

REGULATIONS

for the Analysis of Individual Plans and Annual Reports of the Faculty of JAIU

1. General Provisions

1.1. These Regulations establish the procedure, deadlines, criteria, and responsibilities for the analysis of individual plans (IPs) and annual reports of the faculty and teaching staff (hereinafter referred to as “FTS”) of JAIU.

1.2. These Regulations have been developed in accordance with:

1. The Law of the Kyrgyz Republic “On Education”;
2. The Charter of JAIU;
3. The Regulations on the Teaching Staff of JAIU;
4. The Regulations on the Quality Management System of JAIU;
5. Regulations on the Academic Staff Performance Evaluation System (KPIs, ratings), if available;
6. Regulations on the Certification of Academic Staff.

1.3. The requirements of these Regulations are mandatory for the academic staff, department chairs, deans, heads of educational programs (EPs), the Academic Affairs Department, and the Internal Monitoring and Quality Department.

1.4. The analysis of faculty members’ individual plans and annual reports is an element of the university’s internal education quality assurance system and personnel policy.

2. Goals and Objectives of the Analysis

2.1. The objective of the analysis is to assess the completeness and quality of the implementation of faculty members’ individual plans, and to identify strengths and weaknesses related to the implementation of educational programs, as well as scientific, methodological, and educational work.

2.2. Objectives of the analysis:

2.2.1. To evaluate the achievement of planned indicators in the main areas of faculty activity:

1. teaching;
2. methodological work;
3. research activities;
4. student guidance and mentoring;
5. professional development and CPD;
6. participation in the QMS and quality management.

2.2.2. Identifying faculty members with high performance levels for recognition, inclusion in the talent pool, and participation in key projects.

2.2.3. Identifying problem areas and gaps to plan individual professional development for faculty (IDP, development plans).

2.2.4. Providing an evidence base for faculty evaluation, ranking, and the distribution of incentive payments (where applicable).

3. Objects and indicators of analysis

3.1. The objects of analysis are:

3.1.1. Faculty members' individual plans for the academic year (approved in accordance with established procedures).

3.1.2. Annual reports by faculty members on the implementation of individual plans.

3.1.3. Supporting documents (statements, professional development certificates, publications, minutes, research reports, etc.).

3.2. Main sections and indicators of the faculty member's individual plan/report:

a) Teaching Work

1. classroom workload (hours/credits), compliance with the plan;
2. fulfillment of teaching load (percentage of hours completed);
3. development/updating of course outlines, syllabi, and course descriptions;
4. use of active and digital teaching methods (if KPIs are available).

b) Methodological work

1. participation in methodological councils, development of methodological guidelines and manuals;
2. participation in the development/updating of educational programs, modules, OSCE stations, etc.

c) Research activities

1. publications (articles, abstracts), monographs, textbooks;
2. participation in projects and grants;
3. supervision of undergraduate/graduate research (if applicable);
4. presentations at conferences.

d) Educational and mentoring work

1. supervision of academic groups;
2. organizing educational, preventive, and social events;
3. working with students requiring special support.

e) Professional development and CPD

1. completing professional development courses, CPD, and internships;
2. participating in training sessions on pedagogy, digital technologies, and clinical competencies.

f) Participation in the Quality Management System, administration, and community service

1. participation in internal audits and committee work (on quality, ethics, academic affairs, etc.);
2. participation in the development of local regulations;
3. community and organizational activities (councils, committees, working groups).

4. Sources and format of data presentation

4.1. The main documents for analysis are:

1. the approved individual teaching staff plan for the academic year;
2. the teaching staff's annual report on the implementation of the individual plan in the prescribed form;
3. supporting documents (copies of certificates, references, title pages of publications, conference programs, etc.).

4.2. The forms for the individual plan and the annual report of the teaching staff are approved by a separate order of the rector/regulations on the teaching staff.

4.3. The annual report of the teaching staff is prepared in a structured format (by sections of the plan) and submitted to the department chair by the established deadline.

5. Frequency and Levels of Analysis

5.1. Individual teaching staff plans are approved for **each academic year** (as a rule, by September 15 of the current year).

5.2. An interim analysis of plan implementation may be conducted at the department level **once per semester** (by decision of the department/dean's office).

5.3. An annual review of the implementation of individual plans and annual reports of faculty members is conducted:

1. at the department level – annually, **by June 15**;
2. at the faculty level – annually, **by June 30**;
3. at the university level – annually, **by July 31** (consolidated analysis of faculty members).

6. Analysis Methodology

6.1. Assessment of plan implementation

6.1.1. For each section of the faculty's plan, the degree of fulfillment is determined as follows:

1. **100–90%** – fully completed / exceeded (● high level);
2. **89–70%** – mostly completed, with some items carried over (● acceptable level);
3. **69–50%** – partially completed (● risk zone);
4. **< 50%** – plan not met (● critical level).

6.1.2. For an objective assessment, an analysis table (Appendix 1) is used, which specifies:

1. planned indicators;
2. actual results;
3. percentage of completion;
4. comments (objective reasons, if any).

6.2. Qualitative Analysis

6.2.1. In addition to quantitative indicators, **the quality of results** is taken into account, including:

1. the level of journals and conferences (scientific activity);
2. the relevance of professional development/continuing medical education courses (alignment with the scope of activities);
3. significance of methodological developments;
4. the impact of faculty members' activities on the development of the educational program and the department.

6.2.2. If necessary, the department chair may request additional materials (online courses, examples of course outlines, research reports, etc.).

6.3. Comprehensive evaluation of faculty members' activities

6.3.1. Based on the results of the analysis across the main sections (teaching, methodological, research, educational, professional development, and quality management system), a comprehensive assessment is formed:

1. **High level** – consistently high/full level of performance in most sections (●).
2. **Satisfactory level** – the plan has been generally fulfilled, with areas for improvement (●).
3. **Low level** – significant shortfalls in key sections (●).
4. **Low level** – systematic failure to meet plans without objective reasons (●).

6.3.2. The comprehensive evaluation may be linked to the KPI system, faculty ratings, and performance review results (if provided for by relevant regulations).

7. Procedure for Review and Decision-Making

7.1. At the department level:

7.1.1. Department Chair:

1. reviews the annual reports of the faculty;
2. completes the analysis table (Appendix 1) for each faculty member;
3. compiles a summary table for the department (Appendix 2);
4. presents the results of the discussion at the department meeting.

7.1.2. Based on the results of the discussion:

1. proposals are formulated for the individual professional development of faculty members (professional development courses, academic seminars, mentoring, participation in projects);
2. faculty members with high performance are identified (recommendation for commendation, promotion, or inclusion in the talent pool);
3. faculty members requiring special attention are identified (improvement plan, mentoring, workload adjustment).

7.2. At the faculty level:

7.2.1. Dean:

1. receives summary tables by department (Appendix 2);
2. prepares a faculty report (Appendix 3) with an analysis by faculty member category (teaching assistants, senior lecturers, associate professors, professors);
3. presents the results to the faculty council/methodological council.

7.2.2. Decisions are made at the faculty level:

1. regarding incentives (requests for bonuses, allowances, and commendations);
2. on the development of the faculty's professional development plan for faculty members;
3. on personnel proposals (recommendations for competitions, contract renewals, transfers, etc.).

7.3. At the university level:

7.3.1. The Academic Affairs Office and the Office of Internal Monitoring and Quality:

1. collect faculty reports;

2. compile a consolidated university analysis (year-over-year trends, distribution by plan fulfillment levels, identification of systemic shortcomings);
3. prepare an analytical memo for the rector, vice rectors, and the Quality Council.

7.3.2. Based on the results:

1. decisions are made regarding the university’s faculty professional development plan;
2. the data is taken into account when compiling faculty rankings, distributing incentive payments, and preparing reports for accreditation agencies.

8. Documentation and Storage

8.1. Individual plans and annual reports of the teaching staff, as well as analysis forms (Appendices 1–3), are stored:

1. at the department—in faculty members’ personal files (in paper and/or electronic form);
2. in the dean’s office—summary reports;
3. in the Human Resources Department—in the section used for performance evaluations;
4. in the Quality Department – in the section used for the Quality Management System (QMS) and accreditations.

8.2. The recommended retention period for summary reports and analytical materials is **at least 5 years**.

9. Final Provisions





9.1. These Regulations shall enter into force upon approval by the Rector of JAIU.

9.2. Amendments and additions to these Regulations shall be made at the initiative of the Rector, Vice Rectors, Deans, the Human Resources Department, the Academic Affairs Department, and the Internal Monitoring and Quality Department, and shall be approved by order of the Rector.

Appendices

Appendix 1

Form for analyzing the implementation of the individual plan of the teaching staff (department)





Section No.	Plan Section (Academic, Methodological, Research, Educational, Professional Development, Quality Management System/Community)	Key indicators (plan)	Plan (quantity, units)	Actual	% of completion	Assessment ( /  /  / )	Comments (reasons, details)

Overall assessment of teaching staff performance for the year: _____
(high / satisfactory / reduced / low level).

Head of Department _____ /Full Name/ “ ” _____ **20**





Appendix 2

Summary analysis form by department

No.	Full Name of Faculty Member	Position (Assistant, Senior Lecturer, Associate Professor, Professor)	Overall % of plan fulfillment	Overall rating ( /  /  / )	Key strengths	Main weaknesses / areas for development	Recommendations (Professional Development, Non-Teaching Duties, Mentoring, Personnel Decisions)
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Appendix 3

Summary Analysis Form by Faculty (for the Dean's Office)

No.	Department	Faculty Category (Teaching Assistants, Senior Lecturers, Associate Professors, Professors)	Number of faculty members	Percentage with a high level (), %	Percentage with a sufficient level (), %	Share with reduced/low levels ( / ), %	Key typical strengths	Main typical weaknesses	Proposed measures (by faculty)
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I will provide two forms:

1. **Individual faculty development plan.**
2. **Annual report on its implementation.**

These can be incorporated into the Regulations or provided as separate appendices.

1. INDIVIDUAL ACADEMIC STAFF PLAN FORM

JALAL-ABAD INTERNATIONAL UNIVERSITY (JAIU)

INDIVIDUAL PLAN

for the Faculty for the ____ / ____ Academic Year

Faculty: _____

Department: _____

Full Name of Faculty Member: _____

Position: _____

Academic degree, title: _____

Standard teaching load (hours): _____

Scheduled classroom teaching load (hours): _____

Scheduled total workload (hours): _____

Section 1. Academic Work

1.1. Classroom workload (lectures, practicals, labs, seminars)

No.	Program / Major	Course	Semester	Subject	Type of class (lecture/practical/lab/seminar)	Scheduled hours	Note
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1.2. Individual sessions, consultations, guidance on independent study, term papers, etc.

No.	Type of work (independent study, consultations, term papers, projects, etc.)	OP / course	Plan (hours / units)	Note
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Section 2. Methodological Work

No.	Type of methodological work (RPD, syllabus, FOS, methodological guide, OSCE stations, etc.)	Course/Module Title	Planned outcome (number, scope)	Deadline	Note
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Section 3. Research Activities

No.	Type of activity (article, abstracts, monograph, project, report, supervision of student research, etc.)	Planned outcome (journal/conference level, project title, etc.)	Deadline	Note
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Section 4. Educational and Mentoring Work

No.	Area of work (group mentoring, educational activities, career guidance, volunteering, etc.)	Group / Target Audience	Planned activities / outcomes	Timeline	Note
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Section 5. Professional Development, CPD, Internships

No.	Type of professional development / CPD / internship	Topic / Program	Organization (course, center, university, clinic)	Scope (hours / credits)	Planned duration	Note
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Section 6. Participation in quality assurance, management, and community service

No.	Type of activity (committees, councils, internal audits, drafting of local regulations, organizing committees, etc.)	Role (member, chair, etc.)	Planned actions / participation	Period	Note
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Section 7. Individual Professional Development Plan (optional)

Briefly list key goals for the year (skills, competencies, career goals, project participation, etc.):

Plan prepared by:

Faculty Member _____ /Full Name/ “_” _____ 20

Approved by:

Head of Department _____ /Full Name/ “_” _____ 20

Approved by:

Dean of the Faculty of _____ /Full Name/ “_” _____ 20

2. ANNUAL REPORT FORM FOR FACULTY MEMBERS

on the implementation of the individual plan

JALAL-ABAD INTERNATIONAL UNIVERSITY (JAIU)

ANNUAL REPORT

on the implementation of the individual plan of the academic staff for the ____ / ____ academic year

Faculty: _____

Department: _____

Full Name of Faculty Member: _____

Position: _____

Section 1. Teaching Work (Actual)

No.	Course / Type of Work	Program / Course / Semester	Plan (hours / units)	Actual	% Completed	Note (deviations, reasons)
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Section 2. Methodological work (actual)

No.	Type of methodological work	Planned result	Actual result (with output data)	% Completion	Note
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Section 3. Research Activities (Actual)

No.	Type of activity	Planned result	Actual result (full title of article/conference/project, level)	% Completed	Note
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Section 4. Educational and mentoring work (actual)

No.	Type of activity / event	Group / Audience	Plan	Actual (brief description of activities conducted)	% Completed	Note
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Section 5. Professional Development, CPD (actual)

No.	Type of professional development / CPD / internship	Plan	Actual course/program (title, organization)	Volume (hours / credits)	% Completed	Note
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Section 6. Participation in the Quality Management System, administration, and community service (actual)

No.	Type of activity	Role	Plan	Actual (committees, audits, working groups, documents developed, etc.)	% Completed	Note
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Section 7. Final Self-Assessment and Conclusions of the Teaching Staff

1. Key results achieved during the reporting year:

2. Main challenges and reasons for non-fulfillment of specific plan items (if any):

3. Proposals for professional development for the coming year:

Report prepared by:

Faculty Member _____ /Full Name/ “_” _____ 20

Conclusion of the Department Chair:

- Percentage of plan fulfillment (approximate): _____ %
- Final evaluation: high satisfactory reduced low
- Comments (strengths, weaknesses, recommendations):

Head of Department _____ /Full Name/ “_” _____ 20

Decision of the Dean / Faculty Council (if necessary):

Dean of the Faculty _____ /Full Name/ “_” _____ 20

Here's what we'll do: I won't rewrite the entire document, but will simply provide updated **tables with KPIs/scores** + a summary. These can be inserted in place of the old ones.

1. Individual Faculty Member Plan with KPIs

1.1. Teaching Work (IP + KPIs)

Replace the table in Section 1.1 with the following:

No.	Program / Field	Course	Semester	Course	Type of class (lecture/practical/lab/seminar)	Scheduled hours	KPI indicator (code/name)	Planned KPI points	Note
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1.2. Methodological work (IP + KPI)

No.	Type of methodological work (Curriculum, syllabus, FOS, manual, OSCE stations, etc.)	Discipline / module	Planned outcome	Deadline	KPI indicator	Planned KPI points	Note
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1.3. Research Activities (IP + KPI)

No.	Type of activity (article, abstracts, project, etc.)	Planned outcome (journal/conference level)	Deadline	KPI indicator	Planned KPI points	Note
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1.4. Educational work (IP + KPI)

No.	Type of activity / event	Group / Audience	Planned events	Timeline	KPI	Target KPI score	Note
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1.5. PC, NMO / CPD (IP + KPI)

No.	Type of professional development / continuing medical education / internship	Topic / Program	Organization	Volume (hours/credits)	Planned duration	KPI	Planned KPI points	Note
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1.6. QMS, Management, and Community Service (IP + KPI)

No.	Type of activity (committees, audits, councils, etc.)	Role	Planned Actions	Period	KPI	Target KPI score	Note
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1.7. Total KPI row in the Individual Performance Plan

Add at the end of the plan:

Total planned KPI score: _____ points
(sum of planned KPI scores across all sections)

2. Annual PPS Report with KPIs

Now—mirrored, with **actual scores**.

2.1. Teaching Work (Report + KPI)

No.	Subject / Type of Work	Program / Course / Semester	Plan (hours)	Actual (hours)	% Completion	KPI indicator	Planned KPI points	Actual KPI points	Note
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2.2. Methodological work (report + KPI)

No.	Type of methodological work	Planned result	Actual result	KPI indicator	Planned KPI points	Actual KPI points	Note
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2.3. Research Activities (Report + KPI)

No.	Type of activity	Planned result	Actual result (title, level)	KPI indicator	Planned KPI points	Actual KPI score	Note
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2.4. Educational work (report + KPI)

No.	Type of activity	Group / Audience	Plan	Actual	% of plan	KPI	Planned KPI points	Actual KPI points	Note
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2.5. PC, NMO / CPD (report + KPIs)

No.	Type of training / CPD / internship	Plan	Actual course / program	Volume	KPI indicator	Planned KPI points	Actual KPI points	Note
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2.6. QMS, Management, and Community Work (Report + KPI)

No.	Activity	Role	Plan	Actual	KPI	Target KPI score	Actual KPI points	Note
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2.7. Summary of KPIs by Teaching Staff

Add a separate table at the end of the report:

Activity Section	Planned KPI scores	Actual KPI scores	% of Target Achieved	Comment
TOTAL (sum)			%	

This summary line easily integrates into the rating/bonus system and performance evaluation, and provides transparent tracking of faculty contributions for accreditation purposes.

I. Teaching Work (Quality, Not Just “Hours”)

Basic fulfillment of the teaching load is a mandatory requirement and **is not graded**. KPIs are awarded based on quality and complexity.

Indicator	Unit	Points	Annual limit
Teaching a course in English (main track)			
Teaching the course in a blended/integrated format (blended, LMS, online + offline, eBilim)			
Course average score $\geq 80/100$ with a failure rate $\leq 5\%$			
Development of a new course/module for the educational program			
Supervision of a term paper / project			
Supervision of final qualification work / thesis			
Supervision of internships (academic/industrial/clinical)			

II. Methodological work

Indicator	Unit	Points	Annual limit
Development of a new course outline/syllabus for the discipline			
Development of FOS (complete set for the discipline)			
Development of an OSCE station / OSCE/OSPE checklists			
Preparation of a teaching manual (without approval)			
Textbook/manual with approval from the university/Ministry of Education and Science/National Academy of Sciences			
Participation in the development / updating of the educational program, educational program module			
Development of an online course in an LMS (eBilim, Moodle, etc.)			

III. Research Activities

Indicator	Level	Unit	Points	Annual limit
Article in a Scopus/WoS Q1–Q2 journal				
Article in a Scopus/WoS Q3–Q4 journal				
Article in a journal included in international databases (EBSCO, DOAJ, etc.)				
Article in a peer-reviewed national journal (equivalent to VAK/RINC)				
Abstracts at an international conference				
Abstracts at a regional/national conference				
Principal investigator of a research project/grant (national/international)				

IV. Educational and mentoring work

Indicator	Unit	Points	Annual limit
Academic group mentoring (full year, ongoing work)			
Conducting educational, career guidance, and preventive activities			

V. Professional development, CPD, internships

Indicator	Unit	Points	Annual
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			limit
CPD / CME courses up to 36 hours			
PC/CME courses lasting 36–72 hours			
CPD/CME courses exceeding 72 hours or a program leading to a qualification			
Clinical internship (for clinical departments) of at least 72 hours			
Participation in international schools, internships, and training programs			
Obtaining a certificate in digital technologies, AI in education, or simulation-based learning			

VI. Participation in QMS, management, and community service

Indicator	Unit	Points	Annual limit
Membership in the Academic Council, Quality Council, Methodological Council , and standing committees of the university			
Participation in internal audits (internal auditor)			
Development/updating of local regulations, rules, and policies			
Leading/participating in working groups on accreditation and the preparation of self-assessment reports			

VII. Final scale for interpreting KPI scores (example)

Target ranges can be set by faculty category. Example—for an associate professor:

Level	Total KPI points per year	Interpretation
● High		
● Satisfactory		
● Low		
● Low		

For teaching assistants, senior lecturers, and professors, the thresholds can be adjusted slightly (lower for teaching assistants, higher for professors, especially in research).

2. Brief explanation of the logic

- I have divided the KPIs into **the same categories** already included in the individual plan/report (teaching, methodological, research, educational, professional development, quality management system) to ensure the system is transparent.
- Within each block, **scoring units** are identified for which there is actual documentary evidence (order, minutes, publication, certificate, etc.).
- Points are assigned according to the following principle:
 - more complex/significant → **more points** (Scopus > local journal, textbook > teaching recommendation);
 - massive, “minor” activities receive few points and have a limit to prevent overburdening the system.
- Limits** have been introduced **by activity type** to prevent an imbalance in any single category (e.g., only educational work without research or methodology).

3. Alternative options / settings

- Strict option**
 - Increase the weight of scientific publications and accreditation activities; reduce points for local events.

2. Make minimum thresholds for research and professional development mandatory for certification (e.g., at least 1 article + 1 professional development course over 3 years).
2. **Soft option (transitional)**
 1. Keep the current points but do not strictly link them to bonuses; use them as a “rating + feedback” system.
 2. In 1–2 years, once the system is established, tighten the requirements.
3. **Medical Specifics**
 1. For clinical departments, introduce a bonus coefficient for **clinical internships, OSCE, and work with clinical sites**; for non-clinical departments, strengthen the science/methodology component.

4. Practical Action Plan

1. **Select a target model:** strict or flexible (transitional) for the next 2–3 years.
2. **Adapt the tables** to your context:
 1. set precise limits for each type of activity;
 2. specify different thresholds for assistants, associate professors, and professors.
3. Include these tables **in the Faculty KPI Regulations** + provide a link to the individual plan and annual report forms (we have already prepared them).
4. Launch the system **in pilot mode** at one or two faculties (e.g., LD RU and LD EN); based on the year’s results, refine the scale and approve it as permanent.

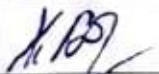
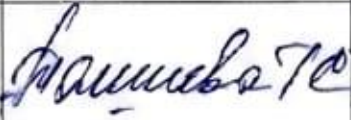







CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: 1.000

Effective date: “ ” 20

APPROVAL SHEET

No	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

