Strategic Plan 2018-2022
SDU
July 2018

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1. Institutional Context

Suleiman Demirel University (hereafter SDU) is a private university institution established on a not-for- profit basis and the ownership is vested in a Trust. SDU has strongly stated ambitions to develop leading edge international education, through the medium of English, and to provide graduates with skills and mobility relevant to the global economy.

This document proposes a five-year plan which, subject to ratification by the Board of the Trust, will guide the development of SDU during the period 2018-2022. It builds upon the Strategic Plan of SDU 2015-2020. That first iteration of a Strategic Plan identified key priorities and also sought to define KPIs for various aspects of the university's work. However, the plan was not actively implemented and it ceased to be a working document which guided strategic and operational decision-making within two years of its completion.

There were a number of factors which contributed to this situation. Significant changes in the composition and orientation of the Trust and subsequent changes in the Senior Management and Leadership structure created a new situation. That plan, 2015-2020, had many very useful features but it was not developed through a broad-based consultative/ideation process and there was little sense of ownership below the top level of leadership. A numberof the sponsors remain in the university but in effect the plan did not have champions on the ground. The plan focused almost exclusively on a long list of generally unprioritized KPIs. It lacked a discussion of the general direction and the philosophy of the university. There was no formal implementation plan. The plan now being proposed takes on board the KPIs and initiatives contained in the 2015-2020 plan. The earlier plan therefore continues to have an influence on strategy.

Why a new plan now rather than a recommitment to implement the 2015-2020 plan? The University is now on the cusp of significant change which will be in effect a fourth stage of development

 The initial stage saw the foundation of the university as a very small city-centre institution with about 400 students, without a campus and with a limited range of disciplines. There were almost 200 universities in Kazakhstan, mainly very small private institutions, many of which lacked a clear vision or mission. SDU survived the consolidation of this situation and entered its second phase of strategic development.

This involved planning for and developing an excellent campus in Keshkelan. The third phase commenced with the occupation of this campus in 2011 and the subsequent growth of student numbers from 1,100 to 3,600, accompanied by significant growth in its academic activities and levels. These three previous stages of strategic development were each focused on clear priorities-the building of reputation and mission; the development of the campus; and the populating of the campus to its present level.

SDU is now entering a new development phase. It has the potential to scale to 5,000 students (and with a building program possibly to 7000 students) develop new disciplines, become a serious Post

Graduate provider and set out its ambitions for research and internationalisation. It will be one of the leading universities of Kazakhstan based on its reputation and the scope and scale of its activities. The challenge of scale requires a new approach to strategy and structure. Emerging changes in the operational environment require a new and detailed response and a new Strategic Plan.

Supported by the EBRD the new strategic plan sets out to be an internationally bench-marked exercise in best practice. It is developed as a broad consultative plan, identifying and evaluating priorities based on input and agreement from stakeholders on an iterative basis. The challenge of implementation was considered at all stages and formal structures for achieving implementation and periodic review were agreed at all levels of management. This plan is the outcome of consultation and a wide discussion of strategic options. It identifies KPIs in a formal consideration of challenges and pathways towards solutions.

2. Vision

Our vision is to be the leading internationally oriented university in Central Asia, recognized for teaching and learning, innovation,enquiry and discovery and the excellence of our graduates.

3. Mission

SDU is committed to developing through outstanding knowledge creation and delivery, graduates who are global citizens and whose values are formed through humanistic education; who are skilled professionals and disseminators of knowledge and innovation; and who will enhance the lives of fellow citizens, the economy and the nation.

4. Environmental Analysis

Political

Higher education in Kazakhstan is a regulated system under the strategic and operational direction of the Ministry of Education. The public and private sectors of Higher Education are part of a 'mixed economy model' with all institutions competing on a reputational basis. Private institutions are not structurally designed to have lower rank than public institutions.

Kazakhstan has well-developed ambitions in science, technology, business, education and global presence. Higher Education is crucial in terms of manpower planning and development and transforming the economy and society through the adoption of digital technologies. The Digital Kazakhstan initiative provides significant opportunities but also significant challenges. It requires the Senior Managers of SDU to develop more effective Strategic and Operational planning.

For instance, if SDU were to now attract national Scholarship holders in the same proportions as it has historically achieved, it would create a crisis in resources and would alter the overall balance of Academic activities in the University - in effect dictating strategy. The operational landscape has changed and SDU is now required to respond in a visible and committed way to this and other initiatives.

Economic

The challenge for Higher Education will be to meet the needs of the local and the global economy in terms of quality graduates with required attributes and language skills.

Globalization and a growing consumer economy will further enhance the graduate market. Development of the Eur-Asian economic focus will greatly benefit Central Asia with the emergence of transnational supply chains and a globalized economy.

Consistent long-term trends – the growth of the middleclass, increasing participation in Higher Education and demand for quality graduates by corporate recruiters – suggest steady growth in demand for quality programs and graduates. Increase in pricing at undergrad and post grad may be possible and could deliver revenue growth.

The vision, mission and objectives of SDU position it well to benefit from both national and global trends.

Social

Social mobility, higher participation and a more competitive and better structured labour market will ensure success for graduates of trusted Universities.

The economy is rapidly moving to a service base and it is likely that human resource costs will rise significantly over the next decade as the expertise content of careers becomes more pronounced. The program portfolio of SDU closely matches these changes. All of these socio-economic trends and the continuance of rural to urban and agricultural to service mobility will provide a positive environment for suitably qualified graduates to enter the workforce.

Parents and prospect students are likely to be more selective and be prepared to invest more in reputable higher education and the positioning of SDU will differentiate it in this market.

Technological

Accelerating technological development and innovation will impact hugely on economy and society and on both the content and delivery platforms of Higher Education programs.

Major advances will occur in robotics, automation, information technology and e-commerce and business processes. Sustainable technologies will transform many industries.

The business graduate of the future must be 'tech savvy'. This implies multi-disciplinary programmes, joint majors or major-minor combinations, and learning experiences which are shared across disciplines and student populations. Business processes are being revolutionized and major economic sectors disrupted. The agile and adaptable future graduate must have at least an appreciation of the impact of technology and the role of technology leaders. The graduate must also be a life-long learner with both business and technological capabilities.

Programme delivery will be the subject of radical innovation and the relationship of a learner to knowledge and to the teacher will change. This requires changes in both the content of programmes and the learning strategy. Blended learning and web mediated learning on digital platforms will be part of all programme delivery. Learning will be a campus wide rather than a classroom activity and the venue for learning will extend to the workplace. Internationalization can include the development of shared programmes and shared module delivery.

Environmental

Internationalization and the growth of the consumer economy have in the past been wasteful of energy resources and a prime cause of environmental damage and deterioration in the planet. All

institutions in society must be solution providers who will help repair such legacy damage and promote green sustainable solutions. Leaders must have environmental awareness and a problem-solving orientation in resolving resource issues and applying technology.

5. Situation Analysis

The consultation process used a developed version of SWOT analysis to identify and prioritise issues

Strengths

i.   'Good Reputation' is probably the single greatest strength of SDU.
ii.   'High ranking amongst local universities'
iii. 'Government support'
iv.   'Good connection with stake-holders'.
v.   English as the language of delivery in the university is a proxy signal for quality and integrity in the local market.
vi.   Concern for student welfare and the student experience
vii. A young, committed and well-educated staff
viii. An open and supportive environment
ix.   Modern high-quality campus.

Weaknesses

i.   HR and Management functions need to be strengthened.
ii.   Weak administrative English language competences.
iii. Financial management systems need review and implementation.
iv.   Inbuilt structural weakness in the fee revenue.
v.   Need to prioritise and activate international partnerships
vi.   Lack of agreed Research Policy, Strategy and protocols
vii. Lack of quality researchers, research funding and scholarly output.
viii. Traditional Curriculum structures and program formats.
ix.   Stakeholder relationships need focus and improvement.

All of these are priority issues, and some are mission critical

Opportunities

i.   Distinctive brand identity and positioning can differentiate SDU from the competition. The evident strengths are a probable source of future Opportunities
ii.   To be recognised as 'a top university in Central Asia'
iii. Develop the scope, scale impact and brand value of internationalisation
iv.   Development of new programs and program structures
v.   Development of a 'smart campus' and online education
vi.   Strengthen links with stakeholders

vii.   Grow research grants and research reputation nationally and internationally.
viii.   Leverage young talented ambitious staff
ix.   Potential of the campus as a year-round education and training venue
x.   Potential of the Technopark to foster Innovation and Enterprise spin outs and spin ins
xi.   Develop revenue streams through program pricing and foreign students.
xii.   The economic outlook will also favour well-designed postgraduate programmes

Threats

Many of the 'threats' facing any university are large-scale and external such as global issues and macro political and economic change and are beyond the scope and intervention of a Strategic Plan.

Economic, market and technical turbulence represent a threat to all universities and challenge their ability to respond, adapt and strategize.

Other threats and the risks they bring can be identified and mitigated within strategic management. The response to threats may also create opportunities.

i.   Inability to finance the completion of the campus
ii.   Loss of internal balance in the fee portfolio
iii.   Possible failure to find suitable international partners.
iv.   Competitive threat from other institutions in Kazakhstan
v.   Inability to attract and hold high-quality staff
vi.   Failure to develop research and attract international partners and funding
vii.   Loss of competitive advantage in key disciplines of IT Business and Science teacher training.

6. Teaching and Learning Strategy

SDU is committed to developing a highly engaged and participative international style of education and promoting curriculum reform. The Learning and Teaching approach (L&T) will deliver enhanced graduate attributes and fulfil the vision and mission of SDU.

Learning and teaching strategy in SDU is based on five pillars:

- **Intellectual Freedom** – is valued in Learning and Teaching, Research, and the free exchange of ideas. Students are encouraged to be engaged, creative learners with ownership and responsibility for their own learning. While SDU does not aim for a fully 'flipped' classroom, the teaching approach involves the student in the co-creation of learning and independent research.

- **Continuous improvement** – characterizes all aspects of the work of SDU, including L&T and curriculum design and development. Programme Re-engineering will be a process of continuous improvement with the objective of building in the key graduate attributes to both the programme and the learning style. Feedback from students and stakeholders such as SDU alumni, employers', Discipline Group Advisory Boards, SDU Senior Management Team members and Academic staff will inform decision making and planning. SDU will continue to build a strong relationship with industry and other partners, locally and internationally, to inform and refresh the Curriculum.

- **Venue for learning** - The Venue for learning is no longer confined to the classroom, but instead offers favourable milieu for co-learning and formative experience in a variety of learning situations. Students learn new professional skills and practice new knowledge in practicums, laboratories, virtual learning platforms, and through applied learning in companies via projects and internships. The student must now be educated to locate, evaluate and apply knowledge, especially in problem-solving contexts. The teacher must reflect on this new role.

- **Teaching through English** - SDU's reputation is grounded on providing an English-medium education of quality and integrity. SDU students will be well-positioned for international exchange programmes. Graduates have competitive advantage in the labour market locally and are particularly attractive to international companies working inside and outside Kazakhstan.

- **Commitment to quality assurance** - SDU has developed and is fully implementing an internationally benchmarked comprehensive quality assurance system. It is committed to delivering robust policy and practice which guarantees a quality learning and superior student experience.

KPIs for Learning and Teaching 2019-2023

Indicators	Sub-Indicators	2019	2021	2023
Students' autonomous learning	Establishing office hour system for instructors.	25 instructors (10%)	250 instructors (100%)	
	Decreasing contact hours and developing course booklets for each course; Adopting ECTS credit system	1 programme	5 programmes	21 (all) programmes
Continuous improvement	Curriculum (major and minor programmes)	1	5	21 (all) programmes
	Teaching excellence seminars (Best teacher of HEI Republican nomination)	2	3	4
Digital literacy	Training on using Google applications and Webex.	50 instructors (20%)	250 instructors (100%)	
	Providing facilities for sharing learning materials	Designing Portal 50%	Designing Portal 100%	
Continuous Professional development	Training graduate students on teacher-training programme	2	6	10
	Setting up a Professional Training centre	20%	100%	
	Providing professional training service for SDU community and to external institutions.	20 enrolees	120 enrolees	500 enrolees
Teaching through English	Applying English-medium instruction EMI, and Content and Language Integrated Learning (CLIL),	2 programmes	10 programmes	21 (all) programmes
	English language proficiency of the teaching staff (IELTS)	25 instructors (10%)	50 instructors (20%)	200 instructors (80%)
Commitment to Quality Assurance	Internationally recognised professional certificates (ACCA, CIMA, CELTA etc) within the programmes	2 programmes	7 programmes	21 (all) programmes
	Internationally recognised accreditation of the programmes (AQUIN, FIBAA etc.)	1 programme	5 programmes	21 (all) programmes

7. The Student Experience

A unique feature of the student experience in SDU is the free interchange of ideas and debate between academic staff and students. The humanist approach to education in SDU promotes a freedom of thought and a freedom of communication. This must be preserved into the future.

i.   The implementation of curriculum reform, and the shift from teaching to learning, will produce a radically different student experience.

ii. SDU should differentiate through its positioning and the style of university education offered:

- international teaching styles
- participative and engaged learning
- a focus on research and inquiry
- orientation toward innovation and entrepreneurship
- and enhanced communication skills.

iii. Students will have the opportunity to work in interdisciplinary mode across the campus.

iv. Students will have wider options through Major and Major/Minor offerings across Departments (see Section 6 above).

v.   Graduates can avail of joint Majors Masters (2020) and Bachelors' Levels (2020) (see Section 6 above).

vi. Students will have the opportunity to engage with innovation and entrepreneurship through Programme Structures, Modules, Workshops, Hackathons, and other events hosted by the Technopark.
- **KPI: Spring Semester 2019, each Department will design and provide one joint workshop with Technopark for each Major Degree.**
- **2019-2020 All Programmes will provide a workshop for all Freshman Classes and all Final Year Classes.**

vii. All students will experience research and inquiry as part of their learning.
- **KPI: Research method courses for all 3rd and 4th Year Students will be introduced (2019-2020) (See Section 14).**

viii. All students in Semester One will be introduced to academic writing and citation and will be trained in the self-application of plagiarism detection tools (2019-2020).
- **KPI: To be implemented fully in 2019-2020**

ix.   International Student Exchange will be promoted as a means of diversifying the Campus, and SDU students will have outbound opportunities to foreign partners for one Semester of study abroad.

- **KPI: 10 places in 2019-2020, 20 places in 2020-2021, 40 places in 2021-2022**

x.   Campus Life will include opportunities for students to develop in a balanced way through academic work, sports, culture, and social engagement. SDU will continue to promote student activity, games, societies and socially engaged activities.

xi.   The SDU student will experience a range of learning situations including highly-engaged classroom learning, group work, internships, and on and off-campus learning opportunities. As a result, the SDU graduate will possess attributes which other graduates do not offer in the market place. These attributes will include very strong soft skills, including communication, leadership, teamwork, and project management.

xii.   The academic community and student services must now collaborate to identify and to map the key graduate attributes required for success in the job market, in post-graduate study, and in life.

KPI: Cross campus working group to determine and map the experiences which will lead to specific graduate attributes. Reporting June2019

8. Campus Infrastructure

It was intended that the Campus be developed in two phases. 2013-2015 saw the development of the dormitory infrastructure; the expansion of social, cultural and sports industry; Increase in the closed area from 40 000 m2 to 60 000 m2

The completion of the campus project was projected in the 2015-2020 plan. This included increasing the number of students to 5000, increasing the closed area from 60,000 m2 to 100,000 m2, and raising the status of the university in the Republic of Kazakhstan at the level of a highly qualified university

In May 2018, the National Government announced a major new initiative to develop Digital Kazakhstan with generous and extensive supports for University Scholarships. Managers are now focused on addressing the Strategic and Operational challenges involved in responding to the greatly increased student numbers arising from these challenges:

i. There has been a significant increase in the Freshman intake, particularly in the Departments of Engineering and Philology/Education. This is a step change on previous recruitment volume and, if continued, will almost double the Undergraduate population of the University by the end of Academic Year 2021/22.

ii. The University Leadership has been agile in delivering an immediate response to increased numbers (on top of growth which was already in the system due to previous minor increases in 2016 and 2017) but the present campus is now approaching full capacity.

iii. Immediate plans include re-purposing of spaces, right sizing of room populations, some adjustments to the timetable day and a feasibility study on developing basement space for laboratories.

   KPI: Evaluate all current space use and implement short-term measures. December 2018. Implement Curriculum Improvements including Internship for One Year of Computing Degree. Implemented.

iv. The Financial implications of this growth, both current and capital, are very significant in the light of differential fees paid by various student cohorts.

   KPI: Model the alternative scenarios for numbers growth 2018-2022. Deadline November 2018. Develop Financial Forecasts on the basis of the above. Deadline January 2019.

v. SDU must engage with the Ministry to achieve clarity on the duration of the project and to argue for a quota involvement rather than the Binary Option of being in or out.

vi. The issue will now be elevated to Board level, with a view to the Board establishing a strategic investment sub-committee to evaluate future capital needs.

   KPI: December 2018.

9. Human Resource / Academic Staff Development

Human Resource Development

SDU will create a Human Resource Development Department. To date the management of the personnel function has been concerned with recruitment and documentation. A Human Resource Department implies a developmental approach to staff and will create and manage a range of policies around recruitment; teaching, research and management training; equality issues; and long-term staff development.

i. SDU will establish a fully staffed HRD department with immediate effect. Targets include; appointment of senior HR manager
   KPI: July 2018

ii. SDU will design and implement a comprehensive Appraisal. system/Performance Management System
   KPI: Complete design November 2018. Pilot implementation January to June 2019

iii. All senior and middle managers will be briefed on the PMD system and will receive appropriate training as interviewers
   KPI: end November 2018

iv. All staff will be briefed on their role in the PMD system and will be trained to review own performance and document it
   KPI: November 2018

v. The senior management team will initiate an annual planning and prioritization exercise in January 2019. This will then cascade through the various levels of management in the spring of 2019
   KPI: January / March 2019

vi. SDU will review comprehensive policies around recruitment including interviewing, staff orientation and probation
   KPI: Spring 2019

vii. SDU will develop a strategic approach to its staff management and will develop and communicate policies in relation to recruitment, promotion, academic staff development, administrative staff development and training, gender and disability. SDU will initiate a process of three- year staffing planning with each major Department documenting its projected staff needs including new programs and activities, retirements, maternity and other leave, on a three year cycle
   KPI: June 2019

viii. The three -year Staffing Plan will provide a basis for an annual staffing plan as an input to the operational plan and budgeting process
   KPI: July 2019

ix. The HRD department will design an end- to end- process to be implemented by all departments to request the filling on posts and the identification of budget resources. The

key touch points will be identified and the hand -offs between HR and other departments will be clearly mapped

x.   SDU will develop a comprehensive Staff Development Plan based on the from data from the performance management and development system (PMDS). The Staff Development Plan will outline the priorities, the process and the resources required to deliver a continuous development of staff.

KPI: June 2019

xi.   The HRD Department will identify the high- level academic needs of each academic department and the balance needed be sought in each three-year planning cycle between Doctorally qualified and other qualified staff

KPI: Autumn 2019

xii.   HRD will collaborate with all departments to determine the English language performance parameters for academic and non -academic staff. Suitable training programs will be developed and implemented on an ongoing basis

KPI: Diagnosis and analysis will be developed in the autumn semester of 2019

xiii.   A development process for DEANS will be set in train including training in a variety of business functions and administration processes.

KPI: Initiated November 2018 and completed by June 2019 for existing cohort of Deans

xiv.   The HRD department in collaboration with the research leadership and the academic leadership will determine training needs for research supervisors.

KPI: June 2019

xv.   The HR Department in collaboration with the Research department will determine the resource frame work for compensation of researchers in a variety of roles including teaching assists, research scholars, post-doctoral scholars and teachers who have a consistent research output

KPI: December 2019

10. Internationalization

Internationalization has been identified, at all levels of the consultation, as the number one strategic priority. It is at the core of this Strategic Plan. Internationalization involves a multi-stranded approach which will open-up the University to international standards and norms and will connect SDU to the global academic and business communities.

An international university must have:

- An internationalized curriculum with key learning outcomes.
- Internationally benchmarked teaching and learning delivery.
- Internationally benchmarked Quality Assurance.
- Shared programmes (including two plus two articulations and exchanges) and shared modules.
- Internationally benchmarked and focused research including funded multi-party research projects.
- An academic faculty with international standard qualification, educational background and experience.
- Leveraging of Technology Platforms to share learning with International Partners.
- Student and staff mobility on a reciprocal basis, including visiting faculty - inbound and outbound.
- Active and effective bilateral partnerships.
- Active student exchange programmes.
- Membership of international network and multilateral partnerships.
- Internationalised Graduate Attributes as outcomes of Programme Design and Delivery.

Priorities 2018-2022

i. Each academic department will nominate and resource an Internationalisation Champion. This member of staff will be provided with time and support to liaise with the international office, to welcome visiting professors and students, to prepare outbound students and to debrief them on their return, and to maintain liaison with key partners of the Department. The specification for this role has already been developed by the International Office Team. **KPI: All four Departments will have the Internationalisation Champion in place by April 2019**

ii. Reform of the curriculum of each of the major programmes to include internationalized module and programme learning outcomes. **KPI: Each Department will have learning outcomes written for one of their major programmes by December 2019. Each Department will have International Learning Outcomes written for all of their major programmes by September 2021**

iii. Teaching and learning will be international in style, building on current achievements and the academic freedom and dialogue of SDU and aiming towards a highly engaged student experience.

iv. Knowledge of the global economy and international experience will be key graduate attributes. Students will benefit from visiting partners abroad, and the learning of all students will be influenced by having international students and teachers on campus.

v. Online learning and collaborative learning with foreign partners will supplement the visits of foreign teachers. **KPI: Online learning in relation to one module will be piloted through Virtual Classrooms and shared learning experience with foreign partners by each Department by December 2019.**

vi. Partnerships developed will be reciprocal with two-way flows of students, teachers and researchers

vii. Partnership priorities will be with universities of standing, who are willing to work together on capacity building. Potential partners will be selected on the basis of providing engagement in multiple areas.

viii. The initial strategy will involve developing partnerships through international Fora, such as NAFSA (Association of International Educators). It will also be useful to achieve membership of multilateral discipline-based organisations, particularly in Business and Engineering. These relationships will deepen and strengthen to involve all disciplines. These may include, for instance, NIBS (The Network of International Business Schools). NIBS has a strong presence in the US, Canada and Northern Europe with very active student exchange activity. It is keen

to develop in Asia. CEEMAN (The Central and East European Management Development Association) also welcomes Asian participation.

KPI: Two Departments will have negotiated membership of an international networking organisation by June 2020

ix. Accreditation by international academic organisations will be achieved. This will normally commence with membership of the organisations and will develop towards accreditations. Accreditation targets will enhance the strategic direction and momentum of the University. These might include the AACSB (American Association of Collegiate Schools of Business) which is probably the strongest accreditation brand in the world. There are other important international accrediting organisations such as the EFMD (European Foundation for Management Development) but many of these will only accredit a limited number of schools in any one country and cost/benefits are not always positive.

KPI: Each Department will initiate a review of the feasibility and potential of such accreditations for one of their major discipline areas by September 2020

x. Immediate action plan and KPIs:

a. The International Office will evaluate and document all existing international relationships and will review all MOA and MOU arrangements. SDU will be highly selective in its choice of partners in terms of activity, reputation, strategic fit and multi-strand potential.

b. By **February 2020** SDU will achieve three key partnerships in the United States, two in Canada, two in Australia, one in New Zealand, two in the United Kingdom and four in the EU. Agreements will include programme articulations or advanced entry on a preferred basis; entry to Masters' programmes; development of joint undergraduate and postgraduate modules and programmes; sharing of research expertise and projects; teaching and learning development and shared capacity building.

c. **International teachers (minimum fifteen) will teach at SDU for periods of at least two weeks and up to one semester commencing September 2019.**

d. Partnerships will be developed in neighbouring Central Asia and in the Asian Continent, in both Russia and Western Europe, in North and South America and in Australia and New Zealand.

11. Brand, Marketing, Communication & Stakeholder Relations

The reputation of the university is the basis of its Identity and of the Image it communicates. What do stakeholders perceive when they see the name and image of the university? How do they respond? What values does the name and the image convey? The answers to these questions are the essence of a brand strategy. These values can evolve over time and the visual communication too should evolve with its graphics, colours, typography and even name and strapline also subject to change.

i. The positioning of the university into the future must be decided. The consultation process identified key agreed positioning points including Quality, Integrity, High Standards, Competitive Leadership and use of English Language. There was a unanimous view that Internationalisation   was the key to the future. Other attributes included Innovation, Technology, and Quality Campus. The university community and the Board of Trustees must now determine the key four or five desired positioning points and develop a compelling brand message, image and logo to communicate these.

ii. A brand development project must now commence with a working group including Marketing and Recruitment, Corporate Services and PR, the Graduate Office and representatives of each academic department. The Project Champion must be a senior leader. This is a collaborative project and all parts of the university will participate in research, generating ideas and approving designs
KPI: Senior leaders to nominate and draw up specification. December 2018

iii. Research will be undertaken with graduates, employers, current students and other key stakeholders to determine how the university is now perceived.
KPI: Implement November 2018 – January 2019

iv. Brief to be developed for new website incorporating brand values, positioning, images and identity. Selection of service supply option. Training of department Web Branding Champions.
KPI: May 2019; Implementation May-July 2019; Launch September 2019

v. Redesign of all Marketing collateral and corporate communication materials
KPI: July 2019

vi. Annual organization and holding of the internal SPT Olympiad in all regions of the country to be expanded.
KPI: Students involved to grow to 15,000 by 2019 (+25%).
KPI: Open Day participation to grow to 10,000 students by 2019 (+25%)

vii. Continue to conduct career guidance among graduating classes of secondary schools throughout Kazakhstan
KPI: Roll out 2019 2023

viii. Expand joint projects with elite schools and educational centres
KPI: New venues 2020-2021

ix. Promotion of the brand in social media (Instagram and Facebook);
KPI: Evaluation of social media cost benefit January 2021 and each year thereafter to determine resource spend and campaign

x. Participation in national and international education and student mobility exhibitions

KPI: Leadership will commit to NAFSA attendance for three years and then evaluate

xi. The Alumnus Office will now be developed into an effective networking organisation to strongly connect the graduates of the University with the mission and vision of SDU.

KPI: To evaluate the resource needs of the Graduate Office and develop a three year Strategic Plan for Activity

xii. All historical data in relation to Graduates, their original locations, and their current addresses and career roles will be incorporated into a comprehensive database which will be the key tool of the Graduate Office to develop relationships and loyalty with this population.

KPI: Database to be created and populated by December 2019

xiii. The Graduate Studies Office will be resourced to host regular events which will attract the attention of Graduates, including high-profile International Speaker Events. It may be useful to organise some of these in City Centre locations.

xiv. The Graduate Office in collaboration with Corporate Affairs will develop a Strategy for enhancing the Resource Base of the University through Graduate contributions

KPI: A joint study will be undertaken as to how this might be successfully organised and implemented

xv. The Public Relations function will be expanded to having a Public Affairs brief. The task of the Public Affairs area will be to build mutual understanding between the University and its various stakeholders, and to influence a positive view of the University on all media platforms.

xvi. The Public Affairs function may well be located within a Presidents' Office or within the Corporate Affairs Office.

KPI: Decision on location to be finalised November 2018

12. Research

The strategic position and status of research in SDU is an unresolved issue and options need to be considered. SDU does not have a reputation for quality research at present. It is now crucial for the University leaders to make a strategic commitment in this area. The University seeks to make a significant contribution to Kazakh economy and society and this will require fostering enquiry, innovation, and applied research. Research also maintains intellectual currency and helps to attract high-quality staff. Research capacity and research output are key issues in developing international collaborations. International accreditations always examine research, not least in relation to supporting quality teaching and learning. What role will Research play in the next stage of the development of SDU?

Internationally, universities are broadly classified as being either Research led (the great Universities of the World) or Research informed. Many quality universities make a valid and realistic decision to be Research informed and this position aligns well with the Mission and Vision of SDU. Having no research activity is not an option, as all universities have a responsibility towards the creation and dissemination of knowledge.

Research and discovery will be significant in the future of SDU and in the evolution of the higher education system of Kazakhstan. For this reason, SDU recognizes that a vibrant and appropriate research activity is also interrelated to other parts of the strategy.

The present state of research in SDU:

- a lack of research direction, Policy and Strategy
- a lack of formal targets
- insufficient internal funding resources
- insufficient research funding from MES and international sources
- a small number of refereed publications
- a lack of international collaboration
- a lack of qualified research fellows with strong records
- a lack of interdisciplinary research
- no formal policy regarding Research Informed Teaching
- no coherent support structure for young/experienced researchers
- lack of consistent output of applied research, innovation, and discovery to support a Technopark

i.   SDU must make a formal policy declaration around its status as a Research Informed University

KPI: SLT and Board of Trustees Declaration – January 2019

ii.   SDU will establish a cross-University Research Committee/Action Group. Representative members from each Academic Department will be resourced as local research leaders.

KPI: Establishment of Action Group, February 2019.

iii.   SDU will put in place appropriate structures, leadership and reporting, resources and supports as part of a strategic plan for creating a research environment and culture.

KPI: September 2019. Incorporation in 2019 Budget Process

iv.   SDU will identify research priorities (including interdisciplinary research). It may not be possible to support quality research across a wide range of disciplines.

KPI: University Research Committee will initiate consultations around research priorities. Reporting October 2019.

v.   Research and scholarship will have a role in all academic careers and SDU will support enhanced capacity, individual research output, the attainment of doctoral qualifications and comprehensive research training.

KPI: HRD Department will produce a research development strategy with concrete actions and timelines. Strategy delivered December 2019.

vi.   SDU will support interaction with the community of knowledge Internationally, will support appropriate conference presentation and membership of local and international research networks.

KPI: Research leader/Committee will liaise with International Office to partner on proposed collaborations and share targets. Liaison arrangement to be in place March 2019.

vii.   All Departments will draw up a Three Year Research Development Plan in collaboration with the Research Leadership.

KPI: Research Plans with target numbers for all key categories available July 2019.

viii.   The role of individual staff members in research will be evaluated through the Performance Management System (PMDS). This will inform decisions and training needs analysis.

KPI: Data will be available after first iteration, June 2019.

ix.   Improved quality and quantity of research output, particularly in local and international refereed journals. A scale of incentives and rewards will be transparently developed and implemented.

KPI: HRD and Research will jointly publish incentives June 2019.

x.   Increased research income from local and international sources

KPI: Income will increase by 300% by September 2022

xi.   Increase the number of teaching assistants pursuing PhDs at SDU

KPI: September 2019
KPI: September 2020
KPI: September 2021
KPI: September 2022

xii.   Protocols in relation to all aspects of research management will be written by research leader in consultation with Departments and ratified by Academic Committee.

KPI: July 2019

xiii.   Undergraduate and Postgraduate dissertation quality will be improved through formal research training. Methodology modules will be offered on all programmes.
KPI: Methodology module designed, accredited and available from September 2019. Online Version available September 2020.

xiv.   SDU will, in its definition of research, consider the role of applied research, inquiry, innovation and discovery, with particular reference to the Technopark. Incentives will be developed
KPI: Research Committee to incorporate definitions into research policy and strategy. Work in Progress report April 2019. Strategy Report - December 2019.

xv.   SDU will develop a policy on Intellectual Property.
KPI: Benchmarking with International Universities and production of policy - May 2019.

xvi.   The Corporate Affairs Office will develop and market licensing arrangements and technology transfer processes which will aid the commercialization of the University Research Outputs. An end-to-end process map will identify touch-points and hand-offs between Corporate Affairs office, Research Leader, Departments and Support Services, to ensure smooth and seamless progression of projects, inbound and outbound.
KPI: Report and Proposals - May 2019

The university must now, within a time-frame of two Semesters, develop and publish a Strategic Plan to achieve these goals. This will be grounded in a comprehensive review of current research activity and outputs. It may involve a fact-finding visit to a number of Universities which may provide models of structure and process. It will propose concrete actions and procedures for the organization of research and the determination of priorities.

Publication and Citations Metrics	Current	Expected				
Name of the metric	2017	2018	2019	2020	2021	2022
Scholarly output	351	360	370	380	390	400
Book publications	58	25	27	40	31	33
Journal publications in KKCON	104	110	149	200	271	365
Journal publications in Thomson Reuters	13	18	23	28	33	38
Journal publications in Scopus	17	22	27	32	37	42
Citation count	55	60	65	70	75	80
Impact	0.24	0.3	0.4	0.5	0.6	0.7
H-index	6	7	8	9	10	11
Publications in Top Journal Percentiles	0	0	1	2	4	8

Societal impact Metrics	Current	Expected				
Name of the metric	2017	2018	2019	2020	2021	2022
Public engagement	3	7	7	7	8	8

	Current	Expected				
Name of the metric	2017	2018	2019	2020	2021	2022
Funded projects	3	7	9	10	11	12
Local funding	19 921 935,0 тг	91 055 782 тг	121 327 785,0 тг	124 427 765,0 тг	120 000 000	120 000 000
International funding	0	0	10 000 000	15 000 000	20 000 000	25 000 000
Internal funding	0	0	5 000 000	10 000 000	15 000 000	20 000 000

13. Innovation and Entrepreneurship

All leading Universities internationally are now developing strategies to encourage innovation and entrepreneurship on campus. Innovation is seen as the key to competitive advantage in Industry and business process. Entrepreneurship is seen as the key platform to develop an indigenous economy in parallel with the global economy which is dominating the economic life of many countries.

The Kazakh government wishes to encourage the leading universities to play a major role in developing innovation for Kazakh Business and Society.

i.   The Technopark is the key resource and should be the focus for development, innovation and entrepreneurship. It is vital that it have a positive and productive relationship with all other Departments in the University
KPI: The reporting structures for the Technopark must now be finally decided in terms of its Departmental Location.
KPI: A cross-University steering group should be formed as an effective Business Board for the Technopark

ii. The Technopark must have a particularly strong relationship with the corporate services department, and ideally might report within that Department. The Corporate Services Department will be crucial in terms of winning external support from Industry and identifying projects which the Technopark can successfully commercialise.

iii. Technopark activity will include the encouragement of student startups, spin-outs from the University, spin-ins from Kazakh industry. It will also have expertise in technology transfer, intellectual property, and licensing arrangements.
KPI: Development of a charter for the Technopark to identify the key activities and resources (December 2019)

iv. The Technopark must also have a productive relationship with all the Academic Departments. It will have particularly strong relationships with Engineering and Business, but creativity is not confined to these areas of study.

v.   Students will have the opportunity to engage with innovation and entrepreneurship through Programme Structures, Modules, Workshops, Hackathons, and other events hosted by the Technopark.
KPI: Spring Semester 2019, each Department will design and provide one joint workshop with Technopark for each Major Degree.
KPI: 2019-2020 All Programmes will provide a workshop for all Freshman Classes and all Final Year Classes.

vi. The University must also develop and publish a structure of incentives to encourage Academic Staff to participate in the work of the Technopark and to encourage students to consider commercialisation of laboratory and classroom projects.

14. Corporate Services

The Department has a vision to promote SDUs as a leading university in Central Asia. The Department will manage relations with SDU external stakeholders: communities, private sector, all spheres of government, as well as the media to ensure that SDU is well recognised as a strategic partner of choice for public and private sectors.

The Department will act as the Custodian of the SDU's Corporate messages and ensure that all communication is consistent and aligned to corporate strategy. It will lead and manage Corporate Affairs and ensures that best practices are implemented to meet university objectives, including the objectives of growing the resource base of SDU.

The Corporate Affairs Department, in line with the University's mission and vision, is responsible for protecting, promoting and enhancing the image of the university and its work, both internally and externally.

Corporate Communications plays a vital role in effective communication of SDU to its stakeholders, media and external audiences. It coordinates SDU's marketing and public relations initiatives and campaigns.

The Departments Mission therefore will be to increase visibility and create brand awareness of SDU by enhancing and improving its positive image.

    i.   To profile SDU as the innovation driven University.

    ii.   To profile SDU as the university that generate innovative and relevant research which solves the problems of industry, society and community.

   iii.   To profile SDU as the university that develops and produce top quality employable and entrepreneurial graduates who can make an impact in society.