

1. REGULATIONS

on the Performance Evaluation System (KPI) for the Faculty of JAIU

1. General Provisions

1.1. These Regulations define the objectives, principles, structure, and procedures for the operation of the performance evaluation system for the faculty and teaching staff (hereinafter referred to as “FTS”) of JAIU based on key performance indicators (KPIs).

1.2. The KPI system is part of the quality management system (QMS) and the internal quality assurance system for education at JAIU and is used for:

1. planning the activities of the faculty;
2. analyzing the implementation of individual plans and annual reports;
3. making personnel and management decisions;
4. preparing for the accreditation of educational programs and the university.

1.3. These Regulations have been developed in accordance with:

5. the Law of the Kyrgyz Republic “On Education”;
6. the Charter of JAIU;
7. Regulations on the Academic Staff of JAIU;
8. Regulations on the Quality Management System of JAIU;
9. Regulations on the Evaluation of Academic Staff;
10. Regulations on Individual Plans and Annual Reports of the Academic Staff;
11. the requirements of national and international accreditation agencies (NAAR, AOPO, etc.).
12. 1.4. These Regulations apply to all academic staff of JAIU (assistants, senior lecturers, associate professors, professors), including employees of clinical departments and English-language programs.
- 13.

2. Goals and Objectives of the KPI System

14. 2.1. Objective – to ensure a transparent and objective assessment of faculty members’ contributions to the implementation of educational programs and the development of the university.
15. 2.2. Objectives:
 - 2.2.1. Formalize the main areas of faculty activity and outcomes in the form of measurable indicators.
 - 2.2.2. Aligning individual faculty members’ plans with the development priorities of JAIU and the educational programs.
 - 2.2.3. Identification of faculty members with high performance levels (for recognition, talent pool, and project participation).
 - 2.2.4. Identifying gaps and planning the professional development of the teaching staff.
 - 2.2.5. Providing an evidence base for performance evaluations, accreditations, and external audits.

3. Principles for Building a KPI System

16. 3.1. Transparency – clear criteria and scales that are accessible to faculty members.
- 3.2. Documentability – each KPI must be supported by a document (order, protocol, publication, certificate, etc.).
- 3.3. Differentiation – consideration of the specific characteristics of various categories of faculty and educational programs (clinical/non-clinical, Russian-language/English-language).
- 3.4. Balance – coverage of all major types of faculty activities (teaching, methodological, research, educational, professional development, quality management system).
- 3.5. Reasonable workload – setting limits on specific types of activities to prevent an imbalance

toward any single area.

3.6. Focus on development – KPIs are used not only for monitoring but also as a tool for planning faculty development.

4. Structure of KPI blocks

17. 4.1. The KPI system includes the following blocks:

1. **Block I. Academic work and teaching quality.**
2. **Block II. Methodological work.**
3. **Block III. Research activities.**
4. **Block IV. Student guidance and mentoring.**
5. **Component V. Professional development, CPD, and internships.**
6. **Section VI. Participation in the Quality Management System, administration, and community activities.**

4.2. The list of indicators, units of measurement, scores, and limits for each block is set forth in **Appendix 1** to these Regulations (KPI matrix).

7. 4.3. For certain educational programs (e.g., the “General Medicine” program), additional specific indicators are established, as reflected in separate appendices (see Section 10).

5. KPI Matrix (Key Provisions)

8. 5.1. For each indicator, the following are established:

9. unit of measurement (e.g., 1 article, 1 discipline, 1 professional development course);

10. number of points per unit;

11. maximum number of points per indicator (annual limit).

12. 5.2. Examples (detailed table – in Appendix 1):

13. Teaching a subject in English – points per 1 credit.

14. Development of new RPDs, FOS, and OSCE stations – points per document/station.

15. Scientific articles (Scopus/WoS, national journals) – points differentiated by level.

16. Professional development courses/workshops/internships – points based on volume (hours/credits).

17. Participation in internal audits, councils, and accreditation projects – separate points.

18. 5.3. Activity limits do not prevent faculty members from engaging in activities beyond their assigned quotas, but they do limit the number of KPI points counted toward the annual ranking.

6. Linking KPIs to the individual plan and annual report of faculty members

19. 6.1. The faculty member’s individual plan for the academic year is drawn up taking into account the KPI blocks and indicators.

6.2. The individual plan form includes the following columns:

20. KPI indicator (code/name);

21. Target KPI points for each type of activity.

22. 6.3. The annual faculty report contains:

23. targeted and actual values for each indicator;

24. targeted and actual KPI scores;

25. a summary table by category.

26. 6.4. The forms for the individual plan and the annual PPS report are attached to these Regulations (Appendix 2).

7. Calculation of the total KPI score and performance levels

27. 7.1. At the end of the academic year, the following are calculated for each faculty member:

28. the total KPI score for each block;

29. the total annual KPI score (taking into account the limits).
30. 7.2. Based on the total KPI score, the faculty member is assigned to one of the performance levels (example for an associate professor; the final scale is in Appendix 3):
 1. **High level** (●) – ≥ 120 points;
 2. **Satisfactory level** (●) – 90–119 points;
 3. **Low level** (●) – 60–89 points;
 4. **Low level** (●) – < 60 points.
5. 7.3. Different target ranges for KPI scores may be established for different categories of faculty (assistant, senior lecturer, associate professor, professor), taking into account job responsibilities and expectations.
6. 7.4. For clinical departments, additional requirements may be introduced for the areas of research activity, CPD, and clinical training.

8. Use of KPI Results

7. 8.1. The results of the KPI assessment are used for:
 - 8.1.1. **Planning faculty development:**
 8. developing individual professional development plans;
 9. mentoring and supporting faculty members with lower KPI scores.
 - 8.1.2. **Financial and non-financial incentives for teaching staff:**
 10. distributing incentive payments, bonuses, and allowances (if relevant regulations exist);
 11. recommendations for incentives (letters of appreciation, certificates of merit, honorary titles).
 - 8.1.3. **Personnel decisions:**
 12. preparation of materials for faculty performance evaluations;
 13. justification for the renewal or non-renewal of employment contracts;
 14. recommendations for inclusion in the talent pool and promotion to positions.
 - 8.1.4. **Accreditations and external audits:**
 15. preparation of summary analytical data on the composition and activity of the teaching staff by educational program and university.
 16. 8.2. Decisions regarding the form and amount of incentive payments, as well as specific administrative measures, are made in accordance with local regulations of JAIU (Regulations on Remuneration, Regulations on Incentive Payments, etc.).

9. Procedure for Organizing Work on KPIs

- 9.1. **Academic staff:**
 17. develops an individual plan taking into account KPIs;
 18. keep records of their activities and supporting documents;
 19. submit an annual report by the deadlines established by the Regulations on Academic Staff Individual Performance.
- 9.2. **Department Chair:**
 20. approves the individual plans of the teaching staff;

21. conducts an initial analysis of KPI performance;
22. prepare a consolidated report for the department.

9.3. The Dean of the Faculty:

23. analyzes the departments' summary reports;
24. prepares a faculty analytical report (block balance, KPI levels by faculty member category);
25. presents the results to the faculty council/methodological council.

9.4. Academic Affairs Office and Office of Internal Monitoring and Quality:

26. collect faculty reports;
27. compile a university-wide summary report on faculty KPI;
28. prepare an analytical memo for the rector, vice rectors, the Quality Council, and the Academic Council.

10. Specifics of Applying the KPI System to Individual Educational Programs

29. 10.1. For educational programs with specific requirements (e.g., the “General Medicine” program, English-language programs, master’s programs), additional and/or modified KPIs are introduced related to:
 30. clinical and simulation training;
 31. OSCE/OSPE;
 32. work-based learning;
 33. intensive use of the English language and international standards.

10.2. The specifics of the KPI system for faculty members in the “General Medicine” program are set forth in **Appendix 4** to these Regulations.

11. Documentation and Storage

34. 11.1. All KPI materials (individual plans, annual reports, summary tables, and analytical notes) are stored in accordance with the JAIU file classification system.
35. 11.2. The recommended retention period for summary KPI reports is at least 5 years.

12. Final Provisions

36. 12.1. These Regulations shall enter into force upon approval by order of the Rector of JAIU.
37. 12.2. Amendments and additions to these Regulations shall be made at the initiative of the Rector, Vice Rectors, Deans, Department Chairs, the Academic Affairs Office, the Human Resources Office, and the Internal Monitoring and Quality Office, and shall be approved by order of the Rector.

Appendices to the Regulations (recommended composition):

38. Appendix 1 – KPI Matrix (detailed tables for blocks I–VI with scores and limits).
39. Appendix 2 – Forms for the individual plan and annual report of teaching staff with KPI columns.
40. Appendix 3 – Ranges of total KPI scores by faculty category (assistant, senior lecturer, associate professor, professor).
41. Appendix 4 – Features of the faculty KPI system for the “General Medicine” educational program.

2. APPENDIX (SEPARATE PROVISION)

42. on the features of the faculty KPI system for the “General Medicine” educational program

JALAL-ABAD INTERNATIONAL UNIVERSITY (JAIU)

APPROVED

Rector of JAIU _____ /Full Name/

Order No. ____ dated “_” _____ 20

43. to the Regulations on the JAIU Faculty Performance Evaluation System (KPI)

1. General Provisions

1. This Appendix establishes additional and specific KPI indicators for the faculty involved in the implementation of the “General Medicine” educational program (hereinafter referred to as the GM EP).
44. 1.2. This Appendix applies in conjunction with the general Regulations on the JAIU Faculty KPI System and does not supersede the general requirements.
45. 1.3. The specific provisions primarily concern clinical departments, simulation and preclinical training, OSCE/OSPE, workplace training, and the English-language track.

2. Additional modules and emphases for the “General Medicine” program

46. 2.1. For faculty members working in the General Practice program, the following are emphasized:
 1. **clinical work integrated with teaching;**
 2. **simulation training (simulation center, OSCE/OSPE);**
 3. **work-based learning and the work of clinical mentors;**
 4. **English-language instruction (for the English-language track).**
5. 2.2. The KPI system for the LD program includes:
6. general indicators for blocks I–VI;
7. additional specific indicators (see below).

3. Specific KPIs for clinical and specialized departments of the LD educational program

3.1. Academic and Clinical Work

8. In addition to the general KPIs:

Indicator (LD Program)	Unit	Points	Annual limit
Conducting clinical sessions at the patient’s bedside with formalized assessment (Mini-CEX, DOPS, etc.)			

3.2. Simulation Center and OSCE/OSPE

Indicator Unit Points Limit

4. English-language track of the LD program

9. For faculty members teaching courses in English under the OP LD program:

Indicator	Unit Points Limit
Preparation and adaptation of English-language course descriptions, syllabi, and learning outcomes for clinical disciplines	

5. CPD and clinical internship for general practitioners

10. Additionally in Block V (PC, CPD):

Indicator Unit Points Limit

6. Minimum requirements and target levels for clinical faculty of the OP LD

11. 6.1. For faculty members of clinical departments in the OP LD, it is established that during the reporting year, in the total KPI:
1. at least 20% of the points must be attributed to **research activities**;
 2. at least 20% must be attributed to **continuing medical education (CME)/continuing professional development (CPD) and clinical internships**;
 3. at least 20% must be attributed to **simulation and/or clinical work involving the assessment of practical skills**.
4. 6.2. When evaluating clinical faculty members in the OP LD program, the following is a mandatory criterion:
1. the presence over the past 3 years of **at least**:
 1. 1 publication (preferably in a peer-reviewed journal in the relevant field),
 2. 1 CME/CPD course,
 3. participation in OSCE/simulation training or on-the-job training.

7. Use of KPIs for the LD OP in accreditation

2. 7.1. Data on KPIs for the teaching staff of the LD educational program are used to:
3. demonstrating that human resources meet the requirements of NAAR/AOPO standards;
4. confirming the systematic nature of CPD and the clinical development of faculty;
5. demonstrating the sustainability of simulation and clinical training (OSCE, WBL).
6. 7.2. Summary reports on KPIs for the Medical Doctor Program are generated:
7. at the department level – annually;
8. at the faculty and educational program level – at least once a year and mandatory during the accreditation preparation period.

8. Final Provisions

9. 8.1. This Appendix is an integral part of the Regulations on the KPI System for the Teaching Staff of JAIU.
10. 8.2. Amendments and additions to this Appendix are adopted in the same manner as amendments to the general Regulations on the KPI System for the Academic Staff of ZAMU.

Appendix 1 – Matrix of KPIs for the Academic Staff of JAIU to the Regulations on the KPI System for the Academic Staff of JAIU

MATRIX OF KEY PERFORMANCE INDICATORS (KPIs) FOR ACADEMIC STAFF

Recommended columns in Excel:

Code, **Block**, **Indicator**, **Description**, **Unit of Measurement**, **Points per Unit**, **Max. Points per Year**, **Supporting Document**, **Note**.

BLOCK I. Academic Work and Teaching Quality

Code Indicator Description Unit of Measure Points per unit Max. points/year Document

BLOCK II. Methodological work

Code Indicator Description Unit of measurement Points Max. points/year Document

SECTION III. Research Activities

Code Indicator Level Unit of measurement Points Max. points/year Document

BLOCK IV. Educational and Supervision Work

Code Indicator Description Unit of measurement Points Max. points/year Document

BLOCK V. Professional Development, CPD, Internships

Code Indicator Description Unit of measurement Points Max. points/year Document

BLOCK VI. Participation in the Student Council, administration, and community service

Code Indicator Description Unit of measurement Points Max. points/year Document

Final configuration (how to use the matrix)

1. Enter the KPI code and target points for each row (from the tables above) **into the PPS IP**.
2. Actual values and actual points are recorded **in the annual report**.
3. In Excel, you can create a separate sheet **named “KPI_matrix”** with these tables and sheets named **“IP_PPS” / “Report_PPS”** with a drop-down list for the **“KPI Code”** column.
4. For the "Clinical Practice" program, create a separate sheet **called "KPI_LD"** and transfer/add specific indicators from our special application (OSCE, WBL, clinic, EN-stream) to it.

5. If you'd like, the next step could be:
 1. either immediately assemble **an Excel structure in the form of a text template** (with sheets and columns),
 2. or create a separate compact matrix **specifically for the clinical departments of the General Practice program** (as an "extract" from this general one).

BLOCK K. Specific KPIs for Clinical Departments of the “General Medicine” Undergraduate Program

3. Recommended columns in Excel: Code, Indicator, Description, Unit of Measure, Points, Max. Points/Year, Supporting Document.

K1. Clinical classes and bedside training

Code Indicator Description Unit Points Max. points/year Document

K2. Work-Based Learning (WBL)

Code Indicator Description Unit of measurement Points Max. points/year Document

K3. Simulation-based training and OSCE/OSPE

4. (partially overlaps with the general module, but with an emphasis on clinical relevance)

Code Indicator Description Unit Points Max. points/year Document

K4. Interaction with the clinical base

Code Indicator Description Unit Points Max. points/year Document

K5. CPD and Clinical Development (Enhanced Focus)

5. (May be used in conjunction with General Block V, but with higher expectations)

Code Indicator Description Unit Points Max. points/year Document

K6. English-language clinical training (OP LD EN)

Code Indicator Description Unit Points Max. points/year Document

2. Brief explanation of the logic

1. We are **not changing the general KPI matrix**, but adding the K1–K6 add-on specifically for clinical departments.
2. We focus on what accreditation requires: **OSCE, simulation center, WBL, clinical mentors, CPD, and English-language instruction.**
3. Everywhere there is a **clear unit of measurement** + mandatory **supporting documentation** (this is important for NAAR/AOPO).
4. We keep the limits reasonable to encourage participation, but to prevent users from racking up points indefinitely for the same type of work.

3. Possible configuration options

1. **A stricter model for the clinic**
 1. Introduce minimum mandatory requirements: for example, each clinical faculty member must earn at least **X points specifically in blocks K1–K5**.
 2. Use the K-block as a critical factor in the evaluation of clinical faculty.
2. **Transitional model**
 1. For the first 1–2 years, use the K-block in “soft” mode (primarily for analysis and development), and only later link it to payments and certification.

4. Practical Action Plan

1. Add a new section to **Appendix 1** of the KPI Regulations

“**Block K. Specific KPIs for Clinical Departments of the ‘General Medicine’ Program**”
and insert Tables K1–K6.
2. In the Regulations (general), specify that **the K-block applies only to faculty members of clinical departments of the General Medical Practice program**.
3. In the Excel file with the KPI matrix:
 1. add a sheet/section titled `K_Clinical`;
 2. create a drop-down list for clinical departments under codes K1.1–K6.3.
4. In the next step, we can work together to:
 1. **compile a ready-made Excel template** (sheet structure + KPI codes);
 2. or adjust the percentages and thresholds to match your actual figures (how many people actually enroll per year).

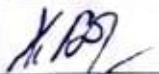
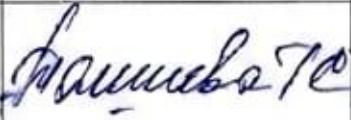







CHANGE LOG

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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
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