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Approved by

Rector S. L. Harutyunyan
12.12.2022

Yerevan Haybusak University 2021-2025 Strategic Plan (rev. 2022)

Our Strategic Plan is the framework of our priorities. It defines our future, aligns our energy, and directs our actions toward building the University that brings aspirations to life. This plan results from months of information gathering and thorough thinking of many students, faculty, and other staff across all our departments and functions.

This strategic plan lays out our pathway to the future. Turning it into action, we look to you, our students, staff, and the wider community to think about how to invest your time and talents and make efforts to implement our strategy.

S. L. Harutyunyan
Rector

Yerevan, May-June 2022

Introduction

Yerevan Haybusak University (YHU) was founded in 1991 in times of the dissolution of the Soviet Union and the restoration of the independence of Armenia. Responding to the challenges of the emerging education system for the newly independent country and with its primary goal of creating an accessible academic environment for applicants, regardless of their financial capabilities, the University became a centre for new thinking and academic and professional development.

Today Haybusak is a new type of educational institution that combines the best aspects and qualities of private and public education, providing all participants with the opportunity for self-realisation, both as specialists, creative thinkers and contributors to the life of their communities. It is a multidisciplinary university complex comprising four institutes and 40 clinical and specialised centres.

For more than 30 years of its history, YHU has established itself as a reliable partner, an experienced guide and a friend of its alumni. We provide education in 18 specialities. For many years, alongside the academic knowledge and professional skills of our students, we have been developing their social competencies, responsibility, and understanding of the social significance of their future profession, analytical thinking, due care, and ability to find solutions in non-standard situations, ability to critically judge their study dynamics and professional advantages and shortcomings as well as teamwork skills.

Haybusak is the only University in Armenia that gives medical, juridical, humanitarian, economic and applied decorative (design) education. Our students have the ultimate opportunity to acquire and deepen secondary competencies besides their primary specialisation. Due to this symbiosis, they participate in joint projects, scientific conferences, and international grants.

With academic research activities carried out in different directions, we organised scientific conferences and published collections of articles. Our faculty often published educational and methodological manuals and their scientific research results on well-known print platforms such as Scopus, Web of Science. Having decided on the strategic goals and objectives, we have also developed an action plan for our scientific projects and mechanisms for the quality control of academic staff as one of the key elements in the educational process.

Over the past three years, we have re-equipped our specialised bases for developing skills and competencies. In 2019, the foundation was laid for creating a simulation centre for medical students. Its development continues to this day, making it possible for the University to participate in the international grant Erasmus SAFEMED+. The dental clinic, which served as a base for developing the competencies and skills of the students, became a polyclinic structure for providing services to the population.

Work is actively carried out in the Psychological Service Centre, as well as in the Juridical Lab.

The University is becoming one of the sources of innovation and technology, and its practical importance for developing the economy and promoting the country in international markets is evident. YHU participated in dozens of international educational exhibitions (Moscow, Aleppo, Damascus, Beirut, Tbilisi, Kyiv, Yerevan, etc.) and received different awards for education quality. The success of the University is explained by many factors, including an effective management system. Based on the experience of the world's leading universities, we introduced a shared governance model of participation in the University's management. With such a system, all groups within the University act as partners, not merely performers. Thus, YHU enjoys collegiality and participatory governance – a combination of the executive power with councils of the institutes comprised of the professors, the staff, and students.

An essential role in the effective management of YHU is played by the authority of the rector, who combines wisdom, honesty, tolerance, love, and an individual approach to students. As a result, the University's motto "collective spirit is more important than competing" is successfully working.

Our students and other stakeholders are actively involved in the joint management of the University. Many of the employers are our graduates who attained recognition in their field of activity. With their knowledge of modern market challenges, they help us define the development objectives. Our students, in addition to the student council, are also involved in the scientific council, university council, and institute councils.

The COVID-19 pandemic posed new and unexpected challenges for the University, and we took drastic measures to slow the spread of the infection. This has also led to digitalisation and digital improvement in learning and teaching, research, and quality assurance. The most challenging task remained the process of educating medical students, who were at the forefront of the fight against the virus in the hospitals. But it helped to gather versatile information on important scientific topics.

Mission

Haybusak is a new type of university – combining the best qualities of private and public education, it empowers all participants for self-realisation as versatile specialists, creative thinkers, and improvers of the life of their communities.

Vision

Our vision is *thousands of talented, knowledgeable, and responsible professionals and scientists educated in a free academic space who consistently improve the well-being of people and communities and care for the environment.*

Following that vision, the University aspires to become a leading educational institution and research centre in Armenia with internationally recognised education quality. Our students will learn from renowned scientists and lecturers from leading world universities, representatives of successful businesses, and international and national organisations.

Goals and Objectives

Towards our vision, we set the following strategic goals and objectives:

Goal 1. To create a harmonious enabling environment for the academic and professional development of the students and faculty

- 1.1. Modernise study programmes and enhance the methodological, teaching and technological base of the University, using innovative approaches
- 1.2. Develop research directions and capacities of the University
- 1.3. Instil a student-centred education system
- 1.4. Deploy a system of academic mobility programmes
- 1.5. Expand the YHU external relations and participation of local and international stakeholders

Goal 2. To create an environment for nurturing the students' civic responsibility

- 2.1. Develop students' life competencies and soft skills
- 2.2. Develop accountability systems
- 2.3. Develop students' and staff's responsibility and care for the environment
- 2.4. Deploy community development mechanisms
- 2.5. Deploy the system of lifelong learning.

Our Values

In teaching and learning, conducting research, and in our service to society, we are dedicated to advancing the University's core values and guiding principles.

1. Academic freedom and institutional autonomy:

- are essential for realizing the University's mission and sustaining its independence
- protect teachers' right to apply their pedagogical philosophy and intellectual commitments and
- ensure that teachers and students are free to pursue knowledge wherever it may lead.

2. Diversity, equity, and inclusion:

- uphold our equality, fairness, and our equal opportunities
- create an environment of mutual help and guidance in our multicultural community

- promote respect for the dignity and autonomy of others and appreciation of their opinions and choices, fostering the atmosphere of understanding and tolerance

3. Academic excellence and personal development:

- lead us in studying, attaining creative thinking and new knowledge
- promote good academic and research practices
- safeguard academic progress and achievements and establish a baseline of knowledge and skills for all students

4. Integrity and accountability for resources and relationships:

- ensures access to and delivery of education
- proactively prevent compliance violations or noncompliant activities
- we teach and learn by acting with integrity, building trust and taking responsibility for our actions

5. Responsible research:

- advances research and makes its results more accessible, promoting knowledge sharing and re-use
- advances academic integrity, strengthens the fight against plagiarism, misrepresentation, and falsification, and protects the right to privacy and the confidentiality of information
- makes research more open to participation, review and improvement and citizen science

6. Trust and leadership in service to society:

- ensure sustainable development, care for the environment and responsible use of natural resources
- promote understanding of complex global phenomena through research and education
- foster creativity and develop students' life skills essential for ensuring the University's broader societal impact.

These values and principles are the basis of YHU's norms of conduct.

SWOT Analysis

We conducted brainstorming and SWOT analyses to inform the strategic planning process in defining the objectives and developing the key results framework. A clear and realistic view of our internal environment helped us identify ways to achieve our objectives, improve, and strengthen weaker areas that have an impact on our performance. We considered the threats in developing the objectives and used the identified weaknesses to develop objectives. To organise our strategies, we conducted a TOWS analysis using the matrix in Table 1 below.

Table 1. TOWS analysis

	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)	Strength-Opportunity strategies Which of the strengths can be used to maximise the identified opportunities?	Strength-Threats strategies How can we use the strengths to minimise the identified threats?
Weaknesses (internal, negative)	Weakness-Opportunity strategies How can we minimise the weaknesses using the identified opportunities?	Weakness-Threats strategies How can we minimise the weaknesses to avoid the identified threats?

Adapted from <https://articles.bplans.com/how-to-perform-swot-analysis> and https://www.mindtools.com/pages/article/newSTR_89.htm

Table 2. TOWS analysis

		EXTERNAL FACTORS	
TOWS matrix		Opportunities <ul style="list-style-type: none"> Favourable European environment: improvement of the quality of education with the support of international experts Expansion of research partnerships with local and foreign universities and research centres International academic partnerships Stimulation of academic mobility Growth of interest in studying in Armenia among the international students, including the Armenian Diaspora Use of innovative technologies and management approaches Cooperation with ministries, employers and other external stakeholders, memoranda of understanding 	Threats <ul style="list-style-type: none"> The outdated primary and secondary education system in Armenia lowers the educational level of our applicants Unstable socio-economic environment and geopolitical situation Underestimation of YHU admission requirements due to lower educational standards of some other private universities Pandemics, public health situation The imperfect legal system of Armenia in the field of higher education: the law on higher and post-graduate education is still under discussion.
INTERNAL FACTORS	Strengths <ul style="list-style-type: none"> YHU is the largest private University in Armenia, with study programmes in 18 specialities Multi-profile and multilevel education framework (school, college, undergraduate, graduate, certified specialist, postgraduate) Three of our own equipped educational buildings totalling 12,000 m² High rating of the University in Armenia, recognisable brand Transparency and free flow of information both internally and externally Access to resources With its experienced staff, YHU is a constantly evolving learning organisation Exchange programmes Many applicants from different countries Staff recruitment and induction practices 	Strengths/↑ Opportunities: <p>Expanding current exchange programmes and building on staff recruitment practices can stimulate academic mobility and strengthen international academic partnerships (<i>objective 1.2.1</i>). Also, the high esteem of the University in Armenia as a recognisable brand can stimulate the growth of interest in education in Armenia, including the Armenian Diaspora and student exchange.</p> <p>Developing an exchange programme system could help YHU invite more students and teachers from other countries, including the Armenian Diaspora and improve the learning experience at YHU (<i>objectives 1.1. and 1.2.4</i>).</p>	Strengths/↓ Threats: <p>Being the largest private University in Armenia, with study programmes in 18 specialities, YHU can use its large capacities to improve teaching standards and bring innovative technology solutions to the study process (<i>objective 1.2.3</i>).</p> <p>With its experienced staff and resources, YHU could overcome the grey zones in teaching standards that appear because of the outdated primary and secondary education system and the imperfect legal system of Armenia in the field of higher education. – <i>objectives 1.1 and 1.1.1</i>.</p>
	Weaknesses <ul style="list-style-type: none"> Some study programmes are incomplete or need revision Insufficient scientific research capacities and activities Lack of exchange of experience and best practices Poorly developed international academic mobility Poorly developed system of constant monitoring of the labour market Admission requirements floors lower learning outcomes A weak system of determining salaries Insufficient qualification of some teaching staff, lack of young staff members Insufficient English proficiency of the administration and some teaching staff Some bureaucratic procedures More online resources are needed Lack of student volunteer activities and ties with the local community Multicultural policy 	↓ Weaknesses/Opportunities: <p>Expansion of research partnerships with local and foreign universities and research centres will help to enhance YHU's scientific research capacities and expand research activities. – <i>objective 1.1.2. Develop research capacities of the University</i></p> <p>International academic partnerships continuously motivate administration and teaching staff to enhance their English-speaking proficiency which will contribute to the <i>objective 1.1.3</i>.</p> <p>Cooperating with ministries, employers and other external stakeholders, memoranda of understanding, YHU will organise more events to exchange experience and best practices, which in its turn will contribute to the <i>objectives 1.2.4. and 2.4</i>.</p> <p>Innovative technologies and approaches can reduce bureaucratic procedures and enhance accountability (<i>objective 2.2</i>).</p>	↓ Weaknesses/↓ Threats: <p>To enhance learning outcomes, ongoing research on the labour market should be institutionalised and the YHU admission requirements can be strengthened. That will also help in defining additional competencies and life skills requirements for YHU graduates (<i>objectives 1.2.2. and 2.1</i>).</p> <p>By developing the system of lifelong learning for students, the community, and YHU staff, we could overcome the insufficient qualification of some teaching staff and insufficient English proficiency of the administration and some teaching staff (<i>objective 1.1.3</i>).</p>

Result Areas

The following table shows the key result areas and 5-year performance targets for each objective.

Table 3. Key Result Areas and Performance Targets

Objectives	Expected Results	Achieved in 2021-22	Targets for 2025-26
Goal 1. To create a harmonious enabling environment for the academic and professional development of the students and faculty			
1.1. Modernise study programmes and enhance the technological, methodological and teaching base of the University, using innovative approaches	1.1.1. Modern and innovative study programmes with Problem-Based Learning (PBL) and Competency-Based Learning (CBL) incorporated into teaching methods.		
	1.1.1.2. new subject programmes	• 12	• 60
	1.1.1.3. updated study programmes	• 4	• 18
	1.1.2. Study programme working groups	• 4	• 7
	1.1.3. International cooperation		
	1.1.3.1. agreements with universities, hospitals, research centres	• 50	• 150
	1.1.3.2. capacity-building projects	• 1	• 8
	1.1.3.3. seminars, conferences, webinars, other training	• 31	• 70
	1.1.3.4. publications	• 7	• 70
	1.1.3.5. membership in international associations	• 1	• 4
	1.1.3.6. exchange and mobility programmes	• 6	• 60
	1.1.4. Policlinic (general surgical and interventional cardiology services) serves the surrounding area with a radius of 5-10 km and a population of 40,000:		
	patients received daily	• N/A	• 100
	1.1.5. Re-equipped dental clinic		
	1.1.5.1. departments/doctors	• N/A	• 4/16
	1.1.5.2. patients received daily	• N/A	• 100
	1.1.5.3. student groups daily	• 5	• 10
	1.1.6. Expanded simulation centre: simulators	• 19	• 44
	1.1.7. Bacteriology laboratory: researchers, Master's and PhD students	• N/A	• 15
	1.1.8. Stationary cabinets for distance learning: study spots	• N/A	• 200
	1.1.9. Psychological support centre: client cases	• 4	• 200
	1.1.10. Design laboratory: creative models	• 2	• 10
	1.1.11. Legal clinic: seminars, discussions	• 3	• 25
	1.1.12. Notary/translation services (legal clinic)	• 10	• 500
	1.1.12. Zoom, Microsoft Teams and other platforms: users	• 2300	• 3000
	1.1.13. Moodle: users	• 2300	• 3000
1.2. Develop research directions and capacities of the University	1.2.1. Research conducted:		
	1.2.1.1. directions	• 6/15	• 6/25

	1.2.1.2. publications (papers, articles, manuals)	• 15	• 50
	1.2.1.3. students engaged in research projects	• 60	• 250
	1.2.2. Research resource centre:		
	1.2.2.1 courses provided annually	• N/A	• 24
	1.2.2.2. registered users	• N/A	• 250
	1.2.3. International and local conferences, seminars, webinars	• 28	• 107
	1.2.4. Published scientific journals/annual journal of the Students Scientific Society	• 2/1	• 10/5
	1.2.5. Students' scientific conferences	• 8	• 50
	1.2.6. Research partnerships with local and foreign universities and research centres:		
	1.2.4.1. study manuals, monographs	• 12	• 30
	1.2.4.2. research and capacity-building projects	• 2	• 8
	1.2.4.3. professional training	• 3	• 20
	1.2.4.4. scientific publications / including those on international platforms (20%)	• 30/8	• 100/20
1.3. Instil a student-centred education management system	1.2.7. Cooperation with ministries, employers, and other external stakeholders:		
	agreements, MoUs	• 12	• 50
	1.3.1. Capacity development for student council:		
	1.3.1.1. committees	• 4	• 10
	1.3.1.2. implemented projects	• 0	• 100
	1.3.2. Improved corporate governance system: Number of students involved in the YHU management system (at least 25% student members in each council/committee)	• 10	• 50
1.4. Deploy a system of academic mobility programmes	1.3.3. Alumni Association:		
	1.3.3.1. members	• N/A	• 300
	1.3.3.2. implemented projects	• N/A	• 10
	1.4.1. Mobility, exchange and training agreements	• 4	• 20
	1.4.2. Internship, research activities and training of students and faculty members	• 8	• 40
	1.4.3. Trainings in capacity building and educational methodology	• 3	• 20
1.5. Expand the YHU external relations and participation of local and international stakeholders	1.4.4. International exchange programmes:		
	1.4.3.1. students	• 6	• 50
	1.4.3.2. teaching staff /including those studying remotely	• 10/2	• 50/40
	1.5.1. Joint programmes with other universities and research centres:		
	1.5.1.1. joint study programmes	• 2	• 10
	1.5.1.2. joint research projects	• 2	• 5
	1.5.2. Grants and international projects	• 2	• 5
	1.5.3. MoUs with ministries, employers and other external stakeholders	• 51	• 150
	1.5.4 Cooperation agreements with embassies	• 2	• 10

	1.5.5 Mechanism for closer relations with the Diaspora, a toolkit for involving our Diaspora compatriots in cooperation with YHU: Diaspora students	• 15	• 35
Goal 2. To create an environment for nurturing the students' civic responsibility			
2.1. Develop students' life competencies and soft skills	2.1.1. Leadership, Decision-Making, Goal-Setting and Personal Growth, Learning for Outcomes, Personal Finance Management, Healthy Lifestyle, Effective Communication, Managing a Blog: students	• 10	• 500
	2.1.2. Formation of skills and competencies: to know, to do, to be, to live together. A high level of social activity: implemented projects	• 100	• 300
	2.1.3. Career management system:		
	2.1.3.1. new users annually	• 30	• 60
	2.1.3.2. percentage of graduates employed in their speciality	• 75	• 80
	2.1.3.3. percentage of graduates continuing towards postgraduate studies	• 10	• 500
2.2. Develop accountability systems	2.2.1. Academic decency of the students: violation cases	• 1	• 0
	2.2.2. Ethical behaviour of the teaching staff: violation cases	• 1	• 0
	2.2.3. Monitoring: percentage of students	• 25	• 100
	2.2.4. Performance management: work plans	• 50	• 250
2.3. Develop students' and staff's responsibility and care for the environment	2.3.1. Additional general study programmes for the formation and development of environmental literacy	• 1	• 5
2.4. Deploy community development mechanisms	2.4.1. Engaged citizen project with IFES Armenia and other projects number of students	• 40	• 200
2.5. Deploy the system of lifelong learning	2.5.1. Lifelong-learning operation system with teaching courses	• 3	• 20

Rev. 2022 Changelog

1. Vision statement:		Other documents affected
2021	2022	
Our vision is thousands of talented, knowledgeable, responsible and caring professionals nurtured in free academic space, committed to advancing science and society, and actively involved in the transformative development of their communities and countries.	Thousands of talented, knowledgeable, and caring professionals and scientists educated in a free academic space who consistently improve the well-being of people and communities and care for the environment.	
2. Strategic Objectives:		
2021	2022	
1.1. To create a modern educational process containing advanced scientific research programmes and corresponding to the world and national labour markets	1.1. Modernise study programmes and enhance the technological, methodological and teaching base of the University, using innovative approaches	
1.1.1. Create contemporary and innovative education and scientific research programmes		
1.2.3. Improve teaching and communications using innovative approaches and technological solutions		
1.1.2. Create own modern laboratories and research centres	1.2. Develop research directions and capacities of the University	Operational plan for 2022-23 (modified accordingly)
1.1.3. Introduce the system of lifelong learning	2.5. Deploy the system of lifelong learning	
1.2. To create a modern institutional and technological framework for long-term academic and professional development		
1.2.1. Create and implement a system of proposals for academic mobility	1.3. Instil a student-centred education system	
1.2.2. Develop a student-centred education management system	1.4. Deploy a system of academic mobility programmes	
1.2.4. Expand and deepen YHU cooperation with local and international stakeholders.	1.5. Expand the YHU external relations and participation of local and international stakeholders	
2.1. To create programmes developing additional competencies and soft skills as personal development factors of the students	2.1. Create an environment for developing students' life competencies and soft skills	
2.2. To develop accountability systems of academic staff and the students	2.2. Develop accountability systems	
2.3. To create and implement programmes directed towards the environmental awareness, responsibility and care of the environment as a contribution to a bright future for our children	2.3. Develop students' and staff's responsibility and care for the environment	
2.4. To develop activity packages to promote the development of local communities.	2.4. Deploy community development mechanisms.	
3. A TOWS analysis based on a SWOT session held on 25 April 2022, and identified weaknesses linked with key results and performance targets		
4. Values	Our Values	
<ul style="list-style-type: none"> We believe in institutional autonomy and academic freedom. We promote interdisciplinary studies and all-around academic and personal development. 	<p>In teaching and learning, conducting research, and in our service to society, we are dedicated to advancing the University's core values and guiding principles.</p> <p>1. Academic freedom and institutional autonomy:</p> <ul style="list-style-type: none"> are essential for realizing the University's mission and sustaining its independence protect teachers' right to apply their pedagogical philosophy and intellectual commitments and ensure that teachers and students are free to pursue knowledge wherever it may lead. u 	Code of Ethics (modified accordingly)

<ul style="list-style-type: none"> Fostering creativity and developing the life skills of our students is important for ensuring the University's wider societal impact. By supporting civic and academic leadership, we bridge the University with civil society. We implement policies and build quality assurance systems in support of academic integrity because our faculty, students, and all members of the academic community should act with responsibility, honesty, trust, and respect. 	<p>2. Diversity, equity, and inclusion:</p> <ul style="list-style-type: none"> uphold our equality, fairness, and our equal opportunities create an environment of mutual help and guidance in our multicultural community promote respect for the dignity and autonomy of others and appreciation of their opinions and choices, fostering the atmosphere of understanding and tolerance <p>3. Academic excellence and personal development:</p> <ul style="list-style-type: none"> lead us in studying, attaining creative thinking and new knowledge promote good academic and research practices safeguard academic progress and achievements and establish a baseline of knowledge and skills for all students <p>4. Integrity and accountability for resources and relationships:</p> <ul style="list-style-type: none"> ensures access to and delivery of education proactively prevent compliance violations or noncompliant activities we teach and learn by acting with integrity, building trust and taking responsibility for our actions <p>5. Responsible research:</p> <ul style="list-style-type: none"> advances research and makes its results more accessible, promoting knowledge sharing and re-use advances academic integrity, strengthens the fight against plagiarism, misrepresentation, and falsification, and protects the right to privacy and the confidentiality of information makes research more open to participation, review and improvement and citizen science <p>6. Academic and civic leadership in service to society:</p> <ul style="list-style-type: none"> ensure sustainable development, care for the environment and responsible use of natural resources promote understanding of complex global phenomena through research and education foster creativity and develop students' life skills essential for ensuring the University's broader societal impact. <p>These values and principles are the basis of YHU's norms of conduct.</p>	
5. Result Areas – the following results and targets were added based on the SWOT/TOWS analysis:		
Research partnerships with local and foreign universities and research centres		
Cooperation with ministries, employers, and other external stakeholders, memoranda of understanding		
International academic partnerships		
Exchange programmes		
Implement performance management and rating systems.		

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