



Quality Assurance Policy at Ishik University

ABSTRACT

This guideline outlines the Quality Assurance policy as implemented at Ishik University, Erbil. The guideline provides explanation of the standards, procedures and components involved in the process of teaching Quality Assurance mainly.

Quality Assurance Unit

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Quality Assurance Policy at Ishik University

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1. Introduction

In line with its mission to deliver world class educational experience and promote academic development in the Kurdistan Region, Ishik University has embraced the process of Quality Assurance (QA) into its education system. Although slightly developed, the process of Quality Assurance was first introduced with the establishment of the University in 2008. However, with the full implementation of Quality Assurance system at Kurdistan public universities and

as instructed by Ministry of Higher Education and Scientific Research in the Kurdistan Regional Government (KRG), a more solid and structured implementation of the process was executed in 2011 in the University.



The process of Quality Assurance is one sphere of quality management, and in higher education, the process of QA helps to enhance the development of education system in relation to teaching, learning and research. This is performed through consistent monitoring and assessment procedures and through apposite tools that are purpose-designed.

At Ishik University, under the process of Quality Assurance several programs are functioning. These include Teaching Quality Assurance (TQA), program and curriculum development, accreditation, ranking, benchmarking and auditing; processes that uphold the core values of Ishik University. In this guideline these processes, and more specifically the components of TQA as implemented at Ishik University, are outlined and elaborated in detail. These processes are systematized and monitored by the Quality Assurance unit which oversees the ongoing implementation of the other interconnected processes and in connection with the relevant unit or department, where necessary. The three key assessment procedures employed by the department take in student feedback, Teacher Portfolio and Continuous Academic Development (CAD). These procedures serve as a method to assess teaching activity and efficiency of courses taught, and they enhance teaching staff's knowledge and academic proficiency. The efficiency of these procedures and assessment tools are periodically reviewed and updated for better outcomes. It is worth noting that within Ishik University the term Quality Assurance and TQA are interchangeable to some extent.



2. Mission

To safeguard the highest quality and standards of education, teaching, learning, research and administration in the university through effective quality practices and performances.

3. Objectives

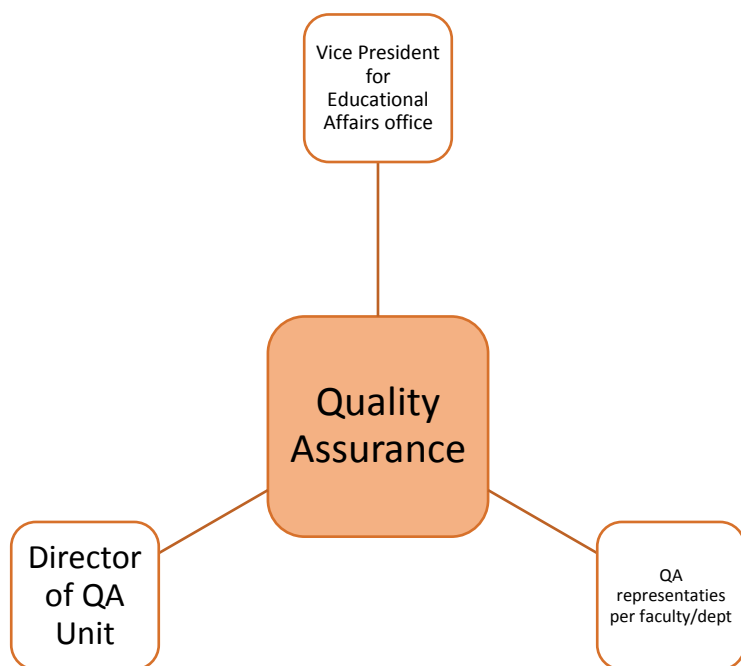
- ❖ To monitor execution of the University mission and strategic plan;
- ❖ To uphold the core values of the University and contribute to its vision and mission;
- ❖ To deliver guidance in implementation of Quality Assurance procedures and requirements;
- ❖ To safeguard the quality of teaching-learning process;
- ❖ To boost faculty research productivity and quality;
- ❖ To support professional development of academic staff;
- ❖ To ensure update to all designed academic programs;
- ❖ To organize internal and external auditing of programs and the University as a whole;
- ❖ To support the development of instructional technology;
- ❖ To ensure continuous development and excellence in academic performance.

Post successful implementation of the QA practices and procedures, the following outcomes are anticipated:

- ✚ More robust and transparent quality education system.
- ✚ Highly advanced and enhanced academic staff.
- ✚ Better quality teaching practices and strategies.
- ✚ More effective learning outcomes and performance.
- ✚ Better research quality and productivity.
- ✚ More competent position among the regional and international higher education institutions.

4. QA Structure

The Quality Assurance Unit is headed by a director and supervised by the Vice President for Educational Affairs office. There are also Quality Assurance Representatives from each Faculty and Department that collaborate with the Unit in achieving its set goals.



The explicit aim of the Ishik University Quality Assurance policy is to enhance the effectiveness of its core activities of teaching, learning, research performance, research training and management. The QA policy addresses all areas of the University's activities focusing on their contribution to and in alignment with the University's strategic goals.

Functions of Director of Quality Assurance Unit

1. Development of a Quality Assurance policy and updating criteria and procedures.
2. Creation of awareness of the provisions for QA: review the existing procedures and making them known to the stakeholders.
3. Conduct evaluation of the departments' academic annual plan.



4. Follow up the implementation of the University's Strategic Plan.
5. Preparation of check lists of procedures for performance evaluation.
6. Set up a Quality Assurance Implementation Committee.
7. Keep stakeholders: staff and students well informed of evaluation results, efforts made and recommendations periodically.
8. Analyze past accreditation reports of the University and highlight areas of remediation preparatory for next exercise.
9. Monitor and assess quality, adequacy and currency of facilities and resources in departments and faculties.
10. Monitor and ensure compliance to academic processes, staff student ratio, and teaching and research quality.
11. Administer and analyze results of Teaching Portfolio instruction.
12. Develop and update criteria and format for assessing teaching quality and effectiveness through peer group and student review, and carry out students' surveys at least twice annually.
13. Participate in the review of academic curricular program of the departments and evaluation of proposals for new academic programs.
14. Organize regular capacity building and skill acquisition training programs for academic and non-academic staff.
15. Provide orientation programs for newly recruited academic and non-academic staff.
16. Consult external stakeholders on the quality of graduates and for advice on the introduction of new courses and programs.
17. Monitor academic promotion process of academic staff.
18. Support professional development of academic staff.
19. Report academic development of academic staff annually.
20. Provide Quality Assurance activities to academic staff.
21. Report Academic Research points of academic staff annually.
22. Invite external reviewers to the University for Evaluation of academic development.

5. TQA Calendar

Beginning of TQA calendar	1 st September
Uploading syllabus onto PIS system	22nd October
Uploading list of internal seminars	31st October
Online student feedback	1st – 31st Jan (first semester) 1st – 31st May (second semester)
Analysis of student feedback results	Second week of February (first semester) Second week of June (second semester)
Teacher self-assessment	1st – 15th June
Evaluation of Teacher Portfolio	1st – 15th June
Uploading and updating CAD own points and proofs	Regularly
Verification of CAD points	1st – 30th June
End of TQA calendar	31st August
Evaluation of overall academic performance of last year (appreciation or warning letters)	1st – 15th Oct

6. TQA Assessment Tools

6.1 Teacher Portfolio (TP)

The teacher portfolio functions as a way to accumulate all necessary documents relevant to the teacher's background, teaching career, allocated modules, conferences, publications history, documentary evidence and certificates and extra non-academic activities. To evaluate the teacher portfolio a committee is assigned for this purpose and it comprises of the dean of faculty, head of department, faculty TQA officer and a senior assistant/ full professor from inside or outside the department.

The evaluation of the contents of the teacher portfolio is conducted at the end of the academic year according to a form that measures, through the documents available in the package file, teacher's commitments, active participation in academic events, academic achievements, quality of publications, membership in scientific committees, and the like. The outcomes of the evaluation help in the process of distinguishing well-performed teaching staff and rewarding them through renewing their contracts. In contrast, and in case of teachers with poor scores, the University may choose not to keep them and terminate their contracts. Meanwhile, poor scores would be an opportunity for the teacher to diagnose gaps and areas of weaknesses and work towards improving them.

The Teacher Portfolio document is available in Appendix #1.

6.2 Continuous Academic Development (CAD)

CAD is the programme whereby faculty members are encouraged to continue knowledge upgrading and building and seek improvement in their subjects and fields of academic specialty. These can be achieved with teachers' participation in a variety of scientific activities, such as seminars, workshops, training courses and conferences (presenting or attending), educational publications, reviewing articles, postgraduate supervision and evaluation, etc.

All teaching staff are required to satisfy a specific number of activity points (includes active and passive activities) in a single academic year based on their academic titles. For example, at Ishik University, a professor should accumulate not less than 80 points per year, an assistant professor 70 points, a lecturer 55 and an assistant lecturer 50. Failure to meet the points required reflects badly on the teacher's academic development and career, actions to which are required by the scientific committees per department and faculty.

For a full guideline and details of the CAD criteria and points, please see Appendix #2.

6.3 Student Feedback (SF)

Ishik University pays great attention to students' views and evaluative opinions as to the sufficiency and appropriateness of the programs offered, the teachers' teaching practice and their learning experience. An effective tool applied at Ishik University to obtain students feedback and evaluation is the standard feedback questionnaire. The student feedback questionnaire seeks students' opinions mainly on the courses taught and teachers' teaching strategies and techniques. Being central to the Quality Assurance system at the University, the results of the questionnaire are utilized in enhancing and promoting the delivered quality of courses contents, and teaching and learning processes at Ishik.



At Ishik University the student feedback is online based and obtained through the Student Information System (SIS) which manages out student data, including student records, courses, grades, etc. via <https://my.ishik.edu.iq/>.

The students' feedback questionnaire includes the following questions:

1. The module (course) was effective and helped me to improve my capacity and skills in the field.
2. The student is provided with a list of different references besides the main references
3. In this module the student was given the chance to do a seminar, report and research.
4. In general the teacher was successful in teaching the module. Both the theoretical and practical sessions are complementary.
5. The lecture was starting and concluding on time and no time was wasted.
6. During lecture the lecturer was acting respectfully.
7. Necessary tools for explanatory purposes are used such as (data show, audio, video, white board, etc.).
8. Sufficient time was given by the lecturer for questions and answers.
9. The exam questions were reflecting the module's contents.
10. At the start of the year the lecturer has explained the content and subjects (Syllabus).
11. The lecturer used class website for the module and the lecturer uploaded the course book/syllables and module notes onto the class website which are comprehensible and easy to download.
12. The nature of lecture and methods of teaching are interesting and motivate me to be expert in the field.

7. Academic Performance

As part of the Quality Assurance procedures of Ishik University, the overall academic performance of all faculty members are recorded, detected and maintained electronically. The academic performance includes all Quality Assurance scores (Student Feedback, Teacher Portfolio and Continuous Academic Development) and is referred to as Quality Assurance Academic Performance (QAAP). This is followed up electronically through a unique page. Please visit this page <http://www.ishik.edu.iq/qa/academic-performance/>



The QAAP provides an exclusive platform for Ishik instructors' overall performance upon which an appreciation letter or warning letter is issued by the QA unit.

8. Further Assessments

8.1 External Assessment

At Ishik University and at the end of each year the faculties will select several courses for external assessment. The external assessor is brought in from outside the University to assess the work of the instructors including the grading, and the students' performance.

Areas of External Assessment will include but not be limited to the following areas:

- Courses/programs content and delivery
- Student assessment
- Program outcomes
- Academic staff qualifications, scholarly work and professional development activities.

Procedures for External Assessment will include but not be limited to the following areas:

- Review of documents, i.e., staff and students' records.
- Observations, e.g. Lecture room teaching, laboratory work, counseling, etc.
- Interviews with staff, students, senior management staff, etc.
- On site visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.
- Assessment of the entire layout of the course including the course topics and content.
- Assessment of the exams. The external assessor should have access to student exam papers after they have been marked. They should see three examples and each of these exam papers considered are to be of higher, intermediate and lower mark in order to decide whether the papers were marked accordingly.
- Assessment of students' feedback.



- Offer recommendations to the teachers responsible for the teaching and grading and to question them. Teachers are expected to answer these questions and point out the reasons for their answers.

The following documentation should be available for the External Academic Assessor. Other documents may be required and should be made available upon request of the External Assessor

- Students' assignments, tests, projects, examination papers and answer scripts.
- Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides.
- Program and course structure and content (course syllabus).
- Physical facilities: laboratories and equipment, library facilities, computer facilities
- Information and Administrative support
- Academic staff Curriculum Vitae
- Publications by academic staff
- Student tracking information, i.e. progression and employment data records.

For assessment purposes, the documents to be included in the course file are:

- The course syllabus
- Lecture notes and presentations based on the syllabus
- Questions and answers of Mid-Term Exam
- Homework assignments and example files
- Quizzes and answer keys
- Questions and answers of Final Exam
- Attendance list (with student's signatures) of mid-term and final exams
- Final list of grades (including mid-term, quizzes, homework, project's marks and final grades).

8.2 Class Observation

The class observation form is intended to evaluate instructors' performance inside class for monitoring purposes. The evaluation could be conducted by the dean, head of department, director of Quality Assurance or members of academic promotion committee. It can also be used in contexts of peer-to-peer observation.



The form is available in Appendix #3.

8.3 Teacher Self-assessment

The teacher self-assessment form is intended to allow teachers to make their own judgments about their performance, and reflect on the personal and structural aspects that had an impact on their teaching. This should be done at the end of each academic year.

The responses are retained confidentially and shared merely with the head of department and director of Quality Assurance at the University for monitoring purposes.

The form is available in Appendix #4.

9. Course Syllabus

At Ishik University all teaching staff, full-time and part-time, are required to prepare course syllabus and upload it into Ishik Personal Information System (PIS) for students use. The course syllabus is made available to students through their PIS accounts by the first day of the semester. When an Ishik instructor is assigned a course, it will be added to his/her PIS account prior to the start of the semester, and as such s/he is required to fill out the assigned course syllabus form.

The course syllabus is meant to communicate course information, planning and a set of ground rules. It principally includes information on course objectives, course overview, course content and topics, learning outcomes, course's contribution to program outcomes, list of primary and secondary references, methods of teaching employed and course evaluation methods and criteria. In addition, it includes a short biography of the instructor, contact details and office hours. The quality, efficiency and validation of the course syllabus content are evaluated by the head of department and the department scientific committee.

The course syllabus form is available in Appendix #5.

The evaluation form of Course Syllabus quality is available in Appendix #6.

10. Question bank

Question Bank consists of a set of questions the teacher will give to students at least 2 weeks before starting final examination. The teacher may take some questions out of the question bank (for example, 4-5 questions). The purpose of question bank lies in the fact that it guarantees more understanding of student for the course and it is applied at many developed universities in the world. At departments that have semester system the number



of question is around 40, and at departments that have annual system the number of questions is around 80.

11. QA in Research

Ishik University, and as part of its Quality Assurance procedures, strives to excel in many research areas. Currently Ishik University has three scientific journals. These are:

- European Journal of General Dentistry <http://www.ejgd.org/>
- International Journal of Social Sciences and Educational Studies <http://ijsses.org/>
- Eurasian Journal of Science and Engineering <http://ejse.org/>

At Ishik, Quality Assurance in research is primarily concerned with the quality of research, and research practices and procedures. The quality of research covers the research papers published in the journals listed above as well as those published elsewhere with Ishik University being the affiliation institution. All academicians at the University are required to undertake research in conformity with the best standards of research practices.

For helpful research tools, please visit <http://www.ishik.edu.iq/scientific-researcher-tools-2/>

12. Auditing

Ishik University has been regularly conducting internal auditing and evaluation processes and at the same time it is monitored by KRG Ministry of Higher Education and Scientific Research, and by corporate universities. Particularly Ishik University has obtained ISO certificate, so its higher education and training services are monitored at regular intervals through internal and external auditing.

Internal auditing is conducted as part of the Quality Assurance and quality management procedures and focuses on a set of criteria related to the aspects of the quality process. The external auditing is carried out by external bodies such as Ministry of Higher Education in Kurdistan. The criteria included in the external auditing include, among others, implementation of Quality Assurance procedures, teachers' academic and financial support, students' satisfaction and level of education, research productivity, facilities and infra-structure, library, and application of international standards.

The internal and external auditing processes ensure that the quality level and efficiency of the policies, processes and standards applied at the University are satisfactory. The outcome results



and reports of the auditing form an essential tool to continue high quality performances and overcome poor and unsatisfactory ones. As such, the internal and external auditing provide a pronounced opportunity to review the quality practices and procedures at the University and are a wake-up call for better performance.

13. Internal Quality Review

Internal Quality Review is one of the most important parts of Ishik University's academic Quality Assurance processes and strategy.

Purposes of Internal Quality Review

Internal Quality Review is a developmental process which provides an opportunity for departments to review and, in partnership with the review team, identify opportunities for enhancing their existing Quality Assurance structures and systems.

Essential Principles of Internal Quality Review

- A comprehensive inspection; Internal Quality Review includes an important quality monitoring aspect. It also serves as a genuine aid to academic units in enhancing the quality of their provision.
- Assess Internal Quality activities and evaluate whether their structures and responsibilities are best suited to serve the University.
- Evaluate the professional proficiency of the Internal Quality activity's staff and appraise the development and assignment of staff in order to achieve the department's mission/goals.
- Evaluate the annual audit plan and determine how the Internal Auditing activity monitors plan accomplishments and how it adds value to the University.
- Internal Quality Review needs to be conducted in a consistent and systematic fashion. An important way of promoting consistency and departmental confidence in the review process and enabling comparability is by (i) briefing reviewers and secretaries to review teams and (ii) advance briefing of representatives of academic units being reviewed.
- A full report of clear judgments and findings.
- Recommendations for continued improvement.
- An Inspection Readiness Plan that ensures your faculty is on alert for short notice inspections.

14. FAQ

What is Quality Assurance (QA)?

The term Quality Assurance (QA) as used in higher education refers to:

“The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced (European Handbook on Quality Assurance in Higher Education).”

Why QA at Ishik?

QA helps achieving the vision, mission and objectives of Ishik University in a systematic and efficient manner. The QA process aims to promote academic development in the Kurdistan Region and assist in delivering world class educational experience. These are achieved through supporting professional development of academic staff and enhancing teaching, learning and research processes in the Region.

What is Teaching Quality Assurance (TQA)?

TQA constitutes a crucial programme within Quality Assurance scheme as it guarantees the involvement of students, the main customers in higher education institutions, in the assessment process of teaching and learning. As such, it aims to enhance the quality of teaching practices and instructors' performance and upgrade them consistently.

What is the difference between QA and TQA?

At Ishik University these terms are sometimes used interchangeably. However, it is important to note that TQA forms one component of QA, while the other components include QA in research and QA in learning.

How is QA structured at Ishik?

At Ishik University, a special unit, Quality Assurance unit, is established to monitor the implementation of all Quality Assurance procedures and develop, where necessary, quality practices and assessment tools. This unit forms an integral part of the office of the Vice-president for Educational Affairs and is headed by a director. In addition, there is a Quality Assurance committee whose members comprise QA representatives per faculty and department and who support the QA director in the implementation process of the set goals.

Please visit the link below for further details on QA structure at Ishik:
<http://www.ishik.edu.iq/qa/structure/>

Which assessment tools and activities are used as part of TQA at Ishik?

There are three main assessment tools for which the teaching staffs receive scores and ratings. These are:

- Students Feedback (SF) <http://www.ishik.edu.iq/qa/students-feedback/>
- Teacher Portfolio (TP) <http://www.ishik.edu.iq/qa/teachers-portfolio/>
- Continuous Academic Development (CAD) <http://www.ishik.edu.iq/qa/continuous-academic-development/>

Additional assessment tools include:

- External Assessment <http://www.ishik.edu.iq/qa/external-assessor/>
- Class observation <http://www.ishik.edu.iq/qa/peer-review/>
- Teacher self-assessment

What is the purpose of students evaluating teaching staff?

Student feedback has been central to Ishik University Quality Assurance system. The results of the standard feedback questionnaire are utilized in enhancing and promoting the delivered quality of courses contents, and teaching and learning processes at Ishik.

How will the students evaluate teaching staff?

At the end of each semester students are asked to evaluate the taught courses' instructors via the Student Information System (SIS). The feedback is operated electronically and covers a wide range of questions. For more information, please visit this link <http://www.ishik.edu.iq/qa/students-feedback/>.

Why external assessment is important?

External assessment provides an opportunity to provide efficacious feedback and assessment from an external academician and viewpoint on a specific program, quality of teaching methods, learning outcomes and students' achievements. For details on external assessment as applied at Ishik University, please visit this link: <http://www.ishik.edu.iq/qa/external-assessor/>



What are the accountabilities of teaching staff within QA/TQA system?

All Ishik teaching staff are required to follow up the QA guidelines and instructions. These mainly include preparation of course syllabus and Teacher Portfolio, fulfilment of Continuous Academic Development criteria and points and execution of self-evaluation.

How the quality data of staff are used?

At the end of TQA calendar all teaching staff TQA scores (mainly scores of Student Feedback, Teacher Portfolio and Continuous Academic Development) are detected and scrutinized by QA unit. They are used as a measurement of their overall academic performance, upon which an appreciation or warning letter is issued.

Where to obtain the relevant forms?

All the forms are available in this policy (see the appendices). To obtain the soft copies please visit 'forms' in the PIS.

Who to contact for questions on QA procedures and requirements?

If you have questions on QA, please contact Dr. Samira T. Saeed, the Director of Quality Assurance unit at samira.saeed@ishik.edu.iq, Room #260, Ext. 1291. Alternatively, you can contact the QA representatives at the departments.



Appendix 1

Teacher Portfolio¹

Preface

In this section the teacher states his/her philosophy and vision of teaching and academic lifetime.

Part one: Personal information and academic background

Personal information	
Full Name	
Academic title	
When did you start teaching	

¹ Ishik University takes as its external point of reference the Teacher Portfolio of Ministry of Higher Education and Scientific Research, KRG, Iraq.



Number of years working as university teacher	
University	
Faculty/ college	
Department	

Education and Academic certificates				
Certificate	Specialization/department	University	Country	Year granted
Bachelors				
High diploma				
Master				
PhD				

Academic Scientific title				
Academic Scientific title	Year granted	Place	Country	No of papers accomplished for this title
Assistant lecturer				
Lecturer				
Assistant professor				
Professor				

Language qualification

Language	Mother tongue	Very good	Good	Average	Do not know
Kurdish					
Arabic					
English					
Others (...)					

Computer: list these software programmes that you use. This section does not include knowledge of e.g. Microsoft office.

Software	Level of use			
	Professional	Very good	Good	Average

Part two: teaching and examinations: a copy of lesson timetable and course book should be attached

Undergraduate				
	Department	Stage	No of hours per week	No of students
1				
2				
3				
4				

Postgraduate (High diploma, Master, Doctorate)



QUALITY ASSURANCE

	Subject	Level of postgraduate	No of hours per week	No of students
1				
2				
3				
4				

Supervising postgraduate students					
	Research title	Department	Level of postgraduate	Start date	End date
1					
2					
3					
4					

Defending sessions of postgraduate students					
	Name of postgraduate candidate	Department/ college/ faculty	University	Degree	Date of discussion
1					
2					
3					
4					

Part three: Participation in developing the university through membership in committees in connection to the ministry of higher education, university, faculty/ college or department.

Committee membership				
	Committee	Place of issuing the committee official document	Issue No and date	Duties of the committee
1				
2				
3				
4				
Administrative and academic positions				
	Position	Place	Issue No and date	Roles and duties
1				
2				
3				
4				
Appreciation letters				
	Reason	Place	Issue No and date	Roles and duties
1				
2				
3				
4				

Part four: Continuous Academic Development (this includes the current academic calendar only; activities of previous years should not be included)

- Papers published**

Papers published in local journals				
	Title of paper	Journal	Impact Factor	Place
1				
2				
3				
4				
Papers published in international journals				
	Title of paper	Journal	Impact Factor	Place
1				
2				
3				
4				
Papers published in local conferences				
	Title of paper	Conference	Place	Date
1				
2				
3				
4				
Papers published in regional conferences				
	Title of paper	Conference	Place	Date
1				
2				

3				
4				
Papers published in international conferences				
	Title of paper	Conference	Place	Date
1				
2				
3				
4				
Membership at editing board of local academic journals				
	Journal	Date	Place	Impact Factor
1				
2				
3				
4				
Membership at editing board of international academic journals				
	Journal	Date	Place	Impact Factor
1				
2				
3				
4				
Peer review for local journals				
	Title of paper	Journal	Date	Impact Factor
1				
2				



3				
4				
Peer review for international journals				
	Title of paper	Journal	Date	Impact Factor
1				
2				
3				
4				
Peer review for the purpose of academic promotion				
	Title of paper	Name of researcher	Evaluation date	Note
1				
2				
3				
4				
Patent certificates				
	Project	Place	Field	Note
1				
2				
3				
4				

- Scientific and academic books**

Books (including translated ones) at local level						
	Title of book (as in its original language)	Language of writing	Place of publication	ISBN	Year	Note
1						
2						
3						
4						
5						
Books (including translated ones) at international level						
1						
2						
3						
4						

- Presentations**

International keynote speeches and seminars				
	Title of speech/ seminar	Place/ country	city/ Date of presentation	Name of conference
1				
2				
3				
4				
Local keynote speeches or seminars				
	Title of speech/ seminar	Place/	city/ Date	Name of



		country	presentation	conference
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

- Attendance at seminars**

Attending seminars at department/ college/ faculty				
	Title of seminar	Place	Date of presentation	Note
1				
2				
3				
4				
5				
6				
7				
8				
9				

10				
11				
12				
13				
14				
15				

- Participation in workshops**

Local workshops				
	Title of workshop	Place	Date	No of days
1				
2				
3				
4				
5				
Regional workshops				
1				
2				
3				
4				
5				
International workshops				
1				
2				
3				

4				
5				

- Training courses**

Local training courses				
	Title of training	Place	Date	No of days
1				
2				
3				
4				
5				
Regional training courses				
1				
2				
3				
4				
5				
International training courses				
1				
2				
3				
4				
5				

- Organizing or teaching at seminars and workshops**

Organizational/teaching roles at local workshops/ trainings				
	Title of training	Place	Date	No of days
1				
2				
3				
4				
5				
Organizational/ teaching roles at international workshops/ trainings				
1				
2				
3				
4				
5				

- General activities**

Publishing articles at newspapers and magazines				
	Title of article	Title of newspaper/ magazine	Date of publication	Place of publication of the newspaper/ magazine
1				
2				
3				

4				
5				
General seminars				
	Title of seminar	Place	Date	Note
1				
2				
3				
4				
5				
Press interviews (TV, newspapers and magazines, radio, websites)				
	Main subject	Channel	Place	Note
1				
2				
3				
4				
5				

- Participating or organizing projects with private sector, community and outside university that serve the process of education and learning

List these projects that strengthen the relation between university and private sector and community as well as these projects related to students' trainings such as entrepreneurship.

	Project title	Date	Place	Start date	End date
1					
2					
3					
4					

- Volunteering work**

List these volunteering activities conducted with civil organizations, non-profit organizations and syndicates, as well as free consultation work.

	Title of activity	Place	Date	Note
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



Appendix 2

	Continuous Academic Development (CAD)	Document No: IU.AQ.LS.004E	
		Validity Date: 13/09/2017	
		Revision No: 02	
		Total No of pages: 4	
CAD criteria and points			
<p>* Proofs have to be provided for all activities submitted.</p> <p>* Points gained from passive activities should not exceed active ones. Only the first four activities are passive; the rest are active.</p>			
Name:		Academic title:	
Faculty:		Department:	
Seminar/Workshop/Conference/Symposium			
Category	Points	Score	Note
Attendance of seminar sessions within the faculty	2 points per seminar (cannot be more than 20 points)		
Attendance of seminar sessions at the conferences/ symposiums/ forums	2 points for each day, including the day you present (cannot be more than 5 days)		
Attendance at a workshop	2 points for each session (a session should not be less than an hour)		

Attendance at a training course [pedagogy courses are not accepted]	2 points for each day (national and international) [should not be more than 5 weeks]		
Online courses	5 points (a certificate and online registration confirmation are required)		
Lecturing in training courses [pedagogy courses are not accepted]	3 points for each day/ national and 5 points for international		
Oral presentations made within the faculty or at a workshop	4 points for national and 5 points for international		
Oral presentations made at conferences/ symposiums	5 points for national and 8 points for international		
Scientific Publications			
Abstract published in conference book of abstract	1 point for each abstract 2 points for extended abstracts (common in dentistry)		
Paper published in conference proceedings book	3 points for national and 5 points for international		
Paper published in Indexed Journals with a DOI number	5 points for each paper		

Paper published in SCOPUS indexed Journals	<ul style="list-style-type: none"> • 8 points for papers of multiple authors • 10 points for papers of a single author 		
Paper published in SSCI/SCI Indexed Journals	<ul style="list-style-type: none"> • 15 points for papers of multiple authors • 20 points for papers by a single author 		
Interview on TV or Radio (Scientific)	2 points		
Published books (Peer reviewed Publishing Platforms)	20 points		
Book chapter publication (Peer-reviewed Publishing Platforms)	8 points		
Book translation	8 points		
Publishing academic articles in a newspaper (utmost 3 publications within an academic year)	2 points		
Review of Articles			
Supervising graduation projects	3 points per project		
Reviewing graduation projects	1 point per project		

Editor of a scientific Journal (including editor-in-chief)	2 points for non-SSCI/SCI journals and 4 for SSCI/SCI journals)		
Reviewing an article for a journal	<ul style="list-style-type: none"> • 2 points for national journals • 3 points for non-SSCI/SCI international Indexed Journals • 8 points for SSCI/SCI indexed journals 		
Being a jury member at a science fair	2 points for each day		
Collaborative Academic Project (Conducting a research as a representative of Ishik university)	10 points per project		
Scientific Committees			
Being a member of a committee at the level of university (Exam, Promotion Com)	2 points for each membership		
Being a Scientific Committee Member of a Conference (organizing com., session chairs)	3 points for each membership		
Patent	30 points		



Uploading lecture notes on the university website	3 points per course		
Uploading question bank on the university website and announcing it to the students, 40 questions are required for each course per one semester	3 points per course		
TOTAL			


Grading scales according to academic titles

	Lecturer	Ass. Professor	Professor
Ass. Lecturer			
A*: 45 or more	A*: 55 or more	A*: 70 or more	A*: 80 or more
A: 25-44	A: 35-54	A: 50-69	A: 60-79
B: 18-24	B: 24-34	B: 35-49	B: 45-59
C: 11-17	C: 17-23	C: 20-34	C: 20-44
D: 6-10	D: 6-16	D: 6-19	D: 6-19
E: 1-5	E: 1-5	E: 1-5	E: 1-5

Minimum required points according to academic titles

Academic title	Minimum	Active	Passive
Ass. Lecturer	50	30	20
Lecturer	55	35	20
Ass. Professor	70	40	30
Professor	80	50	30

Appendix 3

	Class Observation Form	Document No: IU.PC.Fr.004E
		Validity Date: 12-10-2017
		Revision No: 01
	UNIT: QUALITY ASSURANCE	Page No: 3

This form is intended to evaluate teacher's performance inside class for monitoring purposes. The evaluation could be conducted by the dean, head of department, director of Quality Assurance or members of academic promotion committee. It can also be used in contexts of peer-to-peer observation.

The responses are retained confidentially and shared merely with the aforementioned persons at the University.

Name:	Academic title:
Faculty:	Department:
Course:	Date:

1	2	3	4	5
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

No	Criterion	Score	Comment
1	The lesson taught conforms to the syllabus		
2	Objectives identified at the start of the lesson, gives "real world" examples to illustrate concepts		

3	Uses examples that are simple, clear, precise, and appropriate, stays focused on and meets stated objectives		
4	emphasizes and summarizes main points		
5	Shows good command and knowledge of subject matter		
6	Uses relevant teaching methods, aids, materials, techniques, technology		
7	Demonstrates leadership ability, maintains discipline and control		
8	Exhibits sensitivity to students' culture, gender differences and disabilities, responds appropriately in a non-threatening learning environment		
9	Demonstrates good command of English language		
10	Encourages questions and student participation, and encourages students' engagement in class activities related to the course		
11	Develops strategies to obtain feedback on student learning, checks whether the learning objectives have been accomplished		
12	Holds interest of students, and assists students with academic problems, responds adequately		



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	to student questions		
	TOTAL		

Strengths:

Weaknesses:


Recommendations and areas to improve:

Final decision:

Name:

Signature:

Appendix 4

	Teacher Self Assessment Form	Document No: IU.AQ.LS.303E
		Validity Date: 26-9-2017
		Revision No: 00
	UNIT: QUALITY ASSURANCE	Page No:

This form is intended to allow teachers to make their own judgments about their performance, and reflect on the personal and structural aspects that had an impact on their teaching. This should be done at the end of each academic year.

The responses are retained confidentially and shared merely with the head of department and director of Quality Assurance at the University for monitoring purposes.

Name:	Academic title:
Faculty:	Department:

1	2	3	4	5
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

	Criteria	Score
1	Syllabus content and organisation	
2	Knowledge of subject matters within the course	
3	The pedagogy followed	
4	Skills in using data show, smart board, etc.	



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5	Time management during class	
6	Classroom management skills	
7	Communication and interaction with students	
8	Fair treatment to all students	
9	The assessment and exam questions are well-designed and course-related	
10	The teacher portfolio is well-prepared and updated regularly	
11	Active participation in department/ faculty activities (such as seminars, committees, etc.)	
12	Productivity in research writing	
13	English language capacity	

My strengths:
Aspects to improve:
Strategies and plans to improve:



Appendix 5

ISHIK UNIVERSITY			
Department of ... 201..-201.. Academic Year Course Information for ...			
Course Name:			
Code	Course type	Regular Semester	Theoretical Practical Credits ECTS
Name of Lecturer(s):			
Teaching Assistant(s):			
Course Language:			
Course Type:			
Office Hours			
Contact		Email: Tel:	
Teacher's academic profile			
Course Objectives:			
Course Description (Course overview):			
COURSE CONTENT			
Week	Hour	Date	Topic
1			



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2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

COURSE/STUDENT LEARNING OUTCOMES

- 1
- 2
- 3
- 4
- 5

MIN 100 WORDS

COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES
(Blank : no contribution, 1: least contribution ... 5: highest contribution)



Program Learning Outcomes		Cont.												
Prerequisites (Course Reading List and References):	*Key references: *Useful references: *Magazines and review (internet):													
Student's obligation (Special Requirements):	In this section the lecturer shall write the role of students and their obligations throughout the academic year, for example the attendance and completion of all tests, exams, assignments, reports, essay...													
Weekly Laboratory/Practice Plan:	<table border="1"> <thead> <tr> <th>Week</th> <th>Hour</th> <th>Date</th> <th>Topics</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Week	Hour	Date	Topics	1							
Week	Hour	Date	Topics											
1														
Course Book/Textbook:														
Other Course Materials/References:														
Teaching Methods (Forms of Teaching):														
COURSE EVALUATION CRITERIA														
Method	Quantity	Percentage (%)												
Quiz														
Homework														
Midterm Exam(s)														
Term Paper														
Final Exam														
Total		100												



Examinations: (Please select at least 3 types of question below)

☐ Essay Questions-classical ☐ True-False ☐ Fill in the Blanks ☐ Multiple Choices ☐ Short Answers ☐ Matching

Extra Notes:

Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks.

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD

Activities	Quantity	Duration (Hour)	Total Work Load
Course Duration (Including the exam week: 16x Total course hours)			
Hours for off-the-classroom study (Pre-study, practice)			
Assignments Mid-terms			
Final examination			
Other			
Total Workload			
ECTS Credit (Total workload/25)			



Appendix 6

	Syllabus Evaluation Form	Document No: IU.QA.FR.302E
		Validity Date: 07-11-2017
		Revision No: 00
	UNIT: QUALITY ASSURANCE	Page No: 1

This form is intended to evaluate the course syllabi in terms of content quality, sufficiency and validation. The evaluation should be completed by the head of department and approved by the scientific committee at the department.

Instructor's Name:		Academic title:		
Faculty:		Department:		
Course title/code:		Date:		
1	2	3	4	5
Very unsatisfactory	Unsatisfactory	Moderate	Satisfactory	Very satisfactory

No	Criterion	Score	Comment
1	Basic info of the lecturer and course are accurate		
2	Course objectives are stated clearly		
3	Course description and overview are well presented		
4	Course topics and content are fully presented		
5	Proper learning outcomes are		



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	identified		
6	Sufficient and relevant references are listed		
7	Effective teaching methods are identified		
8	Effective course evaluation methods (minimum 5 criteria) are used		
	TOTAL		

Head of Department

Signature

Department Scientific Committee

Signature



Appendix 7

	<p align="center">INTERNAL SEMINARS</p>				<p>Document No: IU.QA.LS.005E</p>	
					<p>Validity Date: 5/1/2015</p>	
					<p>Revision No: 0</p>	
<p>UNIT: QUALITY ASSURANCE</p> <p>Dept: Faculty:</p>				<p>Page No:</p>		
No	Topic	Presenter Name	Date	Day	Time	Location
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
ADD						
<p align="center">Head of Department</p>				<p align="center">Dean of Faculty</p>		



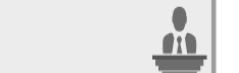
	<h2 style="text-align: center;">Attendance list</h2>		Document	IU.FA.FR.021E
			Validity Date	01/12/2017
			Revision No	01
	Unit		Page No	1/1

Topic	Presenter	Date	Time	Place

[illegible]



	<h2 style="text-align: center;">Departmental Seminar Report</h2>		Document No	IU.FA.FR.034E
			Validity Date	03-11-2015
			Revision No	00
	Unit	Department of	Page No	



Presenter's Full	
Name	

Presenter's Degree

☐ BSc ☐ Master
☐ Phd ☐ Others (please specify:.....)

Department :

Specialization & Area (of the seminar)	
Full Title of the seminar:	
Synopsis (Abstract) about the seminar: Please write between 2 to 5 lines:	

Presenter(s) Signature



Appendix 10

	WORKSHOP REPORT		Document	IU.FA.FR.077E
			Validity Date	09-03-2015
			Revision No	00
	Unit	Department of	Page No	

	Title of the Workshop :
--	-------------------------


Presenter(s):		
Date	Hour	Location
Participants :		
Agenda : Day 1 : Day 2 :		
Summary of the Workshop :		
Outcomes of the Workshop :		
Follow-up Steps :		
Recommendations :		

Date

Submitted by :

Appendix 11

	CONFERENCE REPORT		Document No	IU.FA.FR.078E
			Validity Date	22-05-2016
			Revision No	00
	Unit	Faculty of	Page No	

	<h3><i>Title of the Conference</i></h3>
---	---

Venue :
Date (s) :
Names of researchers involved
Attendee Statistics
Organized in collaboration with (institution/organization)

Objectives
Main results/outcomes
Media coverage
Participants' Feedback

Please attach the following documents as appendix to the present report:

- 1) The event's program (and photos, if available)
- 2) The list of invitees
- 3) The final attendance list
- 4) All material evidence of media coverage

Date

Submitted by:



Figure designed by Dr. Sameerah T. Saeed