

Quality Management System		
Registration number 01-01/1	Adam University Development Strategy for 2025–2030	Order number and date №25/1-OD from 30.09.2024

«Adopted»
by the Academic Council of Adam University
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«Approved»
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Adam University 2030: path to transformation

(10 development vectors)

Adam University Development Strategy for 2025–2030

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A modern university is not just a building, not just programs, and not even just people. It is a space where ideas are born, thinking is shaped, and change is set in motion.

Adam University looks to the future not as a spectator, but as an active, adaptive, and inspired participant.

We are charting a path to transformation. Because tomorrow begins today — and we are ready to take these 10 steps.

Introduction

In the 2023–2024 academic year, Adam University (hereinafter – AU) completed the implementation of its 2020–2025 Development Strategy and entered a fundamentally new phase of its development.

The present Adam University Development Strategy for 2025–2030 has been developed based on a strategic analysis of external and internal factors affecting AU’s activities.

External economic, socio-cultural, and environmental factors, as well as regional and international trends influencing the development of education systems at the global and national levels, have determined the main vectors of AU’s strategic development for the planning period. The analysis of the internal situation has enabled the formation of a comprehensive set of mechanisms for implementing new strategic objectives, taking into account the most effective use of the university’s human, financial, methodological, and scientific potential, as well as its material and technical resources.

This Strategy has been developed in accordance with global and national strategic and regulatory documents of the Kyrgyz Republic (KR), taking into account the national development priorities of the country and the national priorities in higher education, including:

1. Law of the KR “On Education” dated 11.08.2023, No. 179;
2. Law of the KR “On Science” dated 08.08.2023, No. 170;
3. National Development Strategy of the KR for 2018–2040, approved by the Presidential Decree of the KR dated 31.12.2018, No. 221;
4. National Development Program of the Kyrgyz Republic until 2026, approved by the Presidential Decree of the KR dated 12.10.2021, No. 435;
5. Education Development Program of the KR for 2021–2040, approved by the Government Resolution of the KR dated 04.05.2021, No. 200;

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6. Digital Transformation Concept of the KR for 2024–2028, approved by the Presidential Decree of the KR dated 05.04.2024, No. 90;
7. Program for Enhancing Digital Literacy and Skills Training for 2025–2026, approved by the Cabinet of Ministers of the KR dated 14.02.2025, No. 75-r;
8. Youth Policy Concept of the KR for 2020–2030, approved by the Government Resolution of the KR dated 18.10.2019, No. 562.

1. Analysis of external and internal factors affecting the development of Adam University

1.1 . External factors

1.1.1. The key external factors determining the strategic directions of Adam University (AU) at this new stage are global trends:

- Development of the digital economy and education

Digital transformation requires universities to implement modern technologies, digital platforms, and online learning formats, as well as to develop digital competencies among students and faculty.

- Globalization and internationalization of higher education

Strengthening international connections, exchanges, and global partnerships increases the requirements for program quality, academic mobility, and the university’s competitiveness on the global stage.

- New labor market requirements

The modern labor market demands the development of soft skills, critical thinking, creativity, data literacy, and interdisciplinary approaches — necessitating updates in program content and formats.

- Increasing competition in higher education

The number of educational institutions and online programs is constantly growing,

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intensifying competition for students, faculty, and resources. Interest in non-formal and informal education, as well as micro-credentials, is increasing.

- Growing importance of sustainable development

The adoption of “green” approaches, environmental education, and environmentally oriented educational programs has become an essential component of a modern university mission.

- Advancement of artificial intelligence

AI is transforming the labor market and the structure of knowledge itself. Universities must develop AI competencies, integrate AI into educational processes, and apply it in research activities.

- Strengthening online and hybrid formats

Following the COVID-19 pandemic, online and hybrid formats have become an integral part of education, requiring universities to adapt content and infrastructure.

- Increased focus on inclusivity

Universities must ensure equal access to education for students with disabilities and other vulnerable groups, creating an inclusive educational environment.

1.1.2. In developing its strategy for 2025–2030, AU also takes into account **the** United Nations Sustainable Development Goals (SDGs). This allows the university to integrate global priorities into its educational and research programs, contributing to sustainable societal development.

SDG	Essence of the Goal	How Reflected in AU Strategy
SDG 4	Inclusive and quality education throughout life	Updating programs, inclusion, personalized learning
SDG 8	Sustainable economic growth and decent employment	Training in-demand specialists, alignment with labor market needs
SDG 9	Innovation and infrastructure	Development of a digital educational ecosystem, promotion of research
SDG 13	Combating climate change	Implementation of “green” programs, ecological sustainability on campus

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SDG Essence of the Goal How Reflected in AU Strategy

SDG 17 Global partnership for sustainable development Expansion of international cooperation, network programs, and research consortia

1.1.3. For the successful formulation of strategic goals and objectives of Adam University for the period 2025–2030, it is essential to take into account the national priorities and directions defined by national laws, as well as conceptual and strategic documents:

- **The Law of the Kyrgyz Republic “On Education”**, which establishes updated approaches to the educational process, including academic freedom, the competency-based approach, support for inclusive education, non-formal and informal learning, digitalization, and lifelong learning.

- **The Law of the Kyrgyz Republic “On Science,”** which systematizes the framework of scientific activity, sets priority research areas, and provides for the development of scientific infrastructure and support for publication activity. The law emphasizes the importance of international cooperation in the scientific sphere.

- **The National Development Strategy of the Kyrgyz Republic for 2018–2040,** which defines priorities for the transition to a new economic model, development of human capital, digital transformation, environmental responsibility, and diversification of the labor market. The Strategy highlights the need to create conditions for unlocking the potential of every citizen and improving the quality of life.

- **The National Development Program of the Kyrgyz Republic until 2026,** which lays the foundation for the country’s sustainable development through the introduction of innovations, modernization of education, digitalization of the economy, development of science, and improvement of governance institutions.

- **The Education Development Program of the Kyrgyz Republic for 2021–2040,** which defines the directions for modernizing the education system, including digital transformation, flexible learning pathways, inclusion, and the development of scientific

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potential. The Program emphasizes the need to create a competitive system capable of meeting contemporary challenges.

- **The Concept of Digital Transformation of the Kyrgyz Republic for 2024–2028**, which sets goals and priorities for building a digital society, including the development of digital platforms, application of AI technologies, process automation, and the formation of digital skills among the population.

- **The Program for Enhancing Digital Literacy and Developing Digital Skills for 2025–2026**,

aimed at developing digital competencies among all groups of citizens, including students and faculty. The Program also provides for updating educational approaches and integrating digital learning tools.

- **The Concept of Youth Policy of the Kyrgyz Republic for 2020–2030**,

focused on supporting young people, creating conditions for their development, civic engagement, social inclusion, and professional growth. The Concept emphasizes the role of education as a key mechanism for the self-realization of the younger generation.

The alignment of Adam University’s strategy with national strategic and conceptual documents ensures compliance with national priorities and goals, and enables the effective use of resources and opportunities to achieve sustainable growth and development of the University.

1.1.4. General Context of the Transformation of Higher Education

At the stage of digital transformation, the models of higher education institutions are undergoing fundamental changes, acquiring the following characteristics:

- Students must acquire new skills and competencies that will enable them to fully live and work in the new digital and sustainable reality, successfully build their careers, and contribute to the development of both digital and green environments.
- Educational programs must rapidly reflect societal changes and respond flexibly, taking into account aspects of sustainable development and environmental responsibility.
- The university must be viewed as a key instrument for research and practical innovation, especially in the fields of green technologies and sustainable development.

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- Educational and research programs must demonstrate a high degree of internationalization. Strengthening international cooperation should support the development of joint programs and research projects addressing global challenges such as climate change and the advancement of artificial intelligence.
- Digitalization opportunities must be used to create new forms of educational services, university network consortia, and new types of learning environments that enhance the accessibility and quality of educational services. This includes the integration of virtual and augmented reality and other innovative technologies into the learning process.
- Educational programs must incorporate elements of sustainable development, ecology, and social responsibility, equipping students with the knowledge and skills needed to address global challenges.

A significant trend in the context of globalization, internationalization, and digital transformation of modern higher education is the intensifying competition in the educational market. Competition is increasing both nationally and internationally. To remain competitive, universities must integrate innovative approaches and develop unique educational programs.

In Kyrgyzstan, the number of higher education institutions continues to grow despite efforts by government authorities to regulate this trend. This growth is occurring amid economic instability and low household incomes. In the context of high labor migration, universities of the Russian Federation play an active role in attracting potential students by offering more favorable social support and better employment opportunities for graduates. Universities in Kyrgyzstan must strengthen their positions by offering competitive educational programs and developing international partnerships.

The development of digital technologies may further increase the attractiveness of Russian higher education in the coming years, thereby reducing the potential number of students choosing national universities.

To ensure sustainable development across different market segments, the university must focus on the following key directions:

- Continuous investment in strengthening the university’s reputation and brand;
- Diversification of educational products, including further personalization of learning for students;

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- Development of cooperation for horizontal and vertical integration within networked/hybrid communities or consortia of educational providers (university–university, university–research organization, university–general or vocational education institutions, university–continuing education providers, university–business organizations, etc.), including active collaboration based on digital technologies and virtual mobility.

1.2. Internal Factors

1.2.1. General Overview

Adam University (formerly Bishkek Financial and Economic Academy) is one of the first and most dynamically developing private universities in Kyrgyzstan, celebrating its 30th anniversary in 2024.

The University has accumulated extensive experience and significant achievements in education and research, building a solid foundation for further development. Over three decades, Adam University has evolved from an international training center into a university with a strong academic reputation and a pronounced innovative and international orientation.

1.2.2. Key Areas of Development

- **Leadership in shaping a new type of economic education:** Adam University was among the pioneers introducing new approaches to training professionals in economics and management, based on cutting-edge technologies and international experience.

- **Multi-level education system:** The University made a significant contribution to implementing the credit technology (ECTS) and developing the bachelor–master model.

From 2005 to 2012, Adam University was the only private university participating in national pilot projects on developing new educational models.

- **Competence-based approach and learning outcomes:** Between 2007 and 2016, the University actively implemented the TUNING methodology and participated in the development and expert review of State Education Standards, enabling the creation of modern and flexible educational programs.

- **National Qualifications System and micro-credentials:** Adam University is a recognized leader in the development and implementation of elements of the National Qualifications System. It was one of the first universities in the Kyrgyz Republic to pilot micro-credentials aimed at meeting specific labor market needs. The University develops modules recognized by employers, enabling flexible individualized learning pathways.

- **Quality assurance in education:** The University was the first in the country to undergo public–professional institutional accreditation (CAMEQ, 2005) and has since played an active role in shaping the national quality assurance system.

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In 2021, Adam University passed national institutional accreditation (NAA “Bilim-Standart”), and in 2024 — international accreditation (IQAA NAAR). Programs in General Medicine, Economics, Management, IT, and Tourism have also been accredited.

University programs are included in international registries (EQAR, WFME).

Adam University has implemented ISO 9001:2015 and completed a full audit of its regulatory documentation.

- **Digitalization and educational technologies:** Since 2014, the University has been consistently integrating digital tools into teaching and administration.

Nearly 100% of courses are delivered in digital and blended formats.

The University uses MOODLE, Webex, ZOOM, has established a video course production lab, and continuously upskills its faculty. Adam University is a co-author of the national eLearning textbook recommended by the Ministry of Education and Science of the Kyrgyz Republic.

- **Development of international cooperation:** The University collaborates with 34 foreign universities, participates in over 30 international projects, and is a member of international networks (IAU, Bologna Club, Asia Pacific IEM, etc.). It implements double-degree programs and hosts international conferences. Adam University is among the first universities in the Kyrgyz Republic to sign the Magna Charta Universitatum.

- **European recognition of diplomas:** Since 2012, the University has issued the European Diploma Supplement and is a co-author of national guidelines for its completion.

- **Development of research capacity:**

Adam University was the only private university piloting PhD programs in economics and management. The University actively contributed to the development of the regulatory framework that later enabled their legalization and expansion within the national higher education system.

2. Mission and Vision of Adam University at the New Stage of Development

2.1. At the new stage of development, the University’s mission is determined by the challenges faced by the University itself, the higher education system, and the country as a whole.

Mission: We contribute to the sustainable development of society by preparing competent and competitive specialists who are able not only to operate effectively in a changing world, but also to shape its future.

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2.2. **Vision:** Adam University is an efficient, stable, and dynamically developing non-state university, an active participant in the national and global scientific and educational space, providing training for highly educated, competitive, and innovation-oriented specialists.

2.3. **Values** In achieving its mission, Adam University is guided by values that serve as key drivers of success and development:

- **trust and respect** — the foundation of a healthy academic environment where every opinion is valued, the contributions of all participants are acknowledged, and a safe space for growth is created.
- **leadership** — initiative, responsibility, and the aspiration to be first, even when it is difficult.
- **academic freedom and integrity** — the right to think freely and the obligation to act ethically.
- **quality and commitment to excellence** — continuous improvement in all areas, striving for high standards in teaching, research, and governance.
- **team spirit and partnership** — openness to collaboration, joint work for shared results, respect for everyone’s contribution, and the ability to achieve goals together.
- **innovation** — willingness to experiment, seek unconventional solutions, and not fear mistakes on the path to new ideas and approaches.

3. Strategic Goals for the Period up to 2030

3.1. The strategy of Adam University for the period up to 2030 is based on four key concepts that define the approach to the university’s development and transformation. These concepts reflect a comprehensive, systemic, and balanced approach to managing change in conditions of high uncertainty:

- Digitalization

Transition to a digital operating model as the foundation for increasing efficiency, transparency, and quality across all processes. Digitalization encompasses educational, research, administrative, and communication aspects, creating a unified ecosystem based on modern IT solutions.

- Adaptability

Flexibility in management, teaching, and internal culture. Adaptability means the university’s ability to respond promptly to external challenges, transform processes, and update content and organizational practices, ensuring sustainable quality amid change.

- Sustainability

Focus on the long-term development of the university, including social, organizational,

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financial, and environmental sustainability. Sustainability involves balancing innovative development with responsible management of resources, people, and the environment.

- Hybrid Approach

Integration of diverse formats, approaches, and models in educational, research, and administrative activities. The hybrid approach combines in-person and distance learning, interdisciplinary research, and a variety of forms of engagement with external partners and the community.

3.2. These concepts allowed the identification of 10 strategic tasks:

Strategic Task 1. Development of educational programs based on innovative approaches aimed at preparing competent and competitive specialists, capable not only of working effectively in a rapidly changing world but also of actively shaping it, including:

- Creation and development of flexible educational programs based on innovative approaches, adapted to the needs of students, labor market, and the dynamics of socio-cultural and technological changes.

Basic KPIs:

- Share of updated programs with flexibility elements (% of total programs)
- Number of programs with modular, hybrid, or project-based structure
- Share of students following personalized educational trajectories (%)
- Number of developed interdisciplinary courses
- Number of updated assessment tools and control methods
- Level of student satisfaction with the quality of educational programs (% according to surveys)

Strategic Task 2. Development of a digital educational ecosystem, including advanced technologies and tools, to ensure high-quality and innovative learning and support the university's digital transformation

Basic KPIs:

- Number of digital platforms implemented in the educational process
- Share of faculty actively using digital tools (%)
- Share of staff trained in the use of digital platforms (%)
- Share of students studying in a hybrid format (%)
- Number of online courses and digital learning modules developed internally
- User satisfaction with digital services (% from surveys)

Additional KPIs:

- Share of educational processes managed using AI (%)

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- Share of faculty and staff using digital document management platforms (%)
- Number of processes converted to digital format
- Number of disciplines/modules implementing VR/AR technologies
- Share of staff trained in VR/AR usage (%)
- Number of mobile applications/modules for student-faculty interaction
- Share of students actively using mobile apps in the learning process (%)

Strategic Task 3. Creation of a sustainable educational and research environment aimed at fostering ecological responsibility and implementing green technologies to support sustainable development and attract grant funding

Basic KPIs:

- Number of courses/modules including sustainable development topics
- Share of students completing modules/courses with sustainable development components (%)
- Number of research projects related to green technologies and sustainable development
- Level of reduction in negative environmental impact of the campus (including carbon footprint) (%)

Additional KPIs:

- Percentage of renewable energy use in the university infrastructure (%)
- Share of greened campus areas from total area (%)
- Number of grants attracted for research in sustainable development
- Number of initiatives/events aimed at environmental education for students and staff
- University participation in sustainability or ecological rankings/initiatives

Strategic Task 4. Strengthening the university's international position and developing a multicultural environment through internationalization, strategic partnerships, enhanced academic mobility, and active participation in global educational and research initiatives

Basic KPIs:

- Number of new international partnerships
- Number of joint educational and research programs with foreign partners
- Number of faculty and staff participating in international academic mobility programs
- Number of students participating in international exchanges and internships
- Number of international accreditations, rankings, certificates
- Share of international students (%)

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- Number of projects under Erasmus+ and similar programs

Additional KPIs:

- Number of networked educational programs within cluster interactions
- Number of joint research projects via international networks
- Increase in the number of partners through networking
- Number of students and faculty participating in international conferences and symposiums
- Number of invited foreign experts (lectures, masterclasses)
- Number of events conducted by foreign faculty (webinars, online courses)
- Share of faculty trained in international workshops and masterclasses (%)
- Number of target international markets covered by recruitment strategies
- Number of international students attracted via new recruitment strategies
- Number of international grants obtained to support global cooperation

Strategic Task 5. Enhancing the university's scientific potential and international competitiveness through collaborative research, innovation, and publication activity

Basic KPIs:

- **Research Activity:**

- Number of joint research projects involving faculty, staff, and students
- Number of research projects completed on time
- Number of grants received for priority research topics

- **Publication Activity:**

- Number of publications in journals with high impact factors
- Number of citations of faculty and student works in international scientific databases
- Number of articles published in international collaborations

- **International Research Collaboration:**

- Number of international partnership agreements aimed at research cooperation
- Number of joint projects with foreign universities
- Number of international conferences/seminars held in partnership

- **Innovation:**

- Percentage of research projects commercialized or implemented
- Number of registered patents and copyright certificates

Additional KPIs:

- Number of publications in the university's priority areas
- Number of innovative projects receiving external funding
- Number of student publications in international journals

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- Share of projects completed by interdisciplinary teams (%)
- Number of events aimed at promoting science (science weeks, startup fairs, etc.)

Strategic Task 6. Development of UA’s human potential to ensure sustainable growth

Basic KPIs:

- Professional Development:

- Share of faculty and staff with individual professional development plans
- Share of faculty and administrative staff trained through workshops and internships
- Number of internal training sessions and seminars conducted
- Share of new faculty trained in modern teaching methods
- Share of faculty trained in using digital tools

- Adaptation and Workforce Sustainability:

- Number of adaptation and professional growth programs developed
- Share of new faculty successfully completing adaptation programs
- Employee satisfaction with compensation system (%)
- Share of departments staffed with qualified specialists (%)

Additional KPIs:

- Career and Education Development:

- Number of staff completing master’s, PhD, or long-term internships
- Share of staff promoted through career development programs
- Number of specialists hired under individual contracts
- Average level of financial offers to new staff (% change)

- Career Counseling (including student counseling):

- Number of students and alumni receiving career guidance
- Share of graduates employed after career counseling programs (%)
- Satisfaction level with counseling services (%)
- Number of students receiving professional guidance support
- Academic success of students who received support (%)
- Number of graduates who received professional exam consultations
- Share of graduates successfully passing exams after consultations (%)

Strategic Task 7. Optimization and development of the university’s organizational structure to improve management efficiency, process quality, and staff accountability

Basic KPIs:

- Organizational structure revised according to strategic priorities
- Share of departments reorganized based on efficiency audits (%)

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- Number of updated job descriptions reflecting new roles and tasks
- Employee satisfaction with the new structure (%)
- Share of management processes automated or standardized after optimization (%)

Additional KPIs:

- Number of new regulations/policies implemented due to structure changes
- Average time of key processes before/after optimization (comparative analysis)
- Share of staff trained on updated structure and processes (%)
- Number of internal initiatives for management improvement (bottom-up proposals)

Strategic Task 8. Improving education quality

Basic KPIs:

- Updated UA Quality Assurance Policy (based on inventory and system analysis)
- Number of programs externally accredited (including international)
- Share of programs undergoing internal self-assessment and external review (%)
- Number of PDCA cycles completed in quality management
- Student satisfaction with education quality (%)
- Share of faculty evaluated internally for teaching effectiveness (%)
- Number of changes implemented following audits/quality assessments

Additional KPIs:

- Number of internal and external audit reports with recommendations and improvements
- Share of students involved in quality assessment procedures (%)
- Number of initiatives for quality improvement from faculty/students/employers
- Share of programs adopting new assessment methods (portfolio, alternative evaluation, etc.)
- Share of programs incorporating continuous improvement elements (based on feedback)

Strategic Task 9. Social responsibility and inclusiveness

Basic KPIs:

- Accessibility and Inclusion:

- Number of adapted programs/modules for students with special needs
- Number of scholarships or support programs for vulnerable students
- Number of participants from vulnerable groups in additional programs
- Student satisfaction with programs for students with special needs (%)

- Psychological and Career Support:

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- Number of students receiving social and psychological support
- Satisfaction with psychological and career support (%)

- Engagement in Social Life:

- Number of volunteer and social projects implemented
- Total number of students involved in community initiatives
- Assessment of volunteer project impact on the community

Additional KPIs:

- Number of new distance education programs/modules for vulnerable groups
- Satisfaction level of participants in additional education programs (%)
- Number of student association initiatives promoting inclusion
- Presence of official inclusion policy/standard (yes/no + updated every 5 years)

Strategic Task 10. Development of partnerships

Basic KPIs:

- Partnerships with Organizations:

- Number of signed/updated agreements with current partners
- Number of joint projects with current partners
- Share of partners willing to continue cooperation (%)
- Number of new partners (including IT and healthcare)
- Number of memorandums and cooperation agreements with new partners
- Level of engagement of new partners in joint initiatives
- Number of agreements with NGOs, schools, and vocational organizations

- Educational Integration:

- Share of students enrolled via new partnership channels
- Number of new educational programs/tracks developed with partner input

Additional KPIs:

- Alumni Association:

- Growth in registered alumni participants (% and absolute numbers)
- Number of alumni events per year
- Share of active alumni (relative to graduates in the last 3 years)
- Number of initiatives implemented with alumni association participation
- Satisfaction level of alumni with association activities (survey/analysis)

4. Risks and Risk Mitigation Measures

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The implementation of the strategy is associated with the impact of external and internal factors that may affect the achievement of the set goals. As part of the strategy development, a key risk analysis was conducted, identifying the potential impact, likelihood of occurrence, and proposed measures for mitigation.

The assessment was carried out according to the following parameters:

- **Degree of impact** – the potential scale of negative consequences;
- **Likelihood of occurrence** – the probability of the risk occurring during strategy implementation.

The risk level was determined based on a “probability × impact” matrix.

External Risks

Risk type: Socio-political

Risk description: Changes in government administration and educational policy

Probability: Low

Impact: Low

Risk level: Low

Mitigation measures: Consideration in strategic planning, scenario analysis

Risk type: Regulatory and legal

Risk description: Changes in legal and regulatory framework, licensing

Probability: Medium

Impact: High

Risk level: High

Mitigation measures: Monitoring regulatory acts, participation in professional communities, rapid adaptation

Risk type: Financial and economic

Risk description: Decrease in payment capacity, economic instability

Probability: High

¹The full list of risks and mitigation measures is presented in ****Appendix 1****.

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Impact: High

Risk level: Critical

Mitigation measures: Revenue diversification, flexible payment models, grants, expansion of learning formats

Risk type: Sociocultural

Risk description: Decrease in the preparedness of applicants, lack of digital and language skills

Probability: High

Impact: High

Risk level: Critical

Mitigation measures: Work with secondary education organizations, entry diagnostics, preparatory courses, raising requirements

Risk type: Communication

Risk description: Loss of key partners, decreased engagement of external organizations

Probability: Medium

Impact: Medium

Risk level: Medium

Mitigation measures: Support sustainable partnerships, update agreements, involve partners in joint projects

Internal Risks

Risk type: Human resources

Risk description: Shortage of qualified staff, turnover, weak managerial training

Probability: Medium

Impact: High

Risk level: High

Mitigation measures: Development of motivation, career paths, mentorship and adaptation systems

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Risk type: Managerial

Risk description: Errors in strategic and operational planning, weak analytics

Probability: Medium

Impact: Medium

Risk level: Medium

Mitigation measures: Implement monitoring, external evaluation, strategic sessions, and decision adjustments

Risk type: Reputational

Risk description: Weak external communication, negative feedback, low alumni engagement

Probability: Medium

Impact: Medium

Risk level: Medium

Mitigation measures: Communication strategy, feedback management, brand development, and web platform enhancement

Risk type: Technological

Risk description: IT infrastructure wear and tear, low digital competency among staff

Probability: Medium

Impact: High

Risk level: High

Mitigation measures: Platform modernization, staff training, digital process audit

Risk type: Academic

Risk description: Decrease in program quality, absence of self-assessment and international evaluation mechanisms

Probability: Medium

Impact: High

Risk level: High

Mitigation measures: Internal program audit, international accreditation, student feedback