboration, implementation, evaluation and improvement of APs.

Students

12. With the aim of meeting legislative demands and ensuring transparency of operations, student recruitment mechanisms, and those of replenishing the disciplines must be made precise.
13. With the aim of effective implementation of data driven from the studies aimed at revealing students' needs, to carry out the PDCA cycle thoroughly, to inform the students of survey outcomes, corresponding conclusions, and improvements resulting from those.

14. With the aim of fostering research activities among students, to review the need for having a Student Scientific Union as a separate infrastructure and to regulate the operation of student research units driven towards tangible outcomes.
15. To expand the operational scope of Alumni Union (a structure unifying alumni) aimed at fostering student career and raising the quality of rendered academic services.

Teaching and support staff

16. With the aim of ensuring AP needs and qualifications of the teaching staff, qualification descriptors must be reformulated per specialization and direction. Teaching staff selection criteria must be determined per AP goal and need
17. Keeping in mind the size of the University and the number of teaching staff, to review teaching staff allocation per chair responsible for APs, and to implement the structure of a person-responsible for APs with the aim of making content-wise and methodological developments of APs more harmonious.
18. With the aim of ensuring the effectiveness of teaching staff operations and that of high quality of teaching, to determine a maximum number of disciplines to be taught per teacher (3-4).
19. With the aim of improving the quality of teaching, to organize teacher training based on specific needs revealed after teaching staff evaluations.
20. With the aim of ensuring teaching staff evaluation, unbiased nature of its outcomes and transparency, to make the mechanisms of teacher evaluation and the outcomes stemming from it more precise.
21. With the aim of ensuring stability of the teaching staff, to determine a precise policy of teaching staff rejuvenation, and involvement of new staff having good rating both in Armenia and abroad.
22. With the aim of ensuring effective implementation of the strategic programme, to exclude the involvement of administrative staff of the University in the operations of other units of “International Eurasia University” Ltd.

Research and Development

23. With the aim of improving the quality of education of the University, raising its international awareness and visibility, to review the directions of applied research, its targets, role and importance.
24. With the aim of creating tangible research outcomes, to determine realistic goals with precise deadlines and targets, to align strategic planning of University research operations with planning operations of its infrastructures.
25. With the aim of enhancing research capacities, to focus attention on events and training necessary for developing research capacities, conducting research operations in line with international criteria.
26. With the aim of qualitative improvement of the research, to make use of exchange possibilities, to activate student research ensuring its originality and creation of new knowledge.

27. With the aim of creating new knowledge and quality research, to implement strong structures of struggle against plagiarism, to determine uncompromising means of punishment in case of revealing cases of breaching academic integrity.
28. With the aim of wide-scale recognition of research outcomes, to diversify the opportunities of internationalization in the sphere of research via realistic assessment of one's own capacities, and involvement of corresponding colleagues and cooperating institutions.

Infrastructure and resources

29. With the aim of ensuring continuous provision with resources, to diversify income flows of the University, to determine the policy of the University in the scenario when financial flows will decrease, to balance expected risks.
30. With the aim of précising the picture of financial self-sufficiency of the University, excluding the possibility of cross subsidization of other units of "Eurasia International university" Ltd, not to include financial flows and expenditures of the said units into the budget of the University.
31. With the aim of safety provision, to implement a security pass system or any other relevant system of control, and to ensure the security has a possibility of online surveillance.
32. With the aim of monitoring the health of the students and providing first aid in case of emergency situations, to establish University's own Medical Centre².

Societal responsibility

33. With the aim of ensuring transparent reporting of University operations, to review the current system of reporting and to ensure quantitative and qualitative evaluations complement one another.
34. With the aim of ensuring effective communication with stakeholders, to refresh the information about University operations (in all communications channels).
35. With the aim of expanding international recognition of the University, to saturate the Russian and English sections of the University website with thorough and quality information.

External Relations and Internationalization

36. With the aim of fostering internationalization of University operations, to review ambitions and determined goals per resource and capacity.
37. With the aim of diversifying international operations of the University, to consider the opportunity of not only academic but also research cooperation with other similar foreign universities.

² The text has been rewritten in the result of the discussion on the comments and suggestions of the institution

IQA system

38. With the aim of maximally serving the IQA to effective operation of the University, to elaborate a thorough methodology of IQA evaluation and to carry out an IQA audit, to elaborate clearer performance indicators with the aim of ensuring the evaluation of QA policy and the effectiveness of IQA system.
39. With the aim of modernizing IQA system and procedures, to review the QA Manual and to align its content to the requirements of the first part of QA “European Standards and Guidelines” (2015); in particular from the perspective of research and student-centered teaching.
40. With the aim of evaluating and improving University operations, to initiate and carry out internal evaluation of all operations involved in QA Manual, and to ensure they are treated with the DPCA cycle in mind.

PEER REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION’S INTERGRATION INTO EUROPEAN HIGHER EDUCATION AREA

Observations

The Eurasian International University is trying to shape its profile by relying on the experiences of the national and European education systems. Its activity is generally consistent with the trends and tendencies that are observed within the EHEA. The University implements the basic elements of the so-called Bologna System. It offers three cycles of programmes consistent with the NQF and - indirectly - with the European Qualifications Framework, it applies ECTS, issues Diploma Supplements, declares the implementation of the student-centred learning idea, participates in EU mobility programmes (TEMPUS, Erasmus and Erasmus+), and endeavours to develop scientific cooperation with partners from the ERA.

According to the EIU, the provided education is said to comply with the European quality standards, rely on creativity and innovativeness, and meet the needs of the labour market. The process of education is said to be oriented towards the needs of students who are supposed to participate actively in university governance processes. The Mission and Strategy puts lots of emphasis on the development of quality culture and deepening international cooperation. The EIU has mechanisms in place which assure and enhance quality while being consistent with the requirements of the European Standards and Guidelines, Chapter One.

EIU employs as few as 43³ full-time teachers who provide 6 academic programmes /the new academic program will start from September 2018/. Therefore, the development of the University’s scientific potential is significantly limited. The international recognition of research staff confirmed by the results of research is not impressive. Moreover, if the demand for the EIU’s

³ The text has been rewritten in the result of the discussion on the comments and suggestions of the institution

education services drop and remuneration be lowered, the University may risk the loss of the best teachers.

EIU pays lots of attention to internationalisation. An increase in the number of foreign partners, joint study programmes and the intensification of student and staff exchange are emphasised during the first part of the period. Objectives linked to the internationalisation of the curriculum and educational contents as well as research and scientific component in the study process.

However, from the standpoint of an international expert it is impossible to understand the principles following which only few documents are published or enclosed in English whereas other items are not. For example, the Quality Assurance Guide is available in English whereas the Quality Assurance Policy Statement - only in Armenian. Extremely essential University accountability reports on the implementation of strategic plans and quality assurance policies are available only in Armenian. However, English-language agendas of all meetings held as part of the 'HARMONIA' international project were enclosed with SER, though, some of them, for example, the analysis of the internationalization of higher education in partner countries was not relevant to the EIU. There are major reservations as to the EIU's webpage not providing basic information about the quality of processes and their results, including study programmes and learning outcomes, despite the University's declarations and practice of recruiting foreign students. Internationalisation at home is at its initial stages.

EIU pays lots of attention to internationalisation which is confirmed by the development of the 2018-2023 Internationalisation Strategy. An increase in the number of foreign partners, joint study programmes and the intensification of student and staff exchange are emphasised during the first part of the period. Nevertheless, the launch or the preparatory steps in this direction are not yet available. The objectives of the curriculum and educational content as well as the internationalization of research have not been identified. Sending students and staff to foreign HEIs is the area where progress is best visible. The percentage of foreign student in the total student number is small (4%). There are plans to recruit students from Russia, China, Iraq, Iran, India and Syria. The institution states that courses provided in English are available, however, there no documented data was presented as well as no courses were provided by foreign lecturers. Despite the fact that the University applies benchmarking, there is no proof for curriculum internationalisation, be it by the introduction of intercultural values/competencies. It seems that the choice of foreign partners is not always good. Cooperation with large universities will be developed. However, it will be difficult to transfer their experiences to EIU. Cooperation with smaller universities is rather neglected. The University's poorly developed research facilities may render the achievement of the strategic objectives much more difficult.

Nevertheless, it is worth mentioning that all of the above steps that aimed at development and internationalization are still in the embryonic stage of investment, and their results, for example, in journals with publications (impact factories), are almost invisible in the international platform.

Recommendations

- Put internationalization on the basis of regulated planning considering it as a prerequisite for the long-term development of higher education institution,
- To organize joint foreign language education programs (particularly with foreign universities, inviting foreign lecturers);
- Activate and initiate international links and co-operation, on bilateral agreements or on contractual basis (not within 'HARMONY' or within other consortia programs)
- To promote the teaching staff and the students' participation in international conferences abroad, by improving incentives policy
- Contribute the possibilities for students' to do the practice in the institutions of other countries,
- Develop a policy aimed at commercializing and presenting the research results in the international market.

02 October 2018

Christine Soghikyan
Expert Panel Chair

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of institutional capacities of the EIU was carried out by the expert panel having the following composition.

- **Christine Soghikyan**, PhD, Associate professor, Head of the Chair of English Communication and Translation, Yerevan Brusov State University of Language and Social Sciences.
- **Mstislav Socha**, doctor of economy, Professor Emeritus of Warsaw University, former vice-president of the State Committee of Accreditation of Higher Education of Poland.
- **Mariam Momdgyan**, PhD in economics, associate professor at Yerevan State University, and Russian-Armenian (Slavonic) University.
- **John Hayrapetyan**, PhD in Law, lecturer at Armenian-Russian (Slavonic) University, and French University in Armenia.
- **Armine Khroyan**, students of the Faculty of Elementary Pedagogy and Methodology of Yerevan State Pedagogical University after Kh. Abovyan.

The composition of the expert panel was agreed upon with the University.

The activities of the expert panel were coordinated by Gayane Ananyan, specialist of Institutional and Program Accreditation Division, of the ANQA.

The translation was provided by Zaruhi Soghomonian, Head of the Chair of Foreign Languages, French University in Armenia.

All the members of the expert panel, including the translator and the coordinator, signed agreements of confidentiality and independence.

PROCESS OF THE EXTERNAL REVIEW

Application for State Accreditation

The EIU applied for institutional accreditation by submitting to ANQA the application form, and presenting the copies of its license and its appendices.

The ANQA Secretariat checked the application package, the data presented in the application form, the appendixes and the ANQA electronic questionnaire completed by the EIU.

After the decision on accepting the application request, a bipartite agreement was signed between the ANQA and the University. The timetable of activities was prepared and approved.

Within the deadline set in the schedule, the EIU presented the Armenian and English versions of its self-evaluation report according to the format set by ANQA, and the package of attached documents.

The self-evaluation was carried out by a team formed on the order of the EIU rector

Preparatory Phase

ANQA coordinator studied the report with the aim of revealing its correspondence to the technical requirements of the ANQA. Afterwards, ANQA secretariat sent the self-evaluation report to the expert panel the members of which were agreed upon with the University and were confirmed by the director of the ANQA.

Five training on the following topics were carried out for expert panel members with the aim of preparing the latter and ensuring the effectiveness of the activities:

1. RA Accreditation Regulation, Criteria and Standards.
2. Main functions of expert panel.
3. Preliminary evaluation as preparatory phase of developing expert panel report, the main requirements of writing the report.
4. Methodology of observation of documents and resources.
5. Techniques and ethics of conducting meetings and questions to be posed.

Having observed the self-evaluation and documents of the EIU, the expert panel conducted the initial evaluation. According to the format, the list of questions for different target groups and also the list of additional documents needed for observation have been prepared.

Within the scheduled time the expert panel summarized the results of the initial evaluation and formed a time schedule of the site-visit⁴. According to the ANQA manual on the expertise, the intended meetings with all the target groups, close and open meetings, document and resource review, visits to different infrastructures and else were included in the time schedule.

⁴ Appendix 2. Time table of a site-visit aimed ERA institutional accreditation

EIU Self-Evaluation Report

In line with the ANQA format, the University presented the Armenian and English versions of its SER, together with accompanying documents on April 12, 2018. The SER mainly contained generic and descriptive information and did not showcase real dynamics after the previous accreditation.

Preliminary Visit

The preliminary visit was paid two weeks prior to the site-visit by the coordinator, expert panel head, and the ANQA director.

The plan-schedule of the site-visit was agreed upon, the lists of additional documents and participants were presented, discussions and mutual decisions were reached referring to organizational, technical, informative questions of the site visit. Questions related to the conduct and the norms of ethics of meeting participants were also touched upon. The rooms prepared for focus groups and expert panel discussions were also discussed, the issues related to the equipment and facilities were clarified

The Site-visit

The expert panel site-visit took place from June 20-22, 2018. According to the time-schedule, the activities of the site-visit were launched with a close meeting to discuss and agree upon the evaluation frame, the issues to be observed during the site-visit, the strong and weak points of the University according to criteria, the procedure of focus groups, as well as to clarify further steps.

The expert panel with its full composition, the ANQA coordinator and the translator were present during the site-visit.

The site-visit started and was closed with the meetings with the rector. In order to clarify some issues, the representatives of the teaching staff, students, deans, heads of chairs, employers and alumni were selected randomly from the list provided beforehand by the University. All the meetings foreseen by the schedule have been carried out, including the open meeting, with the participation of post-graduate researchers. During the site-visit document review, resource observation and focus-group meetings have been carried out in different infrastructures of the University.

During the site-visit the expert panel conducted the observation of documents and resources and had meetings in different structural units of the Academy.

The information received during different meetings as well as the main outcomes of observations, including observation of documents, were summed up at the end of each day and during the summative meeting, organized at the end of the site-visit.

Expert evaluation has been conducted in line with State Accreditation standards and criteria within the scope of the ANQA procedures. The said procedures foresee a two-scale assessment system: compliance and non-compliance with the standard. The expert panel discussed the main results and came into an agreement on the accreditation standards and afterwards - on the issue of meeting the requirements of the criteria. The final conclusions on the satisfaction of the criteria requirements were made by all members of the expert panel through open discussion based on consensus.

Expert Panel Report

The expert panel prepared the draft report based on the self-evaluation report presented by the University, the observed package of attached documents and the observations made during the site-visit as a result of regularly organized discussions. Based on the observations extracted after the discussions the Chair of the expert panel and the ANQA coordinator prepared the draft of the expert panel report which was agreed upon with the panel members. The international expert prepared his conclusion and a separate document of peer review which were translated and handed over to the Chair of the expert panel.

The Chair of the expert panel and the ANQA coordinator were responsible for including the opinion and approach of the international expert into the report. The document of peer review was fully included in the report. The summed up preliminary report which had been agreed upon among all the local experts of the panel was translated and sent to the international expert. Based on the remarks of the international expert, the preliminary report has been re-edited and it reflects the main outcomes of the evaluation, considerations and recommendations.

The final report was been handed over to the EIU in 02.10.2018.

Gayane Ananyan

Signature of the Coordinator

October 02, 2018

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

BRIEF INFORMATION ABOUT THE HIGHER EDUCATION INSTITUTION

History: Eurasia International University was founded back in 1996 bearing the name “Mkhitar Gosh” International University. In 2002 following the decree of the Ministry of Education and Sciences the University was granted a state license and an authorization to award state diploma. In 2004 the university was renamed to Eurasia International University pursuing its old strategy.

The mission of the university is tripartite: education, research and “public service” (most probably meaning “Service to Society”). In the meanwhile, the university prioritizes the organization of effective learning.

The University has an aim of ensuring continuous improvement of quality of learning, stable development of scientific potential, provision of applicability of research and innovation, expansion of international cooperation, provision of favourable infrastructures for learning and financial independence, establishment of favourable conditions for establishment of quality culture.

Education: Currently the EIU has around 500 students. The University carries out undergraduate studies in the fields of Jurisprudence, Management, English Language and Literature, as well as “Pharmacy” which has been launched for 2018-2019 academic year.

In its 2014-2018 SP the University highlights the steps directed at reaching the aims: to implement mechanisms aimed at modernization, improvement, assessment of current academic programmes, to implement effective management mechanisms ensuring dissemination of quality culture.

There are 4 chairs in the University, which carry out 4 undergraduate and 3 graduate APs. On the example of the pilot project of “Jurisprudence” specialization (2013), all APs of other chairs, including the ILOs have been improved, based on in-depth studies of stakeholders’ needs, opinion and evaluations of employers.

Research: With the aim of ensuring the stable development of its research potential and the applicability of innovations, the University augmented the number of research projects, and fostered the active involvement of teachers and students to carry out joint research programmes with the participation of the University, to expand research element in international cooperation.

The University ascertains that it carries out applied research. Each infrastructure of the University is autonomous to single out its research path.

Internationalization: The SP of External Relations and Internationalization foresees expanding international cooperation encouraging the increase in the number of academic, scientific and other cooperative programmes of the University, at the same time expanding mobility opportunities of EIU students, teaching staff, PhD students and administrative workers to foreign universities, stakeholder organizations and vice versa.

It was foreseen in the action plan of the SP to augment the number of student exchange programmes, ensuring a minimum of 10 exchange opportunities for students, staff, teaching staff per annum, to augment the number of programmes targeting the development of University capacities, to ensure a stable increase in the number of foreign students.

Quality assurance: With the aim of developing the system of IQ, the SP of the University foresees to implement the following:

- continuous improvement of the quality of learning by means of implementing mechanisms targeting AP modernization, improvement, assessment, as well as implementation of new APs,
- mechanisms of continuous improvement of the quality of learning thus encouraging professional and methodological training of teaching staff and PhD students,
- creation of an internal system of teaching QA and assessment,
- establishment of environment conducive to dissemination of quality culture by implementing effective management mechanisms encouraging dissemination of quality culture,
- raising the transparency of University operations by means of implementing accountability mechanisms for depress awarded, scientific-research operations and elaboration, as well as services rendered,
- encouraging the effectiveness of mechanisms for implementing EIU societal responsibility.

To evaluate the EIU's capacities, the expert panel was guided by the principle “**fitness for the purpose**” and the above mentioned information was considered as the main ambitions and goals of the Institution.

CRITERION I: MISSION AND PURPOSE

CRITERION: The Tertiary Level Institutions' (TLI) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework (ANQF)

FINDINGS

1.1. The TLI has a clear, well-articulated mission that represents the institution's purposes and goals as well as is in accordance with the ANQF.

The University carries out its operations on the Charter and SP. Taking into consideration the recommendations provided throughout the previous accreditation process, and the newly-edited Charter ratified on December 4, 2014 (Decision N06/14), in its 2014-2018 SP the University restates the vision of the University and re-elaborated the mission. The mission is represented in the form of a three-scale pyramid. In particular, it is stated in the University mission: "EIU outlines its mission in three levels: teaching, research and services to society at the same time prioritizing the organization of effective teaching." The aim of SP re-elaboration has been the alignment of the main direction of University operations with the following articles of the Charter: "...the operations of the University are targeted towards the organization of higher, postgraduate and supplementary education in different domains of science and culture, fundamental scientific research and learning". It is worth mentioning that as far as research is concerned, the University has restated its mission and has undertaken the function of applied and not fundamental research.

The University has not undertaken any evaluation of outcomes and analyses of previous SP.

There is an elaborated operational plan for the implementation of the SP, where steps of SP implementation, timeline, people responsible, ILOs are highlighted.

Yet, the mission of the University lacks any reference to the concept "international" found in the name of the University. It became evident throughout the site-visit that the University is striving to recruit students from the Middle East and states of the Persian Gulf; Iran in particular.

University renders academic services at undergraduate, graduate and post-graduate levels. The mission of the university is in line with corresponding levels of the NQF.

1.2. TLI mission, aims and objectives reflect the needs of internal and external stakeholders.

The QA Manual of the EIU determines internal and external stakeholders. Colleagues, employers, social organizations, state bodies and others are considered as external stakeholders. EIU students, applicants, teachers, alumni, administrative and support staff are viewed as internal stakeholders.

The University has mechanisms for evaluating the needs of internal and external stakeholders. Two of the said mechanisms are surveys conducted among internal and external stakeholders and focus

group discussions. The University carries out a study of internal environment, striving at revealing existing needs and reflecting those in the SP. Throughout the site visit internal stakeholders highlighted the fact that they are satisfied with the aforesaid reflection of their needs.

In line with the second part of the document entitled “Evaluation of QA System Implementation and Effectiveness”, the EIU carries out an array of quantitative research and surveys, by means of which current issues, satisfaction level with different procedures, infrastructures, academic content are revealed. The outcomes are presented to the middle cycles and institutional heads. The same document also reflects data on stakeholder satisfaction with their participation in different operations. Yet, no precise issues or suggestions, which have been initiated as an outcome of revealed issues, are singled out. During the site-visit no examples have been introduced as well.

With the aim of revealing student needs the University has the structures of a Student Council and Student Ombudsmen. Often the aforesaid two structures initiate and organize discussions and meetings in order to gain and transfer data on students.

It became evident from expert analysis, that the link with external stakeholders is still loose. The University is undertaking certain steps in order to activate the involvement of external stakeholders in SP implementation and to fasten the ties with them.

1.3. The institution has approved mechanisms and procedures to evaluate the achievement of its mission and purpose and to further improve them.

The accountability system of infrastructures and administrative personnel is the sole mechanism of evaluation the outcomes of mission and strategic goals. Yet, the said accountability reports are descriptive in nature and register undertaking and facts. The 2014-2018 action plan of the SP determines the outcomes of planned actions, performance indicators per step in order to evaluate the outcomes of implementation of the mission and goals. The progress of the University towards achieving strategic aims is evaluated by internal stakeholders based on the aforesaid performance indicators. With the aim of planning the operations and events of University infrastructures, annual and individual operational plans are elaborated, which emerge from the EIU SP. The mechanisms of analyzing the University mission and goal, the outcomes of implementing operational plans, or the reasons of their non-implementation, review of further steps and their improvement are not elaborated hence far.

OBSERVATIONS: The expert panel evaluates positively the fact that the University has a mission determining the operational priorities of the University. The policy and operations undertaken by the University to a greater extent are in line with its mission. University mission generally reflects the directions of University operations and strategic goals.

However, it must be mentioned, that the EUI mission does not determine (make precise) the unique position of the University in the Armenian academic system. Except for that, the mission ratified by the SP, goals and objectives are generic, and in the scenario when there are limited resources they

envelope diverse directions. This hinders the targeted nature and effective usage of resources directed towards the implementation of strategic goals. Moreover, the interrelation between the SP goals and issues and operations directed at their implementation is endangered. Targeted nature of operations is becoming loose.

Praiseworthy is the fact that the University underlines the importance of cooperation between internal and external stakeholders as far as the implementation of its strategic goals is concerned. Positive is also the fact that internal stakeholders participate in surveys, discussions and events aimed at reflecting their needs in the SP. However, external stakeholder involvement in the said procedures and their feedback need improvement, since otherwise loose grounds of cooperation with external stakeholders will decrease the effectiveness of the procedure of taking into account labour market needs, reacting to those and improving academic programmes.

Positive is the fact that the University has an accountability mechanism of presenting the outcomes of mission and goal implementation. However, accountability reports of infrastructures and heads of administrative units are still the sole mechanism of evaluation. Except for that, reports are descriptive in nature. The number of further analyses based on the aforesaid reports is quite scarce. The reports also include generic, relative performance indicators, which are not precisely measurable (e.g. submitting suggestions to state bodies, reviewed curricula, assessment scale and else).

The elaboration of qualitative and quantitative thorough indicators of assessing the progress of infrastructure operations and their parallel implementation will allow for assessing the effectiveness of operation and will render further planning of financial resources targeted. The existence of such evaluation will make it possible to ground the effectiveness of using resources directed at goal implementation. Currently, the existing framework of regulations hinders the further improvement of University SP and diminishes the long-term development opportunities. The University does not foresee ensuring financial resources for the implementation of aims and objectives determined by the SP, nor that of systematic planning of further development. This state of affairs can endanger the continuity of services rendered to internal and external stakeholders.

Assumption: Taking into consideration the reviewed mission of the University, the goals aligned with the letter, determination of priorities in both the SP and operational plans, the correspondence (to a certain extent) of the mission with the NQF, the importance given to internal stakeholder participation in SP goal implementation, the correspondence (to a certain extent) of University operations with its mission, the expert panel finds that the EIU complies with the requirements of Criterion N 1.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 1 is **satisfactory**.

CRITERION II: GOVERNANCE AND ADMINISTRATION

CRITERION The TLI's system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.

FINDINGS

2.1. The TLI's system of governance ensures regulated decision-making process in accordance with defined code of ethics and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

The EIU governance is carried out in line with the RA constitution and EUI Charter, combining the principles of one person governance and collegiality. Government bodies are: the Council of Founders, Governing Board, Scientific Council and executive bodies. The Governing Board mostly ratifies the documents presented by executive bodies, there are no documents presented on their own initiative. The University operates as a structural units of "Eurasia International University" Ltd (it is operating in the same building as the college and the guest house). The lion portion of administrative and economic resources of the Ltd are simultaneously being used by all structural units (including administrative and economic staff, material resources (including auditoria and the sport hall)).

Following the outcomes of the previous accreditation, and based on recommendations of the latter, back in 2014 the Charter has been reviewed. As a result, the authorities of the Governing Board and the Board of Funders have been separated, the institute of Ombudsmen has been introduced. Except for that a number of founding documents which are regulating the operations of infrastructural subdivisions and organized operations have been elaborated and implemented and are directed at improving the system of management of the University. "The Charter of Student Scientific Union" (dating 05/02/2017), "Regulation on Operations of the Students' Ombudsmen" (dating 12/12/2014), "Regulation on the Committee of Ethics", "Procedure of Document Management" are some of the aforesaid documents.

The study of the current scheme of the system of governance and the meeting throughout the site visit exhibited that the framework of responsibilities of certain bodies are not clearly differentiated. In particular, the scope of liabilities the Ombudsmen and those of Students' Council are not precisely separated and determined. Some structural changes have been undertaken throughout the elaboration and implementation of 2014-2018 AP. The Student Council, and Ombudsmen have been taken out from under the vice-rector. Currently, those are considered as consultation bodies of the rector, but they are accountable only to the Governing Board.

Except for that, undertaking scientific research is viewed as a priority in the strategy, and a separate infrastructure is foreseen in the structural scheme of management: the Centre of International Relations and Internationalization. However, it became evident throughout the site visit that the deputy chair of the Chair of Jurisprudence is the one responsible for the development of science. The said person is also the one in charge of the Centre of International Relations and

Internationalization, and he carries out the operations without the involvement of other people/staff. It became evident throughout the site visit that the overwhelming majority of methodical council; the vice-rector, chair heads are also members of scientific council and rectorate. The core personnel involved in the University management (e.g. vice-rector, chair heads) are also represented in different management bodies representing different interests.

The University does not carry out any systematic financial planning per strategic goals. It became evident throughout the site visit that there is no precise planning and effectiveness evaluation of human, material and financial resources per operational directions.

Based on recommendations of the previous accreditation process, the Regulation on the Committee of Ethics /12.12.2014/ has been ratified. However, it became evident throughout the site visit that the opinions of University representatives re the acting regulation are not unanimous. During the site visit it has been highlighted that due to small size of the University there is a tight and constructive communication between different cycles of management, which, following the opinions expressed by stakeholders, facilitates decision making.

2.2 The TLI's system of governance provides students and teachers opportunity to participate in decision-making processes directed to them.

The lion share of documents (elaborated throughout implementation and review of QA system) referring to governance and administration aims at ensuring external and internal stakeholder participation in administrative decision-making procedures. The University creates opportunities for internal stakeholders to become part of decision-making by involving teachers and students as members of scientific council (in line with the Charter of the University teacher and student involvement in the Scientific Council is 20% each) and other collegial bodies. Except for that, the institute of quality Agent has been implemented. One of the main functions of agents is to determine stakeholder satisfaction level as far as their involvement in governing bodies is concerned. University stakeholders are involved in the system of management participating in operations directed at revealing their needs, including in internal electronic system created by the University (organization of surveys for instance). Internal stakeholders are also involved in management cycles: Methodical Council, Rectorate, Chairs.

It became evident throughout expert meetings that irrespective of existing opportunities, the level of voicing issues both by teachers and students is quite low, one of the reasons, as voiced by stakeholders, being the fact that existing issues are resolved in quite a quick and flexible manner in lower cycles of management. Throughout site-visit internal stakeholders confirmed their utter satisfaction with the level of their involvement and opportunities that are available as far as their participation in administrative decision-making is concerned. However, the University has not yet carried out any analysis as far as the effectiveness of teacher and student participation in administrative decision-making is concerned.

2.3 The TLI develops and implements short, mid, and long term planning consistent with its mission and purposes and has clear monitoring and implementation mechanisms.

The long-term document that exists in the University is its 2014-2018 SP, with an operational plan attached to it. On 345/09-16 decree of the rector, the format of individual plan and accountability report to be presented by infrastructures has been modified. The format of individual plans and accountability reports foresees links with SP objectives. Certain operations of different infrastructures are at times repeated from what could be observed from accountability reports, moreover, the outcomes are not precisely measurable. Annual operational plans are elaborated by certain infrastructures; the chairs in particular. The said annual plans are further divided into quarterly plans. The said reports are later summarized into the accountability report of vice-rectors, which, in its turn, serves as a ground for the annual accountability report of the Rector.

The follow-up plan, which was elaborated as an outcome of previous accreditation is presented by the University as a mid-term plan. Those are not in line with the SP time-wise and do not foresee periodicity for mid-term plans (1-3 years). 2015-2016 has been indicated as the timeframe for eliminating drawbacks. Follow-up plan was presented to the participants of the meeting with administrative cycles on 01/02/2018. The maximum deadline for implementing the operations foreseen in the plan is 10/06/2018. The University does not carry out any other mid-term planning, risk assessment and based on the data mid-term amendment of its SP (its long-term planning).

The University exercises an accountability mechanism aimed at monitoring the implementation of its planned operations. The reports are mainly informative in nature and are prepared based on reporting facts of SP operation implementation or organized surveys. Yet, no evaluation of effectiveness of implementation of operations has been carried out hence far.

As far as financial planning of the mission and goals are concerned, it needs to be stated that the University carries out only short-term planning of its budget (1 year). The said document includes all financial flows and expenditures per separate articles for the University as a whole, and is not targeted per structural infrastructures or directions of undertaken operations. The policy of annual planning of financial resources is not thoroughly in line with strategic objectives and goals. In particular, activation and internationalization of scientific-research operations of the University is one of strategic priorities of the EIU (including organization of courses in a foreign language); however, no targeted financial planning is carried out in this direction (The draft of the annual budget foresees an the article on salaries for separate directions of teaching staff operations, including the research).

The University has not singled out an objective of ensuring long-term financial resources of SP goals and development. The University has not elaborated precise mechanisms on budget monitoring and improvement (there are only studies on the implementation of de facto performance).

2.4 The TLI conducts environmental scanning and draws on reliable data during the decision-making process.

The University carries out certain environmental scanning but the methodology of scanning is not precisely regulated. Surveys aimed at revealing the needs of stakeholders and oral discussions are two undertakings aimed at making decisions related to administrative issues and implementing determined priorities and aims. There is segmental usage of some elements of benchmarking as well. Analyses of external environment, including SWOT analyses, labour market demands and targeted studies are but scarce. Except for that, the examples showing the link between information harvested via the aforesaid evaluations and administrative decision-making are scarce (e.g. the study of AP demand and the demand of teaching staff necessary for the implementation of APs, as far as AP planning in a foreign language is concerned and etc.).

2.5 The management of the policies and the processes draws on the quality management principle (plan-do-check-act).

The administration of University procedures and policy is carried out in line with the PDCA cycle, which is stipulated in QA Policy and QA Guide. Governing and administrative operations of the University are targeted at continuous and uninterrupted improvement of academic services and the quality of other procedures by means of establishment of student-centred environment. However, the PDCA cycle is not closed as far as the main operations are concerned. Operations of the system of governance are at different cycles of the PDCA. For instance, as far as core documents are concerned, no evaluation of SP operations have been carried out, and its operations are not yet evaluated as well. A number of other fundamental documents (e.g. Regulation on AP Monitoring and Review, Operation of the Committee of Ethics and etc.) have recently been elaborated and are still in the phase of implementation. As an outcome, no evaluation of AP organization has been carried out hence far. The University has undertaken evaluation state of affairs of 11 operations that have been singled out by the University itself (strategic, individual planning, implementation, monitoring and review, stakeholder involvement, provision of feedback, information dissemination and etc.). In this case as well it is obvious that different operations are at different levels of the PDCA cycle. The planning of operations is carried out by means of annual operational plans. With the aim of monitoring and supervising the implementation, information is accumulated in the format of accountability reports. Irrespective of the existence of plans and accountability reports, however, the link between evaluation-improvement of operations is not thoroughly ensured. Scarce are examples when information gained through accountability reports has been used from the perspective of improving the policies of governance and procedures of operations. One possible example is when based on the outcomes of surveys aimed at revealing the satisfaction level of stakeholders it has been suggested to foresee means in 2017-2018 budget calculations aimed at acquiring sport equipment, furnishing auditoria, outsourcing food services.

2.6 There are mechanisms in place ensuring data collection on the effectiveness of the academic programmes and other processes, analyses and application of the data in decision-making.

With the aim of data collection on the effectiveness of APs and other procedures, surveys are conducted at the University in line with developed questionnaires. Except for that, the university has different tools of assessing the effectiveness (regulations, format for surveys, SP outcomes and indicators) per stakeholder groups. However, the volumes for implementing the said tools and the regularity are not precisely regulated and the effectiveness is not yet evaluated, since some part of the latter is still in the process of testing and implementation. It became evident during the site visit that surveys have been conducted among students, alumni (mainly by means of electronic communication), as an outcome accountability reports have been elaborated (e.g. the manual on “Implementation of QA System and Evaluation of Effectiveness”). On July 11, 2014 the Regulation on AP Monitoring and Review has been ratified, where necessary grounds for reviewing APs, stages and procedures have been determined. The collected data do not contain any content information, and are not used for reviewing APs.

The University carries out data collection on student mobility, progression, teacher and student satisfaction level with resources and academic environment. However, these surveys and evaluations are not precisely planned. The mechanisms used for the implementation of collected data are not precisely stipulated. Except for that, the mechanisms evaluating the implementation of information (gained from surveys) in planning and reform processes are not elaborated.

2.7 There are impartial mechanisms evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awards.

The information of APs is being transferred to stakeholders via the official website and facebook page by means of published information, accountability reports, guides and manuals. There are no opinions or analyses, and no qualitative and quantitative information on qualifications awarded is available. Moreover, there are no mechanisms for evaluating the analyses of the alignment of APs with qualifications awarded, as well as the objectivity of publications on their quality.

Observations: The expert panel evaluates positively the fact that started from 2014, taking into account the recommendations received throughout the previous accreditation, certain works have been undertaken as far as reforms of the system of governance is concerned (re-elaboration of the Charter, legal documentation on operations of structural infrastructures, structural changes). However, the system of governance needs further improvement and precision of the functions of infrastructures. In particular, there is a need to separate the University from other infrastructures of “Eurasia International University” Ltd (college, two guest houses), especially from the perspective of targeted allocation of administrative and material resources. The current system of governance of the EIU, where functions of separate structural infrastructures are not precisely separated (e.g. the issues related to training in the HR Department and the Chairs, common functions between the SC and Ombudsmen, categories of teaching staff) and resources necessary for the implementation of strategic aims are not planned, endangers the continuity of services rendered to internal and external stakeholders, optimal planning of resources and even allocations of these resources for satisfying the needs of stakeholders.

Notwithstanding the fact that the current system of governance of the EIU allows internal and external stakeholders to participate in decision-making processes, only a scarce number of

external stakeholders are involved in administrative decision making and SP implementation, which endangers decision-making that will be acceptable for all stakeholders. Except for that, the loose participation and involvement of external stakeholders; prospective employers and alumni can result in the scarcity of information on labour market current demand. This is risky for the perspective of implementing the mission of the University which lies in preparing specialist (endowed with practical skills) for the labour market.

From the perspective of effectiveness of implementing strategic aims, budget-SP link is loose. No mid-term planning, targeted monitoring of SP implementation and risk assessment, aimed at solving SP objectives, is carried out. This limits the opportunities of University management to rectify the SP and flexibly react to changes of external environment. Except for that, financial planning is solely short-term (1 year). Financial planning is large-scale and is carried out for “Eurasia International University” Ltd (which includes non-university structures as well), and not the University specifically. Moreover, financial flows and expenditures are planned not in line with strategic goals or structural infrastructures of the University. This is risky from the perspective of provision with necessary material, human and financial resources and the effectiveness of these resource allocations meant for the implementation of strategic goals (especially as far as research, and courses in foreign languages are concerned, since these require a precise planning of resources for short-, mid- and long-term).

Notwithstanding the fact that the University has mechanisms of revealing the needs of stakeholders (mainly internal) and involving the latter in decision-making procedures, the mechanisms of further usage of data collected are not precise. There is scarcity of environmental scanning; moreover, the link between external factors and resource planning is loose. The lack of the link between such studies and planning decreases the level of credibility towards data gathered by means of surveys. Except for that, the opportunities of the University to quickly and flexibly react to changes happening in the market of academic services become limited.

With the aim of planning the system of governance, operations of governing cycles, as well as evaluating the outcomes, the University has elaborated numerous procedures and regulations, which has a positive influence on involving stakeholders in administrative procedures. However, the evaluation of procedures related to academic (including the APs) and other services is not thorough. For a series of operations of the system of governance the PDCA cycle is not yet closed. The scarce usage of information on the system of governance that has been assembled via different mechanisms, or mechanical recording of the findings referring to implementation of operations hinders the effectiveness of PDCA cycle, the components of the system of governance and the holistic evaluation of the latter.

Dissemination of information (sometimes without thematic categorizing) on admission and other operations on the website or the official page of the University is a progressive step forward. The elaboration of the Regulation on Monitoring and Review of APs is progressive as well. However, the lack of mechanisms of data-collection and analyses re academic services and effectiveness of other undertaking can seriously harm operations directed at quality of academic services and those of their improvement. The lack of regulated and unified mechanisms of getting external stakeholder feedback on analyses outcomes also decreases the level of objectiveness of opinions towards undertaken operations, which, in its turn, can hinder the increase in public trust.

Assumption: Taking into consideration the governing model that functions as a large-scale model for the whole unit, the issue of optimal allocation of university resources stemming from that, the implementation of different function foreseen by different posts by one and the same person, functional repetitions of different structural units, only partial alignment of operations of administrative infrastructures, planning system of the University with strategic aims, lack of regulated mid-term planning, mechanisms of risk assessment and SP amendments, effectiveness analyses of the system of governance, scarcity of external factor analyses, the fact of enveloping different cycles of the DPCA when it comes to quality assurance of managerial operations the expert panel finds that the EIU does not comply with the requirements of Criterion N 2.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 2 is **non-satisfactory**.

CRITERION III: ACADEMIC PROGRAMMES

CRITERION The programmes are in concord with the institution's mission, form part of institutional planning and promote mobility and internationalization.

FINDINGS

3.1 The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the institution's mission and the state academic standards.

Expert analysis reviewed that the EIU mission and APs are in line with one another in the sense that the APs presented by the University aim at preparing specialists in compliance with the labour market demands. Currently the University carries out 4 undergraduate (Law, Management, Foreign Languages and Literature, Pharmacy) and 3 graduate APs (Management, Law, Foreign Languages and Literature). All APs have programme packages: descriptors, with an indication of the modes of study; part-time, full-time, specializations (only in case of "Jurisprudence" and "Management"), ILOs, aims and objectives of the APs. Curricula, teaching and learning methods, qualifications and descriptors of the teaching staff are also enumerated. The University ensures the alignment of the ILOs with the NQF via mapping. AP packages include mapping of alignment of generic ILOs of APs with corresponding level descriptors of the NQF; however, the methodology of doing so is not described.

The establishment of AP packages has been foreseen based on recommendations provided throughout the previous accreditation and based on the follow-up presented by the University. It became evident throughout the site-visit that the University has undertaken certain operations as far as its APs are concerned; in particular when it comes to improving its course descriptions, which is still in progress.

Current AP packages include diverse information on AP, this information is often descriptive in nature, and is presented merely in the form of enumeration, without outcomes and links with one another (e.g. outcome-teaching, learning method-assessment method). BA and MA

outcomes are repetitive (e.g. in the AP package of “Management”, the section “Knowledge” thoroughly, the ones of “Skills” and “Competences” mainly repeat one another). The outcomes of MA specializations are not differentiated as well.

Hours allocated to theory a couple of times outnumber those for practical courses. Except for that, notwithstanding the fact that the curricula have a long list of elective courses, throughout the site-visit it became evident that at times no selection is possible because of the small number of students, and the lion portion of the said disciplines has never been taught (Jurisprudence, English Language and Literature).

Formats and requirements of internships and graduation works/papers are not described in AP packages.

It became evident as an outcome of expert analysis that AP descriptions are not directed at communication needs of students, do not provide information on expected investment time- and participation-wise.

3.2. The TLI has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning.

Teaching and learning methods are generically presented in AP descriptions, mostly by means of a mere enumeration. Methods enumerated in APs are not diverse. There is no interconnection between learning outcome-teaching method-assessment method. As a course level, method selection is being carried out by the teacher, in line with course aims. At times they are the same in BA and MA APs (e.g. in case of “Management” AP). Teaching methods that would enhance the acquisition of intended outcomes, tasks and formats of individual and group works are not precisely indicated in the APs. AP descriptions lack information on formats of individual works, the tasks related to them, as well as the volume of work to be completed.

The policy of organizing teaching within the scope of APs is not precise, since in case of separate disciplines one can encounter issues related to organizing classes in big groups where the discipline requires individual approach, or simultaneous organization of classes for students of different years and different specialization (in particular, disciplines related to general humanities and social block).

The University has undertaken certain steps aimed at modernizing teaching methods, in particular, tools enhancing individual work and interactive methods are being elaborated along all disciplines. It became evident throughout the site-visit that the opinion of students related to the manner the lectures are conducted has been taken into account, and the teaching staff has been required to organize lectures with the application of interactive methods.

With the aim of improving teaching methods the University implements the mechanism of carrying out surveys among its students, thus studying the opinions of students related to the methods that are implemented during the lectures. Except for that, there is a course description, and an evaluation tool by means of which Student Quality Agents and teachers react to teaching method selection. However, there are no examples related to analyses of survey/evaluation outcomes or improvement related to those.

From the perspective of linking teaching and learning methods with the content, of attention is the fact that the timetable of BA students of the faculty of “Foreign Language and

Literature”, one and the same teacher has lessons in three different years at a time teaching three different disciplines. The same has been witnessed both in the timetable of “Jurisprudence” and “Management” APs.

It became evident throughout the site visit that interactive, simulation, role-play methods are also exercised at the University (e.g. mock courts). In generic terms students are satisfied with teaching methods.

3.3. The TLI has policy on students’ assessment according to the learning outcomes and ensures academic integrity.

The policy of student assessment is regulated by the “Regulation on Assessment of Student Knowledge, Skills and Competences”, which sets the rules on on-going, mid-term and summative checks of knowledge and competences.

100-scale rating system of assessment is being used at BA and MA levels, both for full and part-time students. The minimal threshold is 40. The components of course papers, internships, summative attestation, graduation works and MA theses are determined.

The University has foreseen assessment of research capacities in all disciplines. In the assessment system, 5% of the total scale assessing the research component has been singled out as an extra-mural component. It is foreseen to include this percentage in the assessment scale of individual works, in which case the component of individual works will constitute 25%.

AP descriptions and course descriptions include assessment principles and methods, yet, there is no mapping of assessment methods with the ILOs. Except for that, separate courses do not have assessment criteria, the forms and methods of checking and assessing individual works are not described.

Throughout the whole period of internships records are taken in special diaries. At the end of the internship, students hand-in a filled-in portfolio in line with the requirements. The grade of the employer is reflected in the final score of the internship.

The University has a regulation on “Academic Honesty and Struggle Against Plagiarism”, yet expert analysis comes to prove that the regulation is generic and has not been implemented. Within the framework of the discipline “Introduction to Research skills of research operations; including the principles of academic honesty are covered. However, randomly chosen graduation papers (during the visits to the chairs) either lacked or had incorrectly formulated references in the theoretical part (which accounted for 40% of the work). In some cases randomly chosen BA and MA graduation papers had a very small amount of individual work (up to 5 pages in a graduation paper comprised of 50 pages). Exams at BA and MA levels, both for full- and part-time students are mainly conducted orally. However, the ratio of assessment forms at BA and MA levels is not differentiated.

Assessment components of MA thesis are determined, yet content and technical requirement are not formulated.

It became evident throughout the site-visit that students have an opportunity to orally appeal their grade.

The assessment system is at the stage of improvement. The University has elaborated a draft of an academic-methodical guide to formative assessment.

3.4. The academic programmes of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff.

The university has undertaken steps to align its APs with other AP of celebrated Armenian and foreign Universities (Spain, the UK, Italy, Germany). The University has undertaken a benchmarking of its BA APs, which, however, has been limited to a benchmarking of external factors (e.g. demand of the labour market), competences, teaching methods and comparison of the list of disciplines.

With the aim of formulating AP descriptors, different infrastructures have undertaken benchmarking, yet, qualifications, and formulations of labour market demands have been the main targets. Content-wise benchmarking of APs has been mostly limited by discussions around competences, and partially teaching, learning methods. The benchmarking does not reflect the specificities of assessment, organization of curricula, content of different academic components (including internships) of other HEIs. The benchmarking that has been carried out does not have any conclusions and does not link with/ground the orientation of the University.

It became evident during the site visit that as an outcome of benchmarking in certain cases (e.g. “Management” AP) the outcomes of the AP and the curricula have been reviewed.

3.5. The TLI has policy ensuring academic programme monitoring, effectiveness assessment and improvement.

With the aim of monitoring its APs, the University has elaborated a “Regulation on AP Elaboration and Monitoring” (2014), which has been implemented for all APs. The regulation determines studies following different cycles of AP monitoring: current, annual and long-term.

The surveys conducted among different stakeholders are viewed as a mechanism of revealing the needs of stakeholders. These surveys and the mechanism of evaluating teachers by students are aimed at evaluating the level of satisfaction with the quality of the programmes.

Round table discussions and meetings with employees are also aimed at monitoring the APs. Feedback of summative attestation committees, and those from internships are also regarded as monitoring mechanisms for APs, notwithstanding the fact that opinions and/or accountability reports of attestation committees are but scarce.

Following what has been indicated in the SER of the University, as an outcome of monitoring operations and those of evaluating the effectiveness, the curricula, approaches to selection and formulation of research topics have been reviewed, yet such kind of evaluations and improvements are not periodic in nature.

OBSERVATIONS: The expert panel evaluates positively the fact that the APs of the University are generally in line with its mission, the NQF and labour market demands. However, the generic nature of the ILOs (moreover, the fact that the ILOs are almost identical at a BA and MA levels) hinders their measurability. Except for that, the great number of generic and professional ILOs both at AP and discipline levels can result in differences of communication between internal and external stakeholders. The structure of the AP format, where the ILOs are presented at the very end, is also not favourable for content communication.

The University, most probably following the NQF format, distinguishes knowledge, skills and competences when formulating the ILOs, however, the division is mechanical and hinders

the process of formulating a thorough and comprehensive, functional formulation of a professional.

The scarcity of practical hours in the curricula is also a barrier towards the achievement of student competences and from the perspective of preparing alumni with practical skills. The alignment of disciplines set in the curricula to AP ILOs is not proven, the mapping is but approximate.

Positive is the fact that the University is exercising endeavours in order to get feedback from external and internal stakeholders as far as teaching and learning methods are concerned. However, the link between teaching methods and AP ILOs is not precise. The fact of teaching students of different years and different specialization at the same time renders the acquisition of discipline and AP ILOs, and formulation of corresponding skills among the students risky.

Student assessment is regulated at the EIU, there is a policy of grading, which, however, needs improvement, especially as far as extra-mural assessment component is concerned. It is not expedient to consider the grading point allocated to research as part of the grading component given to participation, since in this case we are taking about individual works, which does not necessarily finds its reflection in classroom participation and activity. Exam assessment methods and forms should be in line with assessed outcomes. The non-precise implementation of the policy on academic honesty, especially when carrying out graduation works and MA theses is risky from the perspective of objective, just and transparent assessment.

The University has carried out benchmarking, yet, the said benchmarking includes a wide range of external factors and such foreign universities which are not comparable with the scope of the EIU operations and competences (e.g. Oxford University, Valencia University and etc.). Such kind of benchmarking hinders teacher and student mobility.

Positive is the fact that the University has a regulation on AP elaboration and monitoring. However, the absence of thorough analyses of monitoring outcomes and that of its interconnection with follow-up operations can hinder the continuous and grounded improvement of APs.

Assumptions: Taking into consideration the fact that the APs are mostly in line with the university mission, the NQF, the labour market demands, partial implementation of the policy on teaching method selection and student assessment, the existence of some experience of benchmarking methodology and its implementation, the existence of review mechanisms, the expert panel considers that the EIU exercises endeavours to improve and modernize current APs.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 3 is **satisfactory**.

CRITERION IV: STUDENTS

CRITERION: The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

FINDINGS

4.1. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

Recruitment for undergraduate studies is carried out in line with the “RA Regulation on Admission to State and Private Higher Education Institutions”. As far as admission to part-time mode of study and graduate degree is concerned, it is being carried out via a regulation elaborated by the University. The procedure goes through special recruitment and disciplinary committees.

It became evident throughout the site visit that approximately 20-30% of students is being recruited to part-time mode of study, and is later (the next academic year) being transferred to the full-time mode. The University considers this a positive experience, and grants part-time students the opportunity to participate in the lessons of full-timers without any augmentation of the tuition fee.

The University undertakes certain steps to expand the number of foreign students to ensure its financial stability.

With the aim of students recruitment, the University disseminates information via social media sites, publishes booklets, posts information in the information guide of Armenian HEIs, prepares advertisement clips and else.

In cooperation with the Municipality of Yerevan, the University also organizes and carries out certain events, which enhance recognition of the University. “Step Forward”, which targets schools, is one instance of such events. It is being implemented jointly with the Ministry of Education and Science. The undertaking offers a list of courses to develop transferrable skills in high schools.

The University also cooperates with VETs within the framework of “Assistance to Colleges”, implementing professional courses. The courses are carried out by University lecturers.

Admission to graduate studies follows the following pattern: in case the student is changing the University or the major, s/he undergoes an interview checking the content of the major s/he wants to pursue. In the scenario when the student changes neither the university nor the major, s/he participates in entrance exams based on final grades of graduate level.

Judging from the analysis of student mobility it becomes evident that throughout the recent years the main portion of University applicants are graduates of the “Ohanyan” college adjacent to the University. The University organizes pre-specialization courses, to activate the links between professional chairs of the University. The main source of student flow is the recommendations that have been formulated based on positive attitude of students and other internal stakeholders.

With the aim of regulating and targeting recruitment procedures, the University has carried out the following research: analysing the student flow the EIU has elaborated “Strategy of

Student Recruitment and Selection” project. Within the scope of the said project the University singles out two main aims: expanding the number of applicants, increasing the visibility of the University. For achieving the above-mentioned goals, the University determines targeted indicators (corresponding targeted groups and indicators of desirable increase). The University is determined to think that the achievement of these goals will bring about increase in the number of applicants and, subsequently, will result in an overall increase in the number of students of the University. The EIU has determined the main spheres for achieving the set goals (Service, Value, Venue, Progress, Processes, Physical Environment, Human Resources, Effectiveness and Quality). Likewise, the University singles out objectives per sphere, which will act as a foundation for planning operations of different infrastructures.

4.2. The TLI has policies and procedures for revealing student educational needs.

The University has certain mechanisms for revealing academic needs of students; Scientific Council, involvement of chair quality agents, participation in annual surveys.

The process of revealing students’ needs is being carried out in a number of directions: effectiveness evaluation of academic process (consultation, evaluation of academic process, evaluation of operations of internal structures of the University, evaluation of the academic environment and etc), evaluation of teachers, events (projects, seminars, master classes and else), effectiveness evaluations, evaluation of course descriptors by Student Quality Agents, which foresees evaluation of the content, method effectiveness, students workload, hours and topics, quality of presenting the topics.

The QAC of the University carries out the process of revealing and evaluating the needs via specifically elaborated questionnaires, ensuring the anonymity of those surveyed. The analysis of survey outcomes is being carried out by the QAC and mainly represents the distribution of acquired data in percentages.

It became evident throughout the site visit that representatives of different student bodies have rendered their participation in different surveys aimed at evaluating academic environment and content. Moreover, throughout the 3-day training that has been organized this year the students have also voiced their concerns about assessment components. The students highlighted the fact that they will be very cautious as far as the issues raised by them are concerned. They have also stated that they have received feedback from appropriate bodies that in the coming academic year certain changes will be introduced in the assessment system.

The University also has special e-address for ensuring the feedback with stakeholders, receiving appeals and suggestions (qbox@eiu.am). However, throughout the site-visit this fact has not been actively mentioned, the justification being small size of the university which creates opportunities for students to raise their concerns even in the highest cycles of management via direct contacts.

4.3. The TLI provides advising services, opportunities for extra-curricular activities supporting students’ effective learning.

Students get consultations from teachers, chair members and from relevant infrastructures depending on the issue. The teachers are the main sources of providing consultations to students.

Except for meetings following a prior agreement, ad hoc meetings are also possible based on internal agreement between the teacher and the student.

Such kind of ad hoc consultations are also organized prior to exam period, as well as during carrying out joint research works.

The University also organizes free of charge courses of foreign language (mostly English). As a core reason for the aforesaid undertaking, the intention of expanding student mobility is the one to be mentioned. The University also organizes seminars, as well as lectures and master classes which are conducted by foreign specialists invited by the University. It is evident from survey outcomes that students are highly satisfied with consultations organized at the University (89% of students are satisfied with consultations; 61% out of the said percentage is fully satisfied, 28%-satisfied).

4.4. The TLI has set regulation and schedule for students to receive additional support and guidance from the administrative staff of the faculty.

A precise regulation and a timetable for addressing administrative staff has been elaborated by the University based on the recommendations of the previous accreditation. The said regulation can be found in a visible place for the stakeholders. Notwithstanding, the existence of the regulation and the timetable, each student is granted an opportunity to address any infrastructure of the University without any interference (chairs, QAC, Centre for International Relations and etc.) and to get solutions to his/her concerns. In case there is no corresponding faculty or deans office, administrative issues related to students are being settled in the chairs, by special staff designated in the chairs; e.g. data on student progress, reference, information on scholarships, reduction of tuition fees and else.

According to outcomes of surveys conducted by the QAC, 90% of students (including 49% - fully satisfied, 41%-satisfied) are satisfied with administrative services of the University.

4.5. The TLI has student career support services.

In line with the re-elaborated Organigram of the University (the Organigram was reviewed throughout the elaboration of 2014-2018 SP), the EIU Project Centre has been merged with Career Centre, which has been renamed to "Centre for Career Development and Links with Stakeholders". In line with this, the functions of the Centre have also been reviewed.

With the aim of enhancing the career of students, the University regularly organizes career days, consultations, courses and seminars with the participation of Employers Union, representatives from other Universities, social entities, separate employers, representatives from recruitment agencies and else, as well as internal stakeholders: students, administrative employees, teaching staff and etc.

One of the core functions of the Centre is to assist the alumni to be recruited.

In line with the data presented by the University, the percentage of students who have been recruited with the assistance of the Centre is 79. The said percentage has registered a decline in the last few years, standing at 66%. The reason for the said decrease is not studied. Except for the Career Centre, University Chairs also render their assistance in guiding students towards employment.

Internships, which are both active and passive in nature, are also considered as enhancing factors of employment.

Throughout the site visit it has been indicated by employers, Career Centre and Chair representatives that regular round table discussions are being initiated with employers, aimed at organizing internships (Kanakaner-Zeytun administrative district, VivaCell MTS CJSC, Lingua Language Centre, Armhotel Company and etc.). The scope of issues that is discussed throughout the said meetings includes questions related to the venue of internships, as well as research operations undertaken by students (mainly graduation papers, graduate theses), precision of assessment carried out by employer and etc.

It becomes evident from survey outcomes, that 91% of those surveyed is satisfied with the operations of the Career Centre.

Highlighting the importance of cooperation between University and its alumni, the University has elaborated a mechanism of ensuring the link between the said cycles: Alumni Union. Alumni Association was formulated back in April, 2014. In October 2015, an acting president to the said Union was appointed. The acting president has come up with the initiative to elaborate the Charter of the Union.

The Charter of Alumni Union sets the main functions of the unit: revealing mutual demands of employers and alumni, organizing and coordinating meetings with students, rendering assistance to alumni with the aim of finding employment and etc. Notwithstanding the fact that the unit has a regulation and determined functions, there are no precise operational plans and accountability reports aimed at reaching the set targets. It became evident throughout the site visit that the said structure has not yet had any tangible investment in trying to achieve the set targets.

4.6. The TLI promotes student involvement in its research activities

The involvement of students in scientific-research operations and innovative undertaking is considered to be a strategic priority. The University has determined certain mechanisms of enhancing research operations of students. The said mechanisms include internal grants aimed at enhancing joint research of teachers and students.

Throughout the meeting with expert panel, both teachers and students highlighted the fact that they are carrying out joint research operations. Yet, none of the parties was able to clearly indicate the limits student and teacher functions in the said procedure, as well as the principles of distributing financial resources between teachers and students.

It has also been mentioned during the meetings that the process of monitoring the alignment of scientific criteria of research works (including graduation works, graduate theses) is solely being undertaken by the supervisor of the thesis.

As a mechanism of enhancing research operations of students, the University has “Research Scholarship”, which is being awarded by the Centre of International Relations and Research.

The scholarship is being awarded to students throughout the period of doing his/her research work. The sum is equivalent to 5% of his/her tuition fee and is based on active participation of the student in scientific-research operations of the University. There are no other precise criteria of awarding the said scholarship.

Twice per year the University publishes “Banber” periodical of intra-university materials. Banber was established back in 2016 and can also be found on University website. Research undertaken by students is also published here. There are 4 publications of Banber, and only the last one includes publications from 3 students.

The number of published works authored or co-authored in different publications has registered an increase in numbers throughout 2013-2017 (the number of published articles reached 15 from 0, the number of reports has reached 51 from 10).

It became evident throughout the site visit, that during the first and second years of studies students undertake the discipline called “Introduction to Research Skills”, and they get acquainted with the principles of undertaking research. It also turned out that students are well aware of the regulation on Academic Honesty which functions at the University, yet, they are not aware of its content and have not participated in the process of its elaboration.

Back in 2016 the University launched the Student Scientific Union as a unit of coordinating student research. The said unit has its Charter. Notwithstanding the existence of the Unit, it does not yet actively carry out its functions (organization of scientific-practical seminars, intra- and inter-university conferences and etc.).

According to the outcomes of the survey conducted by the QAC, 85% of students are satisfied with current possibilities of being involved in research and with its current involvement in the latter.

4.7. The TLI has responsible body for the students' rights protection.

Student Council (hereinafter referred to as SC), and Student Ombudsmen are the units responsible for the protection of students' rights, voicing their issues, and presenting their interests. The SC has been functioning from the very day the University was founded (1997) and is being guided by the SC Charter of the EUI, which was reviewed in 2013. The institute of Student Ombudsmen was founded in 2013 and has its own regulation. Just like the SC, Student Ombudsmen is an independent body. The prime aim of the SC and Ombudsmen is the realization and protection of students' rights and legal interests.

Students with satisfactory or high attainment can be elected as SC president or Ombudsmen (63 and more in a 100-scale assessment system).

The SC is comprised of two parts: SC and Student Scientific Council.

SC composition includes the monitors of chairs, course monitors of all specializations, and SC president. Among the functions of the SC, one of the representatives singled out the organization of sportive, scientific and cultural events, regulation of organizational issues at the University.

The Regulation of Student Ombudsmen clearly details the steps of selection. The mandatory principle is being a student of the Faculty of Jurisprudence. Another obligatory term is having more than 15% of students' votes. It became evident throughout the meeting that Ombudsmen elections are annual and foresee the development of practical skills of students from the Faculty of Jurisprudence based on real cases and situations.

It became clear throughout the site visit, that in practice the functions of the SC and Ombudsmen are not clearly distinguished. As an outcome, the functions of the Ombudsmen thoroughly repeat those of the SC.

SC president and the Ombudsmen are members of the Scientific Council. Following what they have claimed, they have presented issues related to assessment procedure and the regulation on appeals.

The number of appeals is quite scarce. The University indicates that one of the core reasons for this scarcity is the open and transparent nature of University operations; each and every issue is being recorded and settled at the level of the chairs. During the site visit it became evident that there are no statistical data and qualitative analyses of student appeals.

4.8. The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services.

Annual surveys are the main mechanism of evaluation and provision of the quality of academic, consultation and other services rendered to students. These surveys are being carried out by the QAC in the format of a questionnaire, and by chairs in the format of discussions. During the meetings the students highlighted the fact that they have participated in the elaboration of the SER by means of participating in surveys. Except for this, the University has Student Quality Agents, with the direct participation of who evaluation of course descriptions is taking place. During the procedure of evaluating course descriptions students voice their concerns re programme content, effectiveness of teaching methods, student workload, quality of topics, and presentation of the latter.

EIU students also undertake annual evaluation of teachers referring to the quality of materials, effectiveness of selected teaching methods, and etc. The students were aware of the influence their evaluation had had: the outcomes are used during the holistic evaluation of teachers, where students' evaluation accounts for 25% of the whole score.

Notwithstanding the fact that regular surveys, aimed at revealing academic and other needs are organized at the EIU, the analyses of said surveys are but descriptive in nature. There is no analysis of the reasons for the outcomes, no follow-up plans.

OBSERVATIONS: The expert panel evaluates positively the fact that the University has elaborated the project "Strategy of Student Recruitment and Selection" with the aim of regulating student recruitment and selection procedures. 8 main spheres are singled out in the said project, and the solution of the singled out objectives, as the University claims, will result in an increase in the number of students.

The expert panel considers problematic the procedure of transferring all part-time students into full-time in the second year of study, since in this scenario students do not take centralized exams. Moreover, the University allows part-time students to participate in the courses meant for full-time students in the scenario when there are no precise and transparent regulations re the format of exams to be taken in these situations. This way the logics between entry requirements and workload of each mode of study, the way of checking is distorted, which endangers the quality of education. Except for that, the fact of not having any additional financial obligations creates unfair conditions in regard to students in the full-time mode of study.

The expert panel evaluates positively the endeavour of the university directed towards attracting foreign students, since this approach could account for financial stability on the account of new financial flows.

Of interest is the fact that the University has a policy, procedures and corresponding toolkit aimed at revealing academic needs of students. However, the expert panel claims that the methodology of surveys needs improvement from the perspective of analytical approach to outcomes and elaboration of follow-up procedures based on that.

It becomes evident for quantitative data of the surveys, that students are highly satisfied with the level of education provided and other support services.

The lack of analyses of the reasons for low attainment of students is worrisome. The absence of mechanisms to reveal such students, and that of a more stable and effective system of rendering assistance to them endangers continuous progress of students and other university functions that are linked with it.

Praiseworthy is the fact that the University organizes consultations for students both pre-agreed (with a corresponding timetable) and ad hoc. Positive is also the level of trust to be encountered among the students. The expert panel evaluates positively the fact that there are free of charge language courses, which can enhance student mobility.

Notwithstanding the fact that the establishment of "Alumni Association" was a step forward, the absence of an effective operation of this structure hinders the link between the alumni and the University, and alumni integration in corresponding functions of the University.

Positive is the fact that the University has elaborated a mechanism of student involvement in scientific-research operations. However, the non-precise determination of student functions and that of financial distribution can hinder the precise involvement of students in research operations. Risky is the fact that the whole process of any type of student research, the alignment of the work to determined scientific criteria and requirements of academic honesty is being monitored only by the scientific supervisor. There are no other mechanisms of monitoring, in particular those of technical-software nature which will allow for checking the research work of the students via computer programmes, including trustworthiness of sources and etc.

This can result in the creation and dissemination of a non-quality scientific outcome. In this scenario the SCU needs to be reviewed from the perspective of having a separate infrastructure, moreover, its functions also need precision and regulation.

The existence of SC and Ombudsmen and corresponding regulations come to prove that there are enough conditions for students to protect their own rights, and voice their concerns. Yet, the mechanisms of operating the said structures are incomplete. The units do not carry out quantitative and qualitative analyses of cases of students' rights protection undertaken by them, having certain statistical data re the number of student applications (singling out issues that are most commonly raised by students, revealing the reasons), data analyses and corresponding conclusions. Both the SC and the Ombudsmen voiced only the concern of the students re assessment and appeal mechanisms. Per se, the functions of these two structures overlap, which casts doubt on the necessity of having the institute of the Ombudsmen in such a small University. The mechanisms of involving part-time students are not made precise as well, which creates unfair legal conditions between full and part-time students.

Praiseworthy is the fact that the University undertakes evaluation of its academic, consultation and other services by means of annual surveys. However, the follow-up operations, which are based on the outcomes of the said surveys are still in the process of regulation and drafting. The documents and concepts which are regarded as fundamental for elaborating follow-

up operations do not explicitly make reference to survey outcomes, thus disturbing cause-effect relationships and the continuity of the PDCA cycle.

Assumption: Taking into consideration the draft of 2019-2023 SP on students recruitment, the existence of mechanisms for revealing the academic needs of students, applying to the staff, that of the timetable and regulation for rendering support to students, supplementary services and those enhancing students' career, the mechanisms of involving students into research and defending their rights, the expert panel finds that the EIU complies with the requirements of Criterion N 4.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 4 is **satisfactory**.

CRITERION V: FACULTY AND STAFF

CRITERION: The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes.

FINDINGS

5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring programme provisions.

With the aim of solving the issues it might face, the University has elaborated a policy and procedures on teaching and support staff selection. In particular, the Regulation on the EIU Teaching Staff Formation, and the Regulation on Administrative and Support Staff Selection have been elaborated.

Teaching and support staff are recruited through a competitive system. However, those with 0.25 and 0.5 workload can be recruited without any competition being organized, on the order of the Rector. It is worth mentioning that the majority of the staff has a workload equivalent to 0.25 and 0.5, and hence, has been recruited without any competition.

As far as the support staff is concerned, their recruitment can be carried out via open and close competitions. These announcements are posted in University intranet and website.

Given the above-mentioned regulations, following what has been stated in the University SER, in 2017-2018 the number of teachers (teaching at undergraduate level) having a scientific degree increased by 5%, as compared to the data of 2014-2015. Throughout the said period of time, certain increase has been registered also at an MA level: reaching 74% (12 teachers) from 67% (7 teachers).

Teaching and support staff recruitment is carried out on contractual basis, which is being proceeded by a competition.

Requirements to and qualification descriptors of teaching staff (in APs) are generic per category and positions, but not per field and specialization. Alongside, there are no determined criteria of teaching staff selection in line with AP aims and objectives. The effectiveness evaluation of implementation of the "Regulation on EIU Teaching Staff Formation" has not been carried out hence far.

5.2 The teaching staff qualifications for each programme are comprehensively stated.

Following what has been stated in the EIU SER, the minimal professional requirements to teaching staff have been made precise based on external expert recommendations of the ANQA: while reviewing the AP format, the section of “Professional Requirements to Teaching Staff” has been singled out. However, in AP descriptions these requirements are per position and category, and hence are generic for everybody and are not determined per programme. The requirements can mainly be summarized as follows:

- a. Scientific award, degree, academic census in line with the position,
- b. Teaching/professional experience,
- c. Skills and competences (pedagogical competences and etc.),
- d. Personal traits (time management skills),
- e. Specific knowledge (knowledge of English/Russian), computer literacy.

As far as narrow specializations or specific disciplines are concerned, no requirement to undertaken research in the field or corresponding work experience is required.

The University has job descriptions, the formulations of which are generic, without any professional differentiation.

Teaching staff with different scientific degrees are assembled in the Chairs of Jurisprudence, Management, Foreign Languages and Literature. This is possible due to the generic nature of job descriptors; e.g. a specialist from the sphere of philosophy and ethics, politics, international relations and else can be a teacher of the Chair of Jurisprudence.

5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

With the aim of carrying out regulation evaluation of its teaching staff, the University has determined evaluation policy and procedures. Alongside, a toolkit has been elaborated, which aims at effective implementation of the cycle of recruitment-selection-evaluation-training of the teaching staff.

The University has a multi-component system to evaluate the teaching staff: academic performance and methodology (self-evaluation, evaluation by Chair Heads, teacher evaluation by students), research activities (self-evaluation and validation by the Research Department), and public service (validation by Chair Heads). The average score of all these individual points makes up the rating of the teacher.

As far as student evaluation of teachers is concerned, it foresees an anonymous questionnaire to be filled in by students who have participated in the said course. Student evaluations are mainly high.

Multi-component evaluations of the teaching staff are summarized by corresponding infrastructures of the University, and based on those certain bonuses might be determined for those teachers who have high rating. However, based on evaluation outcomes presented to the expert panel, 4 teachers (out of 18) from the Chair of Management, 3 (out of 13) from the Chair of Jurisprudence, and 1 teacher from the Chair of Foreign Languages and Literature did not score

20% out of the foreseen 100% as a result of the evaluation. This low rating is preconditioned by the fact that only student evaluations are counted. Other forms of evaluation; self-evaluation, adjustment/validation and evaluation by the Chair Head are not carried out.

The number of teachers with mediocre indicators (50-60%) is quite high.

In case some teachers do not reach the minimum threshold, the case is being discussed in the Chairs and certain training is being conducted upon necessity. The University has also elaborated a “Regulation of Teaching Staff Evaluation and Bonus Award”. The implication of the said regulation is being grounded by corresponding order of the Rector (“2016-2017 Order on Awarding Bonuses to Teachers Based on Evaluation Outcomes”).

Throughout the meeting with expert panel, internal stakeholders have also indicated, that there have been certain cases when teachers whose evaluation has been low, have been dismissed.

5.4. The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).

Training has different formats at the EIU: individual consultation, experience exchange, round-table discussions, workshops, seminars, training and other initiatives. The main responsibility for the training of the teaching staff lies on the shoulders of the Chair Heads, however, the QAC of the EIU also has an active role in teacher training.

The University has an internal system of grants aimed at developing professional and research competences of teachers.

Throughout 2016-2017, 2017-2018 academic years 14 teachers had at least one participation in training, and experience exchange in European Universities. The said data has been doubled as compared to 2014-2015, 2015-2016 academic years. Trainings are mostly organized by Chamber of Advocates, and the teachers of the Chair of Jurisprudence participate in those. The overwhelming majority of the training of the Chair of Foreign Languages and Literature has been undertaken within the scope of the ECML targeting teaching and language policy. The number of participants from the Chair of Management is but 3 (out of 18). The training of one of the participants referred to Programming and IT. As far as the training of the other participant in concerned, the latter has just enumerated English courses-topics of an online platform. No data on participation or graduation, or outcomes of the said training are available. Except for that, there is no alignment between the needs revealed for the training and the topics covered. This, otherwise, would have ensured the need-training-ILO cycle.

One and the same people participate in external training. There are no mechanisms of disseminating the outcomes of external training to University stakeholders.

Scientific-practical seminars are being organized in the Chair, the topics of which usually reflect research interests of Chair members. Especially little attention is paid to the policies and actions for the sake of professional development on teaching and learning methodologies and conducting action research to evaluate the effectiveness of teaching, all to serve the ultimate purpose of improved teaching quality.

There are no mechanisms of evaluating the improvement of professional and methodical competences of the teaching staff as an outcome of internal (in-house) or external training.

5.5. The TLI ensures the sustainability of the teaching staff according to academic programmes.

The RA legislation determines a minimal threshold for the full-time teaching staff of Universities: 50%. In line with what has been presented, 54% of the BA, and 74% of the MA teaching staff are full-time workers. The SER of the EIU highlighted that 70% of the teaching staff has been working for more than 3 years, and 50% for more than 5 years. The indicated data, however, are not singled out per AP.

As a mechanism of strengthening and fostering the aforesaid indicators, the University makes use of different mechanisms of encouraging its staff; non-monetary awards, participation in national, international training aimed at continuous professional development. There is no precise mechanism of substituting teaching staff in the scenario when there is a temporary unemployment.

Throughout the site-visit it became apparent that 2018 student recruitment data is going to be low, and this might have a negative impact on stability of teaching staff. Many of the teachers are overloaded; some of them teach more than 5 disciplines. The stakeholders of the University highlighted throughout the site-visits, that the involvement of new qualified teaching staff required a considerable amount of time.

Notwithstanding the fact that the teaching staff is mostly comprised of young professionals, the University lacks a precise mechanism of staff rejuvenation and stability provision.

5.6. There are set policies and procedures for the staff promotion.

The university often carries out training aimed at encouraging methodical, professional, research competences of the teaching staff.

There are two types of training: in-house and international. It became evident throughout the site-visits that teaching staff is granted the opportunity to freely participate in either in-house or external/international training events. It has also been indicated that the University organizes free of charge language courses for those who are deprived of the opportunity to participate in exchange programmes or training because of their linguistic competences.

The University also implements diverse encouraging means to ensure the professional progress of its teaching staff. For instance, scientific articles of the teaching staff are published (free of charge) in the EIU “Banber” periodical. As an outcome, the overall number of scientific publications of the teaching staff has registered an increase. The University also highlights the fact that financial resources allocated to bonuses and additions to salaries for scientific operations, teaching in a foreign language have increased.

The “Regulation on Allocating Grants to Encourage Research Operations” has also been implemented. Based on the said regulation, it has already been for two years that grants are allocated for research conducted jointly by teachers and students.

The University carries out national and international scientific conferences, with the participation of EIU teachers. The outcomes are published in the form of a collection of works, posted on the official webpage, disseminated in different libraries.

The University has adopted the policy of rendering free of charge postgraduate education to its teaching staff, to ensure the decent number of teachers with scientific degrees and awards.

Throughout the site-visit it became apparent that no mentoring is been carried out with young teachers.

5.7. There is necessary technical and administrative staff to achieve the strategic goals.

With the aim of effective organization of University operations separate structural infrastructures operate at the EIU. Infrastructures are separated per following functions: rendering academic services, PR and advertisement, international links and research, career development. Financial management, HRM and Infrastructure Management are considered to be support services.

SP implementation, undertaking workable steps aimed at acquiring SP goals, including the support to rendering quality academic services are viewed as core operations of administrative and support staff. Teaching staff representatives also hold administrative positions, those in administrative positions also undertake teaching. Some people hold a number of posts at the same time: e.g. the Deputy Chair of Jurisprudence is a full-time teacher in the same chair and combines the post of the Head of International Relations and Research Centre. De facto, we can witness a combination of two functions; moreover, the EIU Deputy Chair carries out functions that are similar to those of administrative staff of other universities, given the fact that in the view of not having faculties and deans' offices, the administrative profile of all services directed at students (providing information, calculating the GPA and etc.) are being carried out by the Deputy Chair. A similar situation can be witnessed as far as the Head of Career Centre and other infrastructure heads are concerned. It is worth mentioning, that the administrative staff of the University is also in charge of rendering different services to the college which forms part of "Eurasia International university" Ltd.

However, during the meetings the stakeholders highlighted that in generic terms they are satisfied with the operations of administrative and support services.

OBSERVATIONS: The expert panel evaluates positively the endeavour of the University to attract teaching staff with high profile. However, expert panel analyses indicate that requirements to teaching staff from the perspective of APs are not precise, peculiarities of chairs are not formulated. Moreover, if requirements are narrowed down to education and scientific degrees solely without ensuring the quality of professional and pedagogical-methodological competences, the University can face the issue of covering the minimum threshold of full-time teaching staff, yet be challenged by having a non-progressive staff. Positive is the fact that the University has tried to review the policy and procedures of teaching and support staff selection; however, as an outcome, the EIU failed to implement a transparent mechanism which would ensure teaching staff selection per AP aim. It became clear as an outcome of expert panel analyses, that the mechanism of teaching staff selection does not serve the purpose of solving the issues put forward

by the APs. The ratio between AP objectives and the mechanism on teaching staff selection is distorted, in particular, requirements and qualification descriptors to teaching staff are not differentiated per field and specialization. The policy on teaching staff selection does not stem from the objectives of current APs and endangers the effectiveness of their implementation. This situation renders the effective implementation of APs vulnerable, teacher selection is not being processed from the perspective of AP implementation, which endangers the quality of teaching.

The involvement of teachers from different fields under one chair does not promote field recognition of the chairs, especially given the reality of lack of faculties.

The University managed to elaborate a policy and procedures for regular teacher evaluation. However, the methodology of self-evaluation is not precise. The University lacks a mechanism of analysing the outcomes of student evaluation of teachers, which would reveal existing general and system-related issues. From the QA perspective, the outcomes of a negative evaluation of teachers by students and the principles of their regulation are not made precise. Worrying is the fact that teachers can be dismissed based on student evaluation without implementing other steps aimed at ratifying the situation and at least without evaluation triangulation. The lack of mechanisms aimed at ratifying the situation or those of checking the validity of surveys has the potential of decreasing the grounded nature and transparency of decisions directed at the teaching staff.

The expert panel evaluates positively the fact that the University has a multi-component evaluation of teaching staff, resulting in teacher rating. However, such kind of rating has a levelling effect and hinders the process of revealing the real competences of teachers.

Positive is the fact that the University carries out operations aimed at training the teaching staff and encourages the participation of the latter in such kind of undertaking. However, not always do the training stem from the needs that have been revealed as an outcome of internal and external evaluations, nor are those targeted at solving the said needs. The tripartite link of needs-training-ILO is not precise. The distortion of this cause-effect link endangers the thorough implementation of the PDCA cycle and has a negative impact on the quality of academic services of the EIU.

Stability of APs from the perspective of AP efficiency is worrying. Taking into consideration the fact that the main financial flows of the University are student fees, there is a real danger of teacher retention. Provided that some teachers teach up to 8 disciplines, in the scenario of their temporary unemployment or resignation, the chances of an irreversible gap emerging in APs increases.

The University has a policy and procedures of ensuring professional development of the teaching staff. The policy of University administration to grant teachers having a foreign language acquisition the opportunity to undergo training abroad is positive. This approach results in quality enhancement.

The university has necessary structural infrastructures (with corresponding HM) aimed at implementing its strategic goals. Administrative and support staff encourage the implementation of the SP. However, the fact that the administrative staff of the University is involved in different units of "Eurasia International University" Ltd, as well as the fact of combining different functions (including administrative ones) by one and the same person, decreases the effectiveness of operations.

Assumptions: Taking into consideration the ineffectiveness of the policy and procedures of teaching staff recruitment necessary for the implementation of APs, non-precise nature of requirements to professional qualities of the teaching staff, imperfections of teaching staff evaluation mechanisms, the lack of the cycle need-training-ILO-review, instability of teaching staff efficiency, the lack of a precise mechanism to encourage young professionals, combining different functions by one and the same person, the lack of teacher substituting mechanisms, the expert panel establishes that the University does not comply with the requirements of Criterion 5.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 5 is **non-satisfactory**.

CRITERION VI RESEARCH AND DEVELOPMENT

CRITERION The TLI ensures the implementation of research activity and the link of the research with teaching and learning.

FINDINGS

6.1. The TLI has a clear strategy for promoting its research interests and ambitions

The mission of the University determines its research directions: “Applied research directed at modernization of academic content, internationalization, continuous development of the University, RA social-economic progress and internationalization”. Alongside, in its SP the University aims at developing its scientific potential and ensuring applicability of research and innovation. The operations foreseen by the University are aimed at expanding research outcomes, a more active involvement of teaching staff and students in research, joint scientific initiatives and expansion of international element. The SP does not involve quantitative indicators to evaluate the progress of the field.

The University strives to present itself as a HEI undertaking applied research, and to make its research outcome visible. The University has undertaken a number of steps in this respect, including the launch of its own periodical. However, it became evident throughout the site visit that applied research undertaken at the University is not in line with APs /e.g. concept on Developing High Schools, environmental research and etc./.

During the discussions with University stakeholders research element was not mentioned as a vital element when referring to University vision. The applied and not fundamental nature of research has been underlined.

The EIU has tried to make its research directions precise, however, they are formulated either as research topics (e.g. “RA Legal Gaps and the Ways to Surmount Those”, “Concepts of Constitutional Law” for the Chair of Jurisprudence), or as separate scientific directions (e.g. General Linguistics, Semitics, Applied Linguistics and else for the Chair of Foreign Languages and Literature).

The University has also determined an internal grant for cases of student-teacher cooperation. The University has experience of organizing international student conference.

6.2. The TLI has a long-term strategy as well as mid and short-term programmes that address its research interests and ambitions.

The second aim of University SP is the reflection of long-term research planning, which is further presented by means of 4 adjacent objectives and 15 undertakings. People responsible, intended outcomes, targeted indicators, deadlines and risk factors are determined. However, targeted indicators are not quantitative, are at times presented in percentages without any mention as to the grounds of comparison.

The follow-up plan compiled as an outcome of previous accreditation process is considered to be a tool for mid-term planning. Yet, this is not an institutionalized tool for mid-term planning.

Short-term planning is undertaken in the chairs, on annual basis, with further division into trimesters. In the said plans research element finds its reflection in the form of scientific-practical seminars, ratification of graduate theses, and in-house grants. The annual plans do not have any reference to SP objectives.

The annual plan of Student Scientific Union, and the draft of Internationalization Plan are considered to be a planning tool. The 4th strategic goal is internationalization of research by means of participation in joint international research programmes (Jean Monnet, Horizon 2020) and projects, as well as by means of encouraging international visibility and recognition of research outcomes. However, during the site-visit no evidence about research operations of the Students Scientific union has been registered.

At chair level, in 2017-2018 trimestral accountability report of the Chair of Foreign Languages and Literature for instance, one can encounter research operations dating back to 2016. The accountability report of September, October, November 2017 includes 01.10.2016-15.10.2016 operations. This is the token of duplications of previous plans, at times without even changing the dates.

6.3. The TLI ensures the implementation of research and development through sound policies and procedures.

The University has undertaken certain steps aimed at encouraging research operations for teachers and students. The mechanism of internal grants has been implemented aimed at activating research.

The selection of research topics has been left to the chairs. The evaluation of methodical and professional training of the teaching staff has also made certain reference to research skills and competences.

The University states that it has a budget allocated to research, yet, this budget is presented as an expenditure aimed at encouraging teachers undertaking research. The University has not foreseen any expenses for research.

With the aim of encouraging research, the University is also awarding a grant called "Researcher" which foresees a 10-50% reduction of the tuition fee. At the same time, students who have been awarded this grant, are given an opportunity to teach certain courses (2-20 hours per week).

It became evident throughout the site visit, that one out of 3 grants is directed to improving the quality of teaching Russian in the faculty of Jurisprudence, the other can be served to research; mainly for developing the skills to work with research sources, and the third one can foster teaching in a free language.

The structure of internal grants foresees active involvement of students in research operations, yet there is a lack of institutionalization of financial resource allocation, separation of functions, regulation of researcher students-teacher relations, regulation of operations. There is a lack of awareness among stakeholders, as far as the mechanisms related to functions and allocation of monetary means are concerned. When asked questions related to operations foreseen within the framework of grant projects it became obvious that there are no outcomes as far as undertaken research operations are concerned, and the operations foreseen within the scope of the grant implementation do not follow the deadlines indicated in the application form. There are no determined mechanisms of monitoring and surveillance towards the implementation of grant project.

The University has a Regulation on “Publication of Research Outcomes and Dissemination of Data Revealed by the Research”, by means of which the University strives to ensure the quality of publications in line with prescribed criteria. However, there is no evidence as far as the implementation of the aforesaid regulation is concerned.

The University has established a journal for its own scientific publications (“Banber”), which is being published twice per year. One does not need to get the consent of the editorial team or undergo certain evaluation in case s/he wants to publish his/her research outcome in the said publication. Recently, three international scholars have been involved in the team of editors of “Banber”, one of those being a candidate of technical sciences, the other two candidates of pedagogical sciences. The articles are published either in Armenian or Russian, and have summaries in English (up to 10 lines). This periodical is not included in the list of journals ratified by the Supreme Certifying Committee or any other scientific depository.

Student research is mainly presented in the form of graduation papers and graduate theses. It became evident throughout the site-visit that the whole process of any research work of any volume and content, its alignment with set scientific requirements and principles of academic integrity is monitored only by the supervisor of the work. There are no other mechanisms of monitoring.

6.4. The TLI emphasizes the internationalization of its research.

The University is determined to activate its international ties in a number of directions. In this context the draft on Internationalization Strategy has been elaborated. The said document includes a separate section devoted to internationalization of research. The operations that are enumerated in this section are related to the organization of international scientific conferences, involvement in international research programmes, internationalization of research of teaching staff and that of students. Determined targets are presented in relative-percentage values without any starting point. There is a requirement of having publications in periodicals that are included in SCOPUS, as well as indication about participation in Jean Monnet and Horizon 2020.

The University has uploaded the English resource called “Questionnaire and Criteria of SR on Internationalization”, the last point of which has to do with the evaluation of the level of

internationalization of research, however, there is no evidence as far as its adaptation and implementation is concerned.

The University has a document called “The List of Publications in Armenian and Foreign (CIS and elsewhere) Journals” for 2014-2017 years, however, the said list does not include any journal which has a rating. Alongside, 2017 witnessed a declining tendency: 6 publications back in 2016, as compared to only 1 publication.

The University makes reference to benchmarking carried out within the scope of HARMONY programme which has evaluated the level of internationalization of research and APs of the EIU with a 10-scale assessment in line with 3 components: elaboration of programme applications, implementation, evaluation. The university has 7 points awarded to the first two components, and 5 to the last one.

It is mentioned in the University SER that “the EIU PhD students and members of the teaching staff that have participated in exchange programmes under the sponsorship of the EIU, have carried out joint research, the outcomes of which have found their reflection in international journals and conferences” (page 90); however, no evidence which would prove this is available (researchers, joint research headlines, details of journals, pages and etc.).

6.5. The TLI has well established mechanisms for linking research with teaching.

The University has underlined operations of linking research and teaching process. In particular, the discipline called “Methodology and Toolkit of Scientific Research” has been included into the curricula of APs. A new requirement has been determined at an MA level “A minimum of one report presentation to the chair or a document confirming the participation in another scientific conference or an article in journals ratified by the Supreme Certifying Committee”.

The University is trying to carry out joint research with the participation of the labour market and employers exercising different mechanisms for this purpose. It became clear throughout the site-visit that the University has had such an experience and that employers have encouraged the Chairs to concentrate on topics related to the specializations of the EIU which will be applicable for concrete employers. However, this kind of research has not been undertaken hence far.

Taking into consideration the fact that the link between the internships and graduation papers or MA theses is loose, the University has initiated the process of aligning its internships with research: the undertaken surveys come to prove that there is an increase in the level of satisfaction as far as the content and effectiveness of internships are concerned. However, throughout the meetings with the expert panel, internal and external stakeholders have not highlighted the link between internships and research operations.

In the “participation” section of assessment, 5% has been allocated to evaluating research competences of students. The formative assessment guide of the University includes a rubric of evaluating research capacities: the said rubric differentiates between “excellent”, “incomplete”, “frequently”, “rarely”, which are adjectives and adverbs expressing but comparative concepts. There are no examples of assessing the research of the students in line with the said rubric.

The University does not determine mechanisms of teacher scientific-research operations directed at increasing the quality of teaching. The topics covered throughout scientific-practical

seminars express but personal interests of the teacher conducting those. There is almost lack of reference to applied research and research operations directed at the effectiveness of their own teaching.

Randomly chosen graduation papers and MA theses have revealed that the fundamental principle of academic integrity has not been kept (e.g. “*Idioms and Their Translation Difficulties in English*”, <<Գովազդի արտահայտման բառային և իմաստարանական վերլուծություն>>,” “*Armenian and English Surnames: Origin and Meaning*”):

OBSERVATIONS: Positive is the fact that the University has reviewed its mission and is striving to position itself as a teaching University in the market. The inclination of the University towards applied research directed at special-economic progress of the RA is realistic as an ambition.

The fact of reflecting research in the SP of the EIU, that of determining goals, objectives and operations is also favourable for systematic research operations of the University. However, current research directions of the Chairs which have been determined having in mind the professional potential of the Chairs has hindered the implementation of the determined aim of undertaking applied research, since teaching staff continues being guided by their own research interests. As an outcome, the research undertaken at the EIU cannot be considered as applied.

Research which has found its reflection in the SP of the EIU comes to prove about long-term planning of University ambitions in this respect, however, the University does not undertake any mid- and short-term planning, which would otherwise ensure the link between long-term planning and would prove the performance (there are no determined targets, there is no precise resource allocation per aim). The lack of such kind of planning endangers the implementation of aims determined in the sphere of research via precise operations and measurable outcomes.

The university undertakes certain endeavour organizing international conferences (jointly with Stonehill college), actively participates in international exchange projects, the assessment rubric of the teaching staff refers to international evaluation of research outcome. However, indicators of international recognition or visibility of University research operations are scarce.

The University has elaborated a series of mechanisms and operations aimed at regulating and encouraging research; however, the University faces the issue of thorough implementation, testing, evaluation and re-elaboration of the latter (e.g. evidence re the implementation of “Regulation on Publication of Research Outcomes and Dissemination of Data Derived from the Research”, example of a review that has been undertaken following the format to be found in the said regulation), as well as eliminating ineffective or repetitive mechanisms. Internal grants and “Research” scholarship are in need of undergoing procedures: first of all the role of the students, the amount of money to be allocated to them are not regulated. In case of a scholarship, the fact that the students are granted an opportunity to teach up to 20 hours per week can be interpreted as a mechanism of compensating the allocated grant-scholarship. The current vagueness of existing mechanisms hinders effective and transparent implementation of mechanisms which are aimed at encouraging research.

Students Scientific Council that has been established does not yet carry out active operations. It is necessary to discuss and evaluate whether the further existence of this

infrastructure is justified given the fact of the size of the University, scientific or applied research, academic and research competences of students, their motivation to be involved in research. The establishment of this kind of body outside the SC can overload the structure of the University.

The establishment of “Banber” and the free-of-charge involvement of teaching staff in postgraduate programmes can raise double interpretation. These operations obviously contain conflict of interests, since this way of boosting the visibility of one’s own scientific outcome and the fact that scientific degrees are awarded on the spot do not allow relocating scientific outcome from the University, thus endangering external recognition and satisfying the needs of quality research.

The initiatives of the University to cooperate with employers within the scope of jointly chosen student research projects are positive. However, these initiatives are still in their formation and are but scarce. Hence, the targeted utilization of applied research as demanded by the market is still hindered.

The fact that research operations are not reflected in quarterly plans of the Chairs, there is a lack of research undertaken by the teaching staff to assess their own teaching and its impact, the lack of monitoring intra-university grant procedures, mechanisms regulating the relationship between the stakeholders and the issue of precisely elaborated aims and outcomes is worrisome. The lack of research enveloping the aforesaid aspects endangers the improvement of organization of teaching and that of the content.

The University faces a serious issue of violating academic integrity: the functioning regulation on Academic integrity is not fully operating. Obvious cases of breaching academic integrity that have been revealed throughout the site-visit endanger the quality of research and limit the opportunities of external recognition of university research outcomes.

As far as internationalization is concerned, notwithstanding the fact that the University has registered a 350% relative increase in its scientific outcome, the index of publications in international journals has witnessed a decrease. Obvious is the fact that this increase is accounted for intra and even pan-university usage of research outcomes. This mode of operating due to which there is a seeming increase in the amount of research outcomes, in reality does not ensure stable, consistent, ongoing, quality research which would have international acclaim. Notwithstanding the fact that the University has a number of cooperation with international universities, the lack of stable and continuous cooperation in the field of research endangers the creation of new knowledge that would be of international quality and would be internationally recognized.

The level of mechanisms ensuring interconnection of research operations and academic process is worrisome. The fact that no new knowledge is created during the academic process endangers the perspective of possible research and academic modernization.

Assumptions: Taking into consideration the non-applied nature of research, gaps in regulating grants and research, scarcity of means directed at research in University budget, low level of student research which at times borders with plagiarism and at times becomes identical with it, the lack of integrating newly created knowledge in academic process, the lack of mechanisms to evaluate the creation of new knowledge as an outcome of research, the level of internationalization of research, non-realistic nature of University ambitions given the current

human and financial potential, the expert panel establishes that the University does not comply with the requirements of Criterion 6.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 6 is **non-satisfactory**.

CRITERION VII: INFRASTRUCTURES AND RESOURCES

CRITERION: The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives.

FINDINGS

7.1. The TLI has an appropriate learning environment for the implementation of academic programmes. Throughout the site visit it became evident that the classrooms that are mostly furnished, some of those have projectors for organizing student and teacher presentations. The University has two computer labs, auditoria meant for conducting discussions, library. Except for computers, the said auditoria are equipped with projectors, interactive boards, internet connection (including wi-fi), which are also being used for organizing the academic process.

The surveys conducted by the University show that internal stakeholders have very high satisfaction level with academic and working environment. The reports on stakeholder satisfaction have been introduced to higher cycles of management, based on which a decision was made to allocate resources (in the 2017-2018 budget draft) to the improvement of infrastructures and resources in following directions:

- Improvement of auditoria furniture,
- Acquisition of sport equipment,
- Acquisition of necessary furniture and technology for the improvement of food services or service outsourcing;

Throughout the meeting with higher cycles of management, it has also been decided to allocate a working room with corresponding technical saturation with the aim of improving working conditions of teaching staff (for teachers and PhD students).

The University has a library, which has some amount of literature meant for current APs. One can also find fiction there. However, the library is not saturated with modern professional literature.

The library ensures access to electronic depositories that are available in the territory of the RA.

Throughout the site visit, it also became evident that the University has a sport hall, and renovation is currently being undertaken there with the aim of improving sport infrastructures.

As an outcome of EIU 2016-2017 evaluation of institutional capacities, a high satisfaction level with different elements of academic environment has been registered among the students: 78-98%. Satisfaction level of the staff re academic and working conditions was also high: 81-97%.

7.2. The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.

The EIU carries out financial planning, and budget estimates are being discussed and ratified by the Governing Board. Annual planning of infrastructures, description of resources per AP and indents by those responsible for APs are the basis for financial planning.

As has been ensured throughout the first SER and accreditation of the EIU, the link of the budget with SP goals is loose, and recommendations re this have been provided by an external expert. Hence, in order to ensure the alignment of the budget and the SP, the format of estimates of incomes and expenditures has been reviewed.

In 2017-2018 the EIU also undertook financial planning in the following directions: to ensure continuous professional and methodical improvement of the teaching staff, to encourage research works and internationalization.

In particular, the following directions have been singled out: teaching staff remuneration with the aim of conducting research and scientific operations, expenses directed to raising the salary of those teaching in a foreign language, bonuses and other expenses directed to encouraging teaching, administrative and support staff, expenses for professional and methodical training.

Throughout the meeting with internal stakeholders, the latter have indicated that financial planning of the University is greatly dependant on student recruitment indicators.

7.3 The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programmes offered at the institution.

There is no financial planning or allocation per AP. In the EUI financial estimates the statement of flows from the guest house, operations of the college are indicated in a separate line (and do not constitute the lion portion of the said flows), whereas in the expenditures there is no separate calculation and almost all expenditure statements include expenses directed towards the maintenance of the college and the guests house. In financial documents, the implementation of the University mission is not viewed as a priority, and there is a financial cross-subsidizing between the companies functioning within the Ltd.

Other mid or short-term stable financial flows (financial allocations from the state budget, flows from participating in state programmes, external funds allocated to chairs, differentiation of flows per AP) are not foreseen in the University budget.

The University lacks financial allocations from the budget and the lion share of financial flows; around 60%, is ensured through tuition fees. The University tackles the issue of ensuring financial independence (which is a strategic issue) by means of stabilizing financial flows and diversification, via providing flows from the college, guests' house, and grant projects: the said directions account for 30-40% of flows.

The University anchors its estimates for further financial stability and increase of financial flows on the opportunity to involve foreign students, which, as stated in the SER, should ensure 35% of financial flows.

7.4 The TLI's resource base supports the implementation of institution's academic programmes and TLI strategic plan, which promotes for sustainability and continuous quality enhancement.

The acquisition of necessary resources aimed at ensuring effective implementation is carried out in line with the "Procedure on Organization of Procurement".

It is worth stating that both survey outcomes conducted among students and employers, and meeting of expert panel with internal stakeholders revealed the fact that internal stakeholders, with certain reservation, highly value the quality of the EIU infrastructures and support services.

Alongside, back in 2016 an evaluation of the EIU financial management/system of internal monitoring was carried out by "SOS Audit" company which is an associate member of Crowe Horwath International Business Alliance international audit net. In line with audit outcomes no drawbacks have been revealed as far as thorough registration, grounded nature of documents, their existence or their correctness are concerned, no essential risks have been revealed in the system of salary calculation, maintenance of actives, and filing of documents, the University has elaborated and presented reports in line with the ratified format, the EIU has necessary competences.

However, there are no mechanisms which would showcase how the University strives to ensure the continuous improvement of quality with current resources. That is to say, there is no precise planning in line with current resources, the link between revealed needs, targeted utilization of allocations and continuous improvement. Moreover, the planning of resources for the implementation of the SP is not singled out from that of "Eurasia International University" Ltd.

The expert panel also states that resources are not separated per AP. Alongside, no resources are separated per AP flows to the budget: taking into account student fees.

It became evident throughout the site-visit that the University has allocated financial resources for creating necessary auditoria and laboratories for the newly-created AP of pharmacy, as well as for building the new sport hall. When visiting the gym it became evident that it does not have necessary furniture, floor and etc., yet, it is being used by students. Laboratories were not thoroughly ready and were not being used.

7.5 The TLI has a sound policy and procedure to manage information and documentation.

The EIU has undertaken feasible steps to organize the automation of all possible operations foreseen in the SP, to create a data base which will be accessible to different stakeholders. The operations are aimed at ensuring feasible mechanisms of getting analyses of decision-makers, decreasing the document flow of the EIU, creating virtual systems of undertaking different operations.

In particular, the following systems have been implemented: Student M internal information system of managing academic process, electronic communication and planning, MOODLE virtual classroom with iTests, intranet, electronic surveys and data base.

It became evident throughout the site-visit that internal stakeholders mostly make use of MOODLE system, since this renders the process of getting lectures easier. However, other

functions of the said platform that can facilitate student-teacher communication have not been mentioned.

The system of electronic tests is also wide-spread at the University. Teacher evaluations by students are mainly being carried out via this system.

The intranet is mostly foreseen for internal communication; meant for document transfer.

7.6 The TLI creates safe and secure environment through health and safety mechanisms that also consider special needs of students.

Expert panel ascertains that the security system of the University involves the following: security guard, existence of anti-fire system, video surveillance of the building. There are necessary conditions to rapidly and effectively evacuate students and pupils in case of emergency situations.

According to presented documents, the University cooperates with the Service of Fire-fighters of Arabkir Administrative District. With the aim of training, false fire alarms are frequently incinerated, thus resulting in student and employee evacuation.

The University does not have its own medical centre (consequently no documents grounding the health of students). On contractual basis it cooperates with “Validus” Medical centre which is located in the building. The said centre provides a treatment room, necessary drugs that should be administered during first aid, renders first medical aid and other medical services, free of charge consultation for internal stakeholders (however, it does not carry out any regulated registration as far as student applications or their health issues are concerned). During the site visit one of two treatment rooms of the Medical Centre was occupied, since it is used as a separate medical unit for external patients.

Within the scope of international cooperation, the University has been involved in “Accessibility of People with Special Needs to the Society” (ASPIRE) TEMPUS IV project. The university has trained its staff for working with people with special needs. The University has also ensured comfortable conditions for their studies and operations. At the same time, it became evident that currently the University does not have any students with special needs.

It became evident throughout the site visit that video surveillance cameras of the building are not connected to the computer installed in the room of the security guard, and the latter, per se, is deprived of the opportunity to observe what is going on in different corners of the building. Moreover, the University lacks certain security pass system or any other relevant system of control.

Alongside, the security system is not meant for the University only (there is a security point on the second floor, the guest house, where no student lives, is on the third floor), the University is on the fourth floor, and it does not have its separate security point or other safety systems.

The University has an elevator which was not functioning during the site-visit.

7.7. The TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

Surveys are considered as the main mechanism of evaluating the applicability and effectiveness of resources allocated to students and teachers. The questionnaires include a number of questions as far as resource saturation is concerned. Summaries of said surveys are regularly handed over to University administration.

The documents and outcomes of the meetings with internal stakeholders come to prove that the QAC carries out regular surveys. Survey outcomes are inserted in documents of quality management system implementation and evaluation of effectiveness, yet no evaluation on the effectiveness of outcome-based improvements has been carried out hence far.

Observations: Positive is the fact that the University has environment conducive to implementing APs. In particular, auditoria are decently furnished and saturated with necessary technology which allows for implementing the APs. The University library provides necessary literature to internal stakeholders to ensure their learning within a given AP, computer labs encourage the organization of the academic process in a more up-to-date manner. However, library resources are not enough for creating new scientific knowledge, especially in the fields of social sciences and humanities (which are the fields the University positions itself), since there is no access to primary sources. This can result in a non-thorough implementation of research elements foreseen by the University SP.

Financial resource allocations to salaries are problematic from the perspective of financial allocation planning. In particular, long-term planning of teaching staff salaries; including operations directed at stable increase of salaries are not realistic, since they heavily depend on the number of applicants, which has a declining tendency. From this perspective there is a real danger for the implementation of a stable policy on financial resource allocation, which, by all means, would have a negative impact on University mission and objective implementation.

The EIU policy on financial allocation directed at ensuring and safeguarding implementation and continuity of AP aims is not realistic and cannot ensure non-turbulent development and progress. In particular, the continuity of AP aims is vulnerable. This is grounded by the fact that 60% of University budget flows are ensured from tuition fees, in the meanwhile, the number of University applicants has dropped. Alongside, some portion of flows is programme-based and temporary. Given the fact of the risks related to decrease in the amount of budget flows, the University has not undertaken any thorough analysis of its further policy. Anticipated risks are not well-thought of and precise operational plans are not foreseen. Moreover, utilization of incomes from the guest house and the college for the implementation and continuity of APs is not desirable and indirectly indicates the lack of self-sufficiency of APs and the University. As far as flows ensured from the guest house and the college are concerned, they cannot be considered as a workable guarantee to implement University SP since they are problematic from the perspective of stability. It would be completely different, if, for instance, the guest house were a different organization and implemented stable investment in line with investment contract.

The resource base of the University per se allows for implementation of APs and the SP. Though laboratories and the gym were partially furnished, the expert panel is of the opinion that the furniture and conditions of both the labs and the gym, as well as rooms of hygiene adjacent to them are not yet enough. In particular, in case of the gym security measures have not been taken into account; the floor is hard, no ventilation is ensured, showers are foreseen only for one person.

Specialist equipment of the labs is also problematic from the perspective of ensuring opportunities for all the students to carry out experiments. In this scenario both the safety of students and student-centered learning is endangered as far as the acquisition of practical skills are concerned.

The expert panel considers specifically important to refer to the Legal Clinic which has been mentioned in relation to public service, since the experts are of the opinion that it would be beneficial to talk about cooperation between different types of non-profit, public, legal organizations as well, taking into consideration the fact that the Legal Clinic, per se, does not thoroughly serve the set purpose, since it renders paid services. This does not ensure acquisition of practical skills on behalf of the students and endangers the implementation of student-centered teaching as proclaimed by the University itself.

The management of information and document flow are transparent, and are carried out by means of technology. The systems; Student M, MOODLE, iTest allows to tackle issues related to the management of documents. Revealed findings help to conclude that the University has quite a precise policy and procedures for managing information and documentation.

As far as security is concerned, the University is in a somewhat vulnerable state, since there is no security pass system or any other relevant system of control; ID system of people entering the building, system of online, real-time surveillance of the building. In the light of absence of such systems, one person is objectively not capable of ensuring the implementation of safety services. Except for academic institutions, the guest house is also located in the same building, which renders safety provision vulnerable. The format of medical aid is also not precise, since the Medical Centre operating in the building has quite a narrow specialization and is a commercial organization, the profile of which is not in line with the function of thorough provision of students' health. Hence, the implementation of University responsibility of ensuring student health and safety becomes distorted.

The EIU has undertaken precise steps to ensure accessibility of people with special needs, yet, the non-stable functioning of the elevator can hinder attendance of people with special needs and equal accessibility of academic services.

The expert panel traces some problems as far as mechanisms on evaluating applicability, accessibility and efficiency of resources allocated to teaching staff are concerned. These are based on non-thorough information: need-survey-outcome cycle is not regulated.

Assumption: taking into consideration the fact that the University has necessary environment for the implementation of APs, some mechanisms of resource allocation for the implementation of mission and aims, corresponding resource base, policy and procedures of managing document flow, has undertaken certain steps aimed at ensuring healthy and safe environment, the expert panel considers that the University complies with the requirements of Criterion 7.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 7 is satisfactory.

CRITERION VIII. SOCIETAL RESPONSIBILITY

CRITERION VIII: The TLI is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

FINDINGS

8.1 The TLI has clear policy on institutional accountability.

The principles of accountability and transparency are stipulated in 2014-2018 SP of the University, “To raise the transparency of university operations implementing accountability mechanisms of degrees awarded, research-scientific operations and elaborations, services rendered”. Implemented mechanisms foresee a multi-level accountability; ranging from trimestral accountability reports coming from the chairs till annual reports of the Rector. The formats of these reports have been altered and made in line with SP aims and objectives. The University has a mechanism “Strategic indicator: Accountability”, the aim of which is to show the implementation of indicators as foreseen in the strategic plan.

8.2 The TLI ensures transparency of its procedures and processes and makes them publicly available.

The accountability to external stakeholders and transparency of operations is ensured via the EIU webpage, University facebook page, other social media sites, publications, mass media. The University has a Department of PR and Advertisement. However, no evaluation of public relation procedures and operations has been carried out hence far.

The main tool of public relations and accountability is the website of the University, which includes sections referring to all spheres of operation with corresponding thematic content. Booklets and information leaflets are another source of communication with external stakeholders.

Information on the website of the University and information leaflets does not correspond to real capacities of the University and currently implemented APs. Advertisement materials contain information on non-executed AP as well.

The English and Russian version of the EIU website do not thoroughly represent information about the University.

8.3 The TLI has sustainable feedback mechanisms for establishing relations with society.

The University has separate infrastructures, and each of those ensures the link with the society and external stakeholders for separate fields of functioning.

The University has a long-standing and diverse experience of working with the society: the target being schoolchildren, college pupils (“Step Forward, “Pupil Conference”) and the labour market.

The University has a leaflet for evaluating different events. There is some content-wise success between the University and employers as far as AP ILOs, teaching approaches, and content evaluation is concerned. Alongside, labour market representatives participate in summative

assessment procedures as reviewers. It has been indicated throughout the site-visit that the University has initiated a process of content amendment of its APs, based on the feedback provided by employers.

The legal Clinic and its operations are determined by corresponding documents. The said Clinic is an additional mechanism of regulation relations with the society. However, in case of the Legal Clinic, after the first free of charge consultation (which is a common practice in the RA) and assessment of the situation, all other forms of legal assistance are paid. One can find this information next to the entrance to the Clinic. No feedback on operations of the Legal Clinic has been received from the public.

8.4. The TLI has mechanisms that ensure knowledge transfer to the society.

The events and platforms of the University are considered to be the main mechanisms of knowledge and value transfer; in particular the project “Step Forward”, “Pupil Conferences”, annual initiative called “Career Days”, “The School of a Young Diplomat”, “The School of Young Lawyers”. In its SER the EIU mentions free of charge training programmes and language courses, yet, the expert panel has not managed to draw either documented evidence or information during meetings with concerned parties.

Observation: The expert panel evaluates positively the fact that the EIU has a determined regulation on accountability. However, the alignment of data presented in current reports with the SP and operational plan stemming from the latter is not precise since SP and OP indicators are not targeted, are relative and baseline data are missing (in order to see increasing or decreasing tendencies). The acting practice of accountability reports with indicators only, registration of only quantitative indicators, lack of qualitative analyses endangers the situation, comprehensive assessment and transparency of accountability.

The website of the University, which is the main tool of transparency and accessibility of University procedures and operations is attractive, colourful, easy to navigate, however, the EU flag on the background creates certain ideological contrast of a University bearing the mane “Eurasia” and having the EU flag on the background. The scarcity of information in a foreign language and the quality of materials create serious hindrance for University Internationalization and thorough contacts with external stakeholders.

Events, which are considered as feedback mechanisms, are feasible only in case of stakeholders and labour market representatives. Precision of feedback mechanisms in relations with the labour market is important not from procedural, but rather from content perspective. The University is more concentrated on providing the procedural side of its operations at the expense of the content. The lack of a decent content-wise analyses of feedback received via feedback mechanisms hinders the improvement of both academic services and those rendered to the society.

Legal Clinic can act as a stable and influential mechanism in formulating relations with the public, yet, the fact that all other consultations after the first one are paid creates an impression that the University is making use of public relations to turn those to income. This way the ideology of serving the Clinic to the well-being of people is distorted. This mode of operation endangers the perception of services that the University renders to the society.

Operations of transferring knowledge and values to society are diverse, and this partially has to do with the fact that the University is part of “Eurasia International University” Ltd. Some of the said operations can be assessed as positive keeping in mind the development of critical thinking at an early age, as well as that of leadership. However, other operations, e.g. pupil conferences are aimed at re-packaging existing information with violations in copyright and academic integrity. The quality of transferred values is questionable in these cases. In other terms, if summer schools have the potential of urging critical thinking among school pupils, the study of materials of pupil conferences is the token of the fact that it is not possible to create original scientific knowledge. In this scenario high school pupils assemble data from different sources, mainly without references thus violating the principles of academic integrity. This experience seriously endangers primary perception of science and knowledge creation among the pupils.

Assumption: Taking into consideration the operation of the University in the scope of societal responsibility, mechanisms used for accountability and transparency, endeavour exercised towards the establishment of relations with public and different stakeholder groups, the expert panel finds that the EIU complies with the requirements of Criterion N 8.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 8 is **satisfactory**.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

CRITERIA: Through external relations the TLI encourages the exchange and the development of the best practice which contributes to the internationalization of the institution.

FINDINGS

9.1 The TLI has policies and regulations encouraging the establishment of external relations in order to create exchange, development and internalization fostering environment

In its 2014-2015 SP on Development the University has singled out the expansion of its international cooperation as an aim and has foreseen encouraging the increase of projects in the scope of international academic, scientific and other cooperation, to enlarge the opportunities of students, teaching staff, PhD students and administrative staff mobility to foreign universities and other interested organizations and vice versa.

The University has elaborated 2018-2023 SP on Internationalization, which includes 5 goals with corresponding assessment indicators, and responsible infrastructures. Goals include student and teaching staff participation in programmes, developing cooperation in the spheres of mobility and research. Except for that an operation on international student recruitment is being highlighted, in particular emphasizing the following countries: Georgia, Russia, China, India, Iran, Iraq, Syria, Lebanon, European countries, as well as Armenian diaspora. It is expected that the number of foreign students should register an increase of 5% per annum.

9.2 The TLIs infrastructure of establishing external relations and internationalization guarantees regulated process.

The University has a corresponding infrastructure in charge of undertaking operations in the said field: the Centre of International relations and Research. The said Centre carries out its operations in line with 2009 regulation on “Operations of International Centre”.

The Centre operates under the direct administration of the Vice-Rector on Strategic Development. The operations of the Centre are being coordinated by the person-responsible for the Centre.

Back in 2016 the job description of the Head of the Centre for International Relations and Research was elaborated. The main issues the Head faces, functions, rights and responsibilities, from the perspective of ensuring international relations and research are included in the said document.

The QA Centre is responsible for assessing the policy on International Cooperation. The said evaluation is carried out based on indicators highlighted in the QA Manual. The said indicators include the following: the number of agreements with foreign institutions, the number of teachers involved in international projects and mobility programmes, the number of foreign students. No precise evaluation policy is elaborated hence far.

9.3 TLI efficiently cooperates with local and international institutions and organizations.

EIU cooperates with its foreign partners in a number of spheres. The University develops students and teacher exchange programmes within the scope of ERASMUS+ programme. The University is a consortium member of HARMONIA programme and cooperates with other members of the said consortium. The said project is aimed at developing internationalization policy of universities, as well as their international integration. ASPIRE (Access to Society for People with Individual Requirements) project is another net of international cooperation, in which the EIU has participated being the Armenian coordinator back in 2016. It was founded within the scope of TEMPUS project and was coordinated by Iliya State University of Georgia. The project involved 14 partners; including the EIU, 5 institutions from Armenia (State Pedagogical University after Kh. Abovyan, Goris State University, RA Academy of Administration, Bridge of Hope).

Throughout 2011-2016 the EIU was a member of consortium of three international mobility programmes within the scope of ERASMUS Mundus (ALRAKIS I, ALRAKIS II u MID). The students had an opportunity to undertake some part of their studies (from 6 months onward) in one of the partner countries. The teaching staff has participated in different training programmes. In 2016-2017 academic year 23 students of the EIU participated in exchange programmes. Throughout the meetings with student representatives, the latter also confirmed their awareness re current opportunities, as well as their participation in the said project.

Except for that, the EIU MA students can participate in a mobility programme, which will grant them an opportunity to spend 1-2 semesters in Warsaw University of Natural Sciences, by making use of Visegrad scholarship. The EIU has a special contract with Vilnius University (Lithuania) within student exchange. Certain edges of cooperation have also been elaborated with the International Centre of Higher education of Boston College within the scope of a research

project. A summer School and two international conferences have been organized in cooperation with Stonehill College with the participation of students from different countries. Materials are available in electronic format.

The University is quite active in Iraq thanks to the services of student recruitment agencies. Courses of the first group of recruited students will commence in October 2018 (Specialization: Pharmacy). Some part of the EIU staff has participated in trainings organized by the ECML. Together with National Agrarian University of Armenia the EIU has carried out international experience exchange.

9.4 The TLI ensures the appropriate level of language knowledge of internal stakeholders to increase the effectiveness of internationalization.

The University decides on the level of foreign language acquisition among its students and teaching staff and issues a certificate free of charge. If needed, supplementary lessons are being organized. In case the discipline is taught in a foreign language, a 30 % bonus is awarded to the teacher. There are no data to understand what the percentage of teachers and students who dominate English is.

In the EIU SP on Development a heavy accent is laid on the knowledge of a foreign language. In this respect, it is foreseen that by 2023 at least 50% of teachers must conduct their lessons in a foreign language. With the aim of raising teacher motivation, the EIU has foreseen including the index of English language acquisition in the evaluation of its staff.

CONSIDERATIONS: Positive is the fact that the UNI regards internationalization of education and research as its priority. Likewise, praiseworthy is the fact of determining aims and operations targeted at internationalization in the SP, as well as the elaboration of a strategy on internationalization. However, the operations of the EIU are not targeted at achieving the aims determined within the scope of internationalization which will endanger the implementation of strategic aims of internationalization.

The University has an infrastructure which is in charge of international programmes. Notwithstanding the fact that the infrastructure is also coordinating the research element, it quite successfully settles the operations that are related to international projects. However, obvious is the fact that the infrastructure, which does not have necessary amount of resources, will not be able to cope with the issues related to foreign students in the future, provided there is an increased flow of international students. Except for that, the operations of the infrastructure are not planned in line with SP goals. Similar operations might endanger the implementation of aims targeting internationalization, as well as the provision of targets. The University has an effective experience of cooperating both with national, and international Universities. The fact of being a member of a consortium comprised of 12 Universities (within the framework of HARMONIA project coordinated by University of Seville), and international links resulting from the said consortium have had a huge impact on the path of internationalization of the University. The cooperation of the University is mainly limited to consortium cooperation within TEMPUS and ERASMUS, which creates opportunities for teacher and student mobility. The cooperation with European universities and those of the US is but segmental. This cooperation does not include the whole scope of operations of the EIU. Yet, they ensure active exchange of students and teachers, as well

as vast opportunities of outgoing learning and training. It is worth highlighting, that the stakeholders were extremely positive about the opportunities rendered by the University, which is quite an attractive factor both for students and teaching staff. However, the lack of cooperation with Universities which would be of similar size and would face similar issues endangers the ability of a sober evaluation of one's own capacities, that of carrying out targeted programmes and projects.

Positive is the fact that the University has undertaken the obligation of carrying out free of charge language courses both for teaching and administrative staff, as well as to ensure teaching in a foreign language. However, currently the absence of workable steps and resources endangers the acquisition of determined targets of having teachers with knowledge of a foreign language, and teaching in a foreign language.

Assumption: Taking into consideration the fact the University has a determined aim as far as its internationalization SP is concerned, the existence of a separate infrastructure, active participation in international projects, the fact of having some cooperation, as well as the readiness to teach a foreign language to internal stakeholders, the expert panel finds that the EIU complies with the requirements of Criterion N 9.

Conclusion: Correspondence of institutional capacities of the EIU to the requirements of Criterion N 9 is **satisfactory**.

CRITERION X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: TLI has internal system of quality assurance which contributes to the continuous improvement and high quality of all the activities of the establishment.

10.1 The TLI has quality assurance policies and regulations.

The objectives and commitments of the EIU's quality policy can be found in two documents: the University's Strategy and the Quality Assurance Policy. The procedures, processes, mechanisms and tools serving its implementation are described in the Quality Assurance Guide adopted in 2014.

Continuous improvement of education quality and establishment of favourable conditions for the development of quality culture are determined as a goal in the University's 2014-2018 SP. Every goal determined in the SP has in strategic indicator, people-responsible and corresponding infrastructures for the implementation of quality policy, deadlines of annual reports /accountability/ have also been determined. Yet, no evaluation of effectiveness of operations undertaken has been carried out hence far. With the aim of improving the quality of education, the EIU has foreseen the improvement of the quality of APs, professional and methodical skills of the teaching staff and the IQA system. With the aim of disseminating quality culture as foreseen in the SP, raising the transparency of university operations the EIU undertakes certain operations to implement effective mechanisms enhancing dissemination of quality culture by means of implementing accountability mechanisms on services rendered.

2014 QA Guide represents the IQA policy, procedures, operations, mechanisms and toolkit. The EIU has singled out 8 areas of QA: governance and administration, APs, teaching and learning processes, research and development, infrastructures and resources, societal responsibility, external relations and internationalization. Procedures and operations are based on

the PDCA cycle. Back in 2015 a working group in charge of reviewing the QA Guide, under the supervision of the QA Centre Head, was established. The list of strategic indicators has been completed, the list of university stakeholders has been edited involving alumni, a table reflecting QA planning, implementation, checking and review, the list of quantitative studies aimed at revealing the needs and requirements of students has been re-elaborated, certain additions have been introduced in the procedures of AP development and monitoring.

10.2 The TLI provides human, material and financial resources to manage the processes of Internal Quality Assurance.

With the aim of managing the procedures of the IQA system, the EIU established a QA Centre and determined the scope of its functioning back in 2010. A Centre of QA and Academic Assessment was established in the EIU back in 2007.

With the aim of managing IQA procedures, human resources have been allocated to the QA Centre. Started from 2016, two specialists have been responsible for the implementation of functions prescribed to the Centre. The said professionals carry out the main functions related to the evaluation of IQA operations. Certain support to IQA operations is being rendered also by teacher-student agents. The functions of QA Centre employees and quality agents are determined in job descriptions of the QAC Head, specialist, chair agent, student agent. The scope of responsibilities, the main issues and functions, rights and responsibilities are determined in the job description. With the aim of carrying out certain operations, working groups might well be created: this can be well exemplified by the working group formulated for the elaboration of the SER. Chair and student quality agents are accountable to the QAC head. Throughout the review of APs, the agents evaluate the alignment of the disciplines to the requirements of the QAC, the outcomes are handed over both to the Chair Head and the QAC for further improvement. Likewise, they evaluate the information on APs posted on the official web page of the University, they also undertake certain tasks related to the IQA system.

The Quality Assurance Center is funded by the University's budget and occasionally by grants. (2013). The EIU budget does not specify expenditure indispensable for the implementation of the quality policy. When interviewed, the QAC head said that the present funding was sufficient to ensure the performance of the unit's statutory tasks.

10.3 Internal and external stakeholders are included in the quality assurance process

The participation of internal stakeholders /teachers, students, administrative and support staff/ in IQA operations is being organized via surveys, focus groups. Frequency of meetings and surveys is determined in the QA Guide. In particular, the QAC carries out surveys among teaching, administrative and support staff as far as institutional capacity analyses is concerned, survey among newly graduated alumni re employment and career issues, assessment of methodical and professional training among the teaching staff, student evaluation of teachers, evaluations of disciplines and AP with the participation of internal and external stakeholders. Throughout the site visit it became apparent that the main reform that has been undertaken as an outcome of surveys was the increase of motivation among the teaching staff to undergo training both professional and methodical. The reason for this might well be the improvement of the quality of training. Competition among students is also an important change. However, throughout the

expert analyses it became evident that there is a loose involvement of external stakeholders in QA operations.

10.4 Internal quality assurance system is regularly reviewed.

The Centre underlines the importance of continuous quality improvement as a core principle of its policy. However, it has not yet undertaken any evaluation of the effectiveness of Centre operations.

The EIU has two cycles of quality monitoring: the frequency being once in 4-5 years in line with annual and strategic planning.

It became evident throughout the site-visit that different operations of different areas of the EIU are in different cycles of the PDCA. In particular:

The below-given procedures have undergone all four cycles of the PDCA:

- ✓ completing the list of strategic indicators,
- ✓ review of the list of University stakeholders with the involvement of alumni in the said list,
- ✓ elaboration of a table reflecting the planning, implementation, checking and monitoring of the QA system,
- ✓ elaboration of a list of quantitative studies aimed at revealing the needs and requirements of students,
- ✓ elaboration of a list of studies aimed at revealing the needs of teaching, administrative and support staff, as well as those of external stakeholders,
- ✓ determination of goals and frequency of studies targeting the needs to be revealed.

The performance of annual plans has been planned, implemented and checked (PDC).

10.5 The internal system of quality assurance creates satisfactory ground for the external assessment processes of quality assurance.

One of the objectives of the quality assurance policy consists in the implementation of a quality assurance management system complying with the standards of ANQA. After the previous accreditation, the institutions has presented accountability reports per operation of the follow-up plan. Eurasia University ensures grounds for external evaluation of its QA operations. In this respect data have been collected, surveys and reports conducted, SER has been elaborated in line with the format of accreditation reporting. Quite a precise information per criterion has been included, SWOT analyses, varying in length and density per criterion has been carried out. However, as far as the SWOT analysis of Criterion N 10 is concerned, it lacks weaknesses and risks.

10.6 Internal quality assurance ensures the TLI functions transparency by providing data on activities' quality to internal and external stakeholders

The EIU disseminates information about the QA system and its outcomes among its internal and external stakeholders via its official web page and facebook page. The SP of the

University, as well as the main documents dealing with its operations and procedures are being published on the University webpage. Annual reports of the chairs, other infrastructures of the University (e.g. QA Centre, Department of Financial Management, HRM) and the annual report of the rector is accessible to internal stakeholders of the university.

Various documents and trilingual reports (Armenian, English, Russian) can be found in the official web page of the University. English and Russian sections of the Web page are not as complete as the corresponding Armenian section. The Quality tab on the English language webpage only contains short information about the Diploma Supplement and the Bologna Process. The Russian version of the page provides information about quality assurance.

There is no information on accountability, analyses and qualitative side of QA operations.

OBSERVATIONS: The expert panel considers it praiseworthy that issues related to quality are being dwelled on in such documents as are the mission and the strategy of the EIU. Except for this, the establishment of infrastructures supporting the IQA system and its operations is also praiseworthy. The other two documents: QA policy and QA Guide, also have an utmost importance. The documents describing QA policy include such concepts as “quality culture” (often “QA culture”) and “quality improvement”. The latter has a more frequent usage. However, it is not clear how the aforementioned concepts are perceived within the EIU context, and how the transition from quality assurance to quality culture is carried out. The broad scope of IQA operations and the efforts exercised to involve international expertise are of importance. Throughout the site visit the lack of explanations re this does not encourage the understanding of the extent to which the academic community shares and perceives the values and inclinations included in the SP and QA Policy. Throughout the site visit it became apparent that the QA Policy will not undergo any review, notwithstanding the fact that the new strategy for the upcoming 5 years is in progress. The lack of intention to review the QA Policy in order to align the latter with the new SP, and the misperception of QA values and goals by the university community endangers the improvement of QA Policy and the establishment of QA culture in parallel to university strategic development.

With the aim of managing IQA operations, the University allocates enough human and financial resources at the same time including chair and student representatives and quality agents. However, financial allocations for the QAC are not included in the budget of the University, which results in discrepancy between resource planning and operations, which, in its turn, can endanger the implementation of operations.

Internal and external stakeholders are involved in QA operations, yet it is evident, that the involvement of external stakeholders is weaker, partially because of loose implementation of mechanisms aimed at their involvement. In generic terms, the fact that the university is a small one, is the token of opportunities for a more direct contact with stakeholders, since a strictly formal QA system can overload the cooperation, thus hindering the effectiveness of the system.

Positive is the fact that previously the University has carried out a review of its QA system and the documents grounding its operations with a certain frequency. However, the lack of readiness and planning to review the AP system in line with the new SP is worrisome, since this will endanger the alignment of University operations and those of its QA system. Except for that, in the QA section of the SER the weaknesses and the risks of the QA system have not been

indicated, which makes the expert panel think that the University does not foresee any necessity for the further development of the QA system. Such kind of approach will hinder the overall development of the QA system.

The logical link between operations of the IQA and EQA is obvious; however, the expert panel is of the opinion that such a synchronization of IQA system with external operations is overloading and extremely formalizing the IQA system of the university. It seems that the prime function of the IQA system is the provision of IQA operations instead of being targeted at the needs of the University. As an outcome, the documents and quantitative data undermining the operations are numerous, yet, qualitative analyses, that would have created an added value in the improvement of the University are either incomplete or missing. This way of working hinders the process of revealing the needs of the University and searching for content and targeted solutions for the latter.

The IQA system of the University works towards rendering information to its internal and external stakeholders, however, the main tool of communication with stakeholders; the content of the web-site, involves formal documents and reports, which are not always capable to showcase qualitative changes that have occurred at the University. In this respect, lesser amount of formality with stakeholders for the benefit of more direct and content-wise contacts can be beneficial from the perspective of active dissemination of information about the qualitative side of services rendered by the University. Otherwise, formalities and the lack of information dissemination about the quality of the EIU endanger the establishment of awareness among the society re the development of the University.

Assumption: Taking into consideration the existence of QA Policy and procedures, allocation of necessary resources, the involvement of internal stakeholders and partial involvement of external ones in QA operations, regular reviews of the QA system until now, the interconnection of the IQA with the EQA and the provision of a certain level of transparency re the quality of University operations, the expert panel finds that the EIU complies with the requirements of Criterion N 10. **Conclusion:** Correspondence of institutional capacities of the EIU to the requirements of Criterion N 10 is **satisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
1. Mission and Purpose	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programmes	Satisfactory
4. Students	Satisfactory
5. Teaching and Support Staff	Unsatisfactory
6. Research and Development	Unsatisfactory
7. Infrastructure and Resources	Satisfactory
8. Societal Responsibility	Satisfactory
9. External Relations and Internationalization	Satisfactory
10. IQA Systems	Satisfactory

October 02, 2018

Christine Soghikyan
Expert Panel Chair

APPENDIX 1. CVs OF EXPERT PANEL MEMBERS

Christine Soghokyan: in 2000 graduated from Yerevan State Linguistic University, the Faculty of Romance-Germanic languages (being awarded the qualification of a specialist, teacher of English and French). In 2003 she completed her full-time PhD studies. She has been working in Brusov University since 2000. She has participated in a number of international programmes, conferences, courses organized by different foreign Universities; including Syracuse, Columbia, and Michigan (USA). Throughout 2000-2001 used to work in secondary school N 67 as a teacher of English. In 2001 she used to teach at Private School “USUM,” Yerevan. Throughout 2003-2006 being a university lecturer she participated in a project “Writing for Democracy” within the scope of Partnership between YSLU and Syracuse University (funded by the US Government). In 2005-2007 used to be an ECML expert (Austria) co-authoring the European Portfolio of Student Teachers of Languages (EPOSTL) which has been translated to French, German, Russian, and even Japanese. Throughout 2006-2008 worked as an English Teacher/Trainer at David Hotson Associate Architects (Yerevan, Armenia). In 2008 was awarded PhD and is currently associate professor (from 2012). In 2011-2012 was Lecturer at European Regional Educational Academy, Yerevan, at the same time being the Head of the Writing Skills section at Yerevan State Linguistic University. From 2012 has been the Chair for English Communication and Translation of the same University. From 2001 onwards has been freelance translator/interpreter, with contracts awarded by different international organizations and embassies. Is author and co-author of more than 30 articles.

Mieczysław Waclaw Socha: in 1969 graduated from Lodz University, being awarded a graduate degree, in 1974 completed his PhD studies in the Warsaw University. In 2000 was awarded the degree of a doctor of sciences from Warsaw University. Currently he teaches at Warsaw University, Leon Koźmiński Academy, State Northern University, European College, State School of Management. From 2014 has been a member of Advisory Board of Polish Accreditation Committee, from 2017 has been a member of an International Advisory Board of Hungarian Accreditation Committee. From 2002 has been an expert of Polish Accreditation Committee on Higher Education and from 2014 has been a member of Financial Committee of ECA. Has participated in numerous scientific-research projects, national and international courses and conferences. Is an author and co-author of more than 120 scientific works (books and articles) and more than 40 reports throughout scientific conferences which have been published in both national and international journals.

Mariam Momjyan: in 2004 graduated from Yerevan State Institute of Economics, the Faculty of General Economy (specialization: Economy and Management of Enterprises). Until 2008 used to be a part-time PhD student in the Chair of Microeconomics and Organization of Entrepreneurial Operations of Yerevan State University of Economics. In the same year she was awarded postgraduate degree in economics, defending the thesis on “The Problems of Electronic Trade Implementation in the Sphere of Organizing Entrepreneurial Operations (the case of Armenia)”. She has been associate professor since 2012. Throughout 2006-2011 used to be senior specialist in the public services regulatory commission of the Republic of Armenia. From 2009-2013 used to be a lecturer at Armenian State University of Economics. Currently she teaches at Yerevan State and Armenian-

Russian (Slavonic) Universities. From 2011 onwards works in the public services regulatory commission of the Republic of Armenia as a chief specialist. Has participated in tens of national and international courses, and is an author of more than 10 articles.

John Hayrapetyan: in 2012 graduated from Armenian-Russian University, MA in Law. In 2014 he completed his graduate studies at the AUA, Faculty of Law. In 2015 was awarded a PhD in Law (Armenian-Russian University). Between 2013-2016 was a lecturer in Armenian Police Academy, currently is a lecturer at Armenian-Russian (Slavonic) University, and French University in Armenia. From 2012 has been working in the Court of Cassation of the RA, currently as an assistant to the judge. He is an author of more than 10 scientific articles, and a co-author of a coursebook on criminal proceedings. Has participated in tens of scientific conferences, seminars and mock courts (national and international).

Armine Khroyan: back in 2017 finished the first cycle of education at Armenian State Pedagogical University after Khachatur Abovyan (Faculty of Preschool Education, Department of Pedagogy and Methodology). Currently she is a graduate student in the same faculty. In 2015 earned the qualification of an instructor of “Chess”. In 2016 participated in a three-month training of “Student-Experts” organized by the “Student Voice” of the ANQA. During the years of study she has demonstrated great activity participating in different academic and scientific events, seminars, conferences at the same time presenting her own articles.

APPENDIX 2. SCHEDULE OF SITE VISIT

20.06.2018-22.06.2018

	20.06.2018	<i>Start</i>	<i>End</i>	<i>Duration in minutes</i>
1.	Meeting with the Rector	9:00	09:30	30
2.	Meeting with the representatives of the Governing Board	09:40	10:30	50
3.	Meeting with Vice-Rectors	10:40	11:40	50
4.	Meeting with the team in charge of the SER	11:50	12:35	45
5.	Meeting with Chair Heads /including the head of three chairs whose APs have been included in the SER/	12:45	13:45	60
6.	Break, Expert Panel discussions	14:00	15:00	60
7.	Meeting with the teaching staff /including 3 APs/ (10-12 people)	15:10	16:10	60
8.	Meeting alumni (8-10 people)	16:20	17:20	60
9.	Meeting employers (8-10 people)	17:30	18:30	60
10.	Document review Closed panel discussions	18:30	19:30	60

	21.06.2018	<i>Start</i>	<i>End</i>	<i>Duration in minutes</i>
1.	Meeting with Student Council, Student Scientific Union representatives, Student Ombudsmen	9:00	10:00	60
2.	Meeting with undergraduate students (full-time, part-time, 10-12 people)	10:10	11:10	60
3.	Meeting with graduate students (full-time, part-time, 10-12 people)	11:20	12:20	60
4.	Resource review (Classrooms, laboratories, cabinets, library, gym, medical centre, canteen)	12:30	13:30	60
5.	Break Expert Panel discussions	13:40	14:40	60
6.	Meeting with the representatives of infrastructures (HRM, Department of Support Services, Department of Financial Management, Department of International relations and Research, Centre of Career Development and Links	14:50	15:50	60

	with Employers, PR department, Preparatory Unit, "Eurasia" Centre)			
7.	Open meeting with the Expert Panel	16:00	16:40	40
8.	Close meeting with the Expert Panel	16:50	18:50	120

	22.06.2018	<i>Start</i>	<i>End</i>	<i>Duration in minutes</i>
1.	Meeting QA Head	9:00	10:00	60
2.	Site-visit to Chairs /3 APs/	10:10	11:10	60
3.	Meeting with international students	11:20	12:20	60
4.	Meeting with the staff pre-selected by the expert panel	12:30	13:30	60
5.	Break Expert panel Discussions	13:40	14:40	60
6.	Close Expert Panel discussions and document review	14:50	17:50	120
7.	Meeting with the University administrations	17:50	18:20	30
8.	Close Expert Panel Meeting	18:30	19:30	60

APPENDIX 3. LIST OF REVIEWED DOCUMENTS

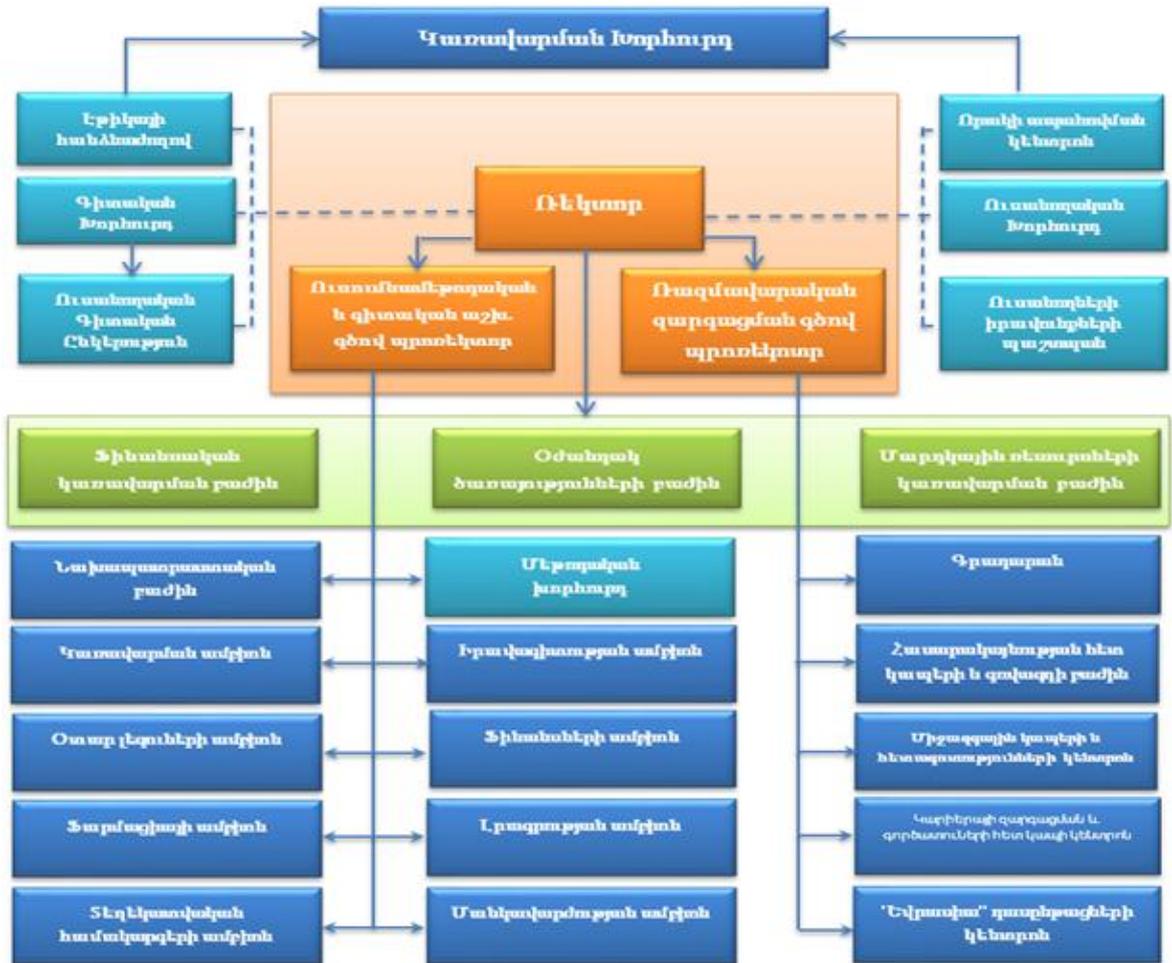
N	Document	Criteria
1	“2019-2013 SP of the EIU” /draft/	1.1
2	Analysis of internal and external factors impacting the management of the University	2.4
3	Report/analysis of the management QA cycle /PDCA/	2.5
4	Feedback of 3 Chairs whose APs have been included in the SER	5
5	Teacher training timetable, plans	5.4
6	Analyses of reviewing course descriptions	3.2
7	Undergraduate and graduate theses	3.5
8	Statistics/analyses re the rate of employability of 3 APs concerned	4.5
9	Data of permanent staff per AP	5.2
10	The number of young teachers	5.5
11	The middle age of teaching staff	5.5
12	Teacher-student ratio /data of the last 4 years/	
13	Teaching staff statistical data per age and employability /full-time/hourly paid/	5.5
14	Information on teaching staff per qualification	5.7
15	Course descriptions of disciplines taught in English	9.4
16	Head of the Chair of Pharmaceutical Department: announcement	
17	Acting cooperation and agreement with the EIU	
18	The workload and remuneration of the teaching staff	5
19	Information on teaching staff 2017-2018: undergraduate, graduate, 2 nd semester, Chair of Jurisprudence	5
20	2017-2018 workload of teaching staff, spring semester, Chair of Jurisprudence	5
21	Teaching staff workload, Chair of Jurisprudence	5
22	Assessment bulletin, Chair of Jurisprudence	
23	Register of students for Russian Language, Chair of Jurisprudence	
24	Documents summarizing final attestation, Chair of Jurisprudence	
25	Document of theses defence, Chair of Jurisprudence	
26	Minutes of the committee in charge of MA theses, Chair of Jurisprudence	
27	Graduate AP of Law, Chair of Jurisprudence	3
28	MA AP of Civil Law and Proceedings, Chair of Jurisprudence	3
29	MA AP of Criminal Law and Proceedings, Chair of Jurisprudence	3
30	MA AP of Constitutional Law, Theory of Rights and State, Chair of Jurisprudence	3
31	MA AP International and European Law, Chair of Jurisprudence	3
32	Extracts from 2017 minutes of Scientific Council, Chair of Jurisprudence	
33	APs functioning in 2017-2018 academic year, Chair of Jurisprudence	3
34	Minutes of the meetings of the Committee in charge of graduation theses, 2018. Chair of Jurisprudence	

35	Information on teaching staff 2017-2018: undergraduate, graduate, 2 nd semester, Chair of Management	5
36	Teaching staff workload, Chair of Management	5
37	2016-2017 graduate training, Chair of Management	5
38	Functioning APs for 2017-2018 academic year, Chair of Management	3
39	AP licenses	3
40	Course description of the discipline called "Introduction to Research Methods", 2017. Documents on improvement of assessment system of the said discipline.	3
41	Methods of qualitative and quantitative research, course descriptions	3
42	Announcement of temporary postponing entrance exams for certain specializations.	
43	MA AP of Management, Chair of Management	3
44	AP of E-business management, Chair of Management	3
45	AP of Project Management, Chair of Management	3
46	AP of Managing Catering, Chair of Management	3
47	Minutes of the meetings of the Committee in charge of BA graduation theses, 2018. Chair of Management: document on final, summative attestation, defence of graduation paper	
48	Minutes of the meetings of the Committee in charge of BA graduation theses, 2018. Chair of Management: document on final, summative attestation, defence of MA theses	
49	Graduation papers, and covers of MA theses, Chair of Foreign Languages and Literature	
50	Regulation of Chair operation, Chair of Foreign Languages and Literature	
51	Timetable of BA/MA full time studies for 2017-2018 academic year, spring/fall semesters, Chair of Foreign Languages and Literature	
52	Bulletin on assessing the internship, samples of documents of directing students to certain institutions for an internship, Chair of Foreign Languages and Literature	
53	Undergraduate AP of the Chair of Foreign Languages and Literature	
54	Workload of the teaching staff, Chair of Foreign Languages and Literature	
55	2017 acting APs, English Language and Literature	
56	2017-2018 acting APs, English Language and Literature	
57	Minutes of the jury in charge of graduation thesis defense. Minutes of final graduation attestation, graduation works of the Chair of Foreign Languages, 2018	

APPENDIX 4. RESOURCES OBSERVED

1. **Classrooms**
2. **Chairs** (Law, Foreign Languages, Management)
3. **Business School**
4. **Legal Clinic**
5. **Accountancy**
6. **Career Centre**
7. **Computer Lab /ERASMUS/**
8. **Library**
9. **Conference Hall**
10. **Pharmaseutical Laboratory /nor thoroughly renovated/**
11. **Sport Hall**
12. **Student Dormitory**

APPENDIX 5: ORGANIGRAM



LIST OF ABBREVIATIONS

1. **ANQA** - “National Center for Professional Education Quality Assurance” Foundation
2. **AP** - Academic Program
3. **ECTS** - European Credit Transfer System
4. **EHEA** - European Higher Education Area
5. **EQA** - External Quality Assurance
6. **ESG** - European Standards and Guidelines for Quality Assurance
7. **EIU** – Eurasia International University
8. **HRM**- Human Resources Management
9. **IQA** - Internal Quality Assurance
10. **IQAS** -Internal Quality Assurance System
11. **IT** - Information Technologies
12. **KPIs** - Key Performance Indicators
13. **MoES** - Ministry of Education and Science
14. **NQF** - National Qualifications Framework
15. **PDCA** - Plan-Do-Check-Act
16. **QA** - Quality Assurance
17. **QAC** - Quality Assurance Center
18. **RA** - Republic of Armenia
19. **SC** - Student Council
20. **SCO** – Student Scientific organisation
21. **SP** - Strategic Plan
22. **TLI** - Tertiary Level Institution
23. **TS** – Teaching staff