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**QUALITY ASSURANCE STRATEGY
OF THE ACADEMY OF ECONOMIC STUDIES OF
MOLDOVA FOR THE PERIOD 2022-2026**

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Signature				



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QFORTE

Fortifying higher education quality in Moldova.
No boundaries for quality

The quality assurance strategy of the Academy of Economic Studies of Moldova for the period 2022 -2026 represents a deliverable developed within the Erasmus + project ENHANCEMENT OF QUALITY ASSURANCE IN HIGHER EDUCATION SYSTEM IN MOLDOVA / QFORTE (Ref. nr. 618742 -EPP-1-2020 -1-MD-EPPKA2-CBHE-SP), co-financed by the European Union, through the key action 2- Capacity Building in the field of Higher Education.

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I. INTRODUCTION

Contemporary society is in a perpetual transformation and search for solutions in order to increase the quality of life. The educational component must be at the vanguard of performance and the need for quality. The achievement of quality-oriented conduct within higher education institutions is imperative both for the valorization of qualitative economic education and for the development of a prosperous and sustainable economy.

The intensity of the *qualitative* dimension increases in the context of the systemic approach of national educational policies and the new changes that have occurred in the economic higher education system. It is timely to carry out conclusive transformations of higher economic education that would ensure the foundation of building a sustainable economy by increasing its contribution to the development of the intellectual, cognitive and technological capital of our country.

Quality education, undeniably, has implicit repercussions on the well-being of each individual, on the economic prosperity of any community, but also on the evolution of the state as a whole. The standards put forward by the community of the Academy of Economic Studies of Moldova (ASEM) regarding quality professional training, the cultivation of the civic position of society members and the development of scientific fields, by strengthening fundamental and applied research, can only be achieved through a *qualitative economic education*, focused on the values of democracy and science. For this reason, by virtue of the principles of institutional autonomy and in conditions of educational competitiveness, ASEM, in the trend of becoming a reference university for the Central and Eastern Europe area, „assumes utmost responsibility for quality assurance on the knowledge market and educational, academic and research services”¹.

In accordance with the *mission of the QMS policy*, ASEM proposes as its *strategic objectives*: the training of highly qualified specialists in the most diverse fields of economic sciences and the adjacent ones, capable of using valuable theoretical, technological and cultural-humanistic knowledge for the benefit of the beneficiaries, in accordance with their requirements, needs and expectations, in harmony with their own intellectual, spiritual and material development; *capitalizing* on high-performance scientific research; the most substantial and effective *contribution* to the promotion and maintenance of the principles of the market economy, implicitly to economic and social development, through an educational offer and quality professional training of our beneficiaries, as well as through specific high-quality services, in permanent correlation with the actions promoted at European and worldwide level.

The quality assurance process within ASEM is carried out continuously through the institutional processes of elaboration, planning and implementation of study programs in accordance with national and international/European quality standards.

The quality assurance strategy of ASEM for the period 2022-2026 is developed as a conceptual framework for the process of systemic assessment and continuous improvement of the quality of education, establishing the mission, objectives, priority directions and actions in the medium and long term, respectively the resources necessary to achieve expected objectives.

The ASEM quality assurance strategy for the period 2022-2026 is in close accordance with the policy documents at the national level, *the Charter of the Public Institution Academy of Economic Studies of Moldova, the Strategic Development Plan of ASEM, the ASEM Policy on QMS*.

¹ ASEM QMS Policy

ANALYSIS OF THE SITUATION

The competence and motivation for the quality of the tasks performed, the performance of the scientific-didactic, didactic and scientific staff directly influence the university higher education performance.

The Academy of Economic Studies of Moldova, an institution that holds a leading position in higher economic education in the Republic of Moldova, being, at the same time, an increasingly active international presence, defines itself through the set of educational, scientific research and economic assistance activities it carries out, in terms of high-level performance.

Through the *Policy in the field of quality* at the institutional level, ASEM tends to assert its European vocation through convergent developments within the European area of higher education.

Through this *Strategy*, ASEM subscribes to the idea that quality is essential in educational and university research processes, and the quality of higher education has always been indispensable to the efficiency of the professional training process.

In ASEM, quality management is oriented towards the continuous improvement of educational and research processes, allocating intellectual, financial, informational resources, etc., to satisfy customers, but also university employees, by respecting a series of fundamental values: **professionalism** (focusing on the quality of educational services and excellence of university activities), **responsibility** (assuming responsibility for one's own decisions in order to ensure quality and institutional credibility), **integrity** (respecting moral and ethical principles in accordance with the university deontological framework), **loyalty** (attachment to the defining elements of the organizational culture of the university), **deference** (showing respect and tolerance in relation to all internal and external customers of the university), **competitiveness** (consolidation of the national leadership position on the educational and research market in the economic field), etc., as well as a set of **QMS principles**:

- **Customer orientation:** Establishing objectives by referring to the needs and expectations of customers;
- **Leadership:** Approaching the quality system as a managerial process, ensuring the concordance between ASEM's strategic goals and its internal environment.
- **Staff commitment:** Academic and administrative staff are the central element of ASEM, and the university has as its continuous and active concern the development of the quality culture at all institutional levels.
- **Process approach:** ASEM's quality assurance activities are actively approached, as a continuous process, focused on achieving the expected results under conditions of efficiency and effectiveness.
- **Continuous improvement:** At the institutional level, ASEM is committed to the continuous improvement of the educational and scientific offer, but also of the internal processes that ensure the quality of education, training and research in accordance with the quality imperatives.
- **Decision-making:** ASEM is oriented towards predominantly preventive decision-making management, with appropriate risk management, as well as the clear and documented definition of performance standards/objectives, towards encouraging performance in order to ensure the university with highly qualified human resources.
- **Stakeholder relationship management:** Identifying the requirements of all stakeholders, ensuring their qualitative satisfaction and exceeding their expectations.

Currently, the quality culture within ASEM is developing in accordance with the provisions of **ISO 9001:2015 - Quality management systems**, related to the global objectives of sustainable development (*Sustainable development Goals - SDGs*), in particular General Objective 4 "Quality education": "ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all".



Recently, several changes with varying degrees of impact and complexity have occurred within ASEM regarding the QMS:

- the elaboration of the ASEM Policy on QMS
- updating the Rector's Statement on ASEM's quality policy and other internal documents on quality assurance of ASEM's processes
- reconceptualizing the organization chart of the QMS and reviewing the responsibilities of the QMS structures
- intensifying the promotion of the culture of institutional quality
- continuous training in the field of quality management by diversifying the educational offer provided by SCE ASEM
- permanent adaptation of quality assurance tools to changes in national and institutional normative acts
- more active involvement of students and stakeholders/employers in QMS ASEM, by involving them in the educational and research processes

At the same time, the efficiency and effectiveness of the ASEM QMS is influenced by a number of internal and external factors. Although ASEM is oriented towards the continuous development of human resources, there is still a shortage in terms of staff training in the field of quality assurance and the promotion of quality culture through the involvement of ASEM's internal (students) and external (employers, etc.) customers. We also distinguish:

- ▲ The insufficiency of knowledge and promotion of some experiences in the field of QMS, but also of innovative models of interconnection of the university with the labor market;
- ▲ The lack of a modern quality management system and mechanisms for adjusting the QMS to the institutional processes that ensure the smooth functioning of educational and research efforts according to the needs of the labor market;
- ▲ The drastic reduction in the number of students, caused by the demographic decline and the exodus of the young population;
- ▲ The moderate level of awareness of the role of students and employers in university QMS;
- ▲ The insufficiency of the means allocated for institutional computerization, the availability of ICT means within ASEM remains to be reduced, a fact that makes it difficult to implement computer-assisted training and computerized educational management;
- ▲ The low level of interconnection between education - research - the labor market;
- ▲ The low level of involvement of university teaching staff and students in research activities within the framework of institutional and international projects;
- ▲ Divergence in the approach and perception of the quality culture in the university environment caused by the disorientation regarding the key values of higher education;
- ▲ Lack of a distinct subdivision responsible for quality assurance at the institutional level.

Thus, currently, ASEM has assumed certain commitments in its capacity as a partner university within the Project "Enhancement of Quality Assurance in Higher Education System in Moldova - QFORTE (no. ref 617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP). Involvement in the project calls for an even more thorough approach to the SMC in order to adjust and update, and if necessary develop, operational and system procedures at the institutional level in line with the requirements of rigor.

The responsibility for quality assurance at the university level belongs to the rector of ASEM, assumed by the rector's Declaration on ASEM's policy in the field of quality, supported in his approach by the First Vice-Rector, Vice-Rector for didactic activity and the Studies, Curricular Development and Quality Management Section (SCDQM), as and institutional educational and research strategies and policies.



The responsibility for internal control rests with the *SCDQM Section*, which monitors, evaluates, presents to the University Senate conclusions regarding the degree of implementation of quality assurance and proposals for efficiency, remedying identified deficiencies in order to issue Decisions regarding the improvement of QMS within ASEM.

III. STRATEGIC OBJECTIVES AND PRIORITY DIRECTIONS OF ACTION

Achieving quality-oriented conduct within higher education institutions is imperative both for the valorization of quality education and for the development of a prosperous society.

ASEM assumed responsibility for the measures aimed at the quality management system at the institutional level through the strategic and specific objectives, connected to the priority directions stipulated in the *Strategic Development Plan* of ASEM.

For the period 2022-2026, the overall objective of ASEM in the field of quality aims to ***promote the culture of quality at the institutional level.***

The overall objective determines a series of strategic objectives:

SO-1. Continuous improvement of the quality of educational services and development of the internal quality assurance system

In order to achieve SO -1, the following *priority directions* are designed:

- *the reconceptualization of didactic processes focused on the student from the perspective of modern educational imperatives: digitization, sustainability, integrative, interactive, multi-/inter-/transdisciplinary approach, etc.;*
- *the development of mechanisms for adjusting the educational offer to the needs of the labor market, including through dual professional training system and partnerships between companies and universities;*
- *development of the mechanisms for implementing DE in ASEM;*
- *promoting educational quality by creating lifelong learning opportunities;*
- *the development of university QMS by increasing the involvement of students, graduates, employers.*

SO -2. Consolidation of scientific research activity in order to increase the national and international visibility of the Academy of Economic Studies of Moldova

In order to achieve SO -2, the following *priority directions* are designed:

- *ensuring a favorable environment for carrying out scientific research in order to increase the motivation of academic staff, especially young people, including students, master's students, doctoral students;*
- *the development of a sustainable infrastructure of the scientific research and innovation process, leading to an increase in the quality and impact of research for society;*
- *intensifying the connection between the scientific community and the business environment in order to increase the visibility of research and innovation results at the level of society;*
- *diversification of funding sources for scientific research activity through more intensive integration of public and private sources;*
- *increasing the impact of research and innovation activity results on the business environment and society as a whole.*

SO-3. Intensifying the involvement of the ASEM academic community in ensuring educational-scientific excellence and increasing the responsibility of all staff towards ensuring the quality of university processes and activities



In order to achieve SO-3, the following *priority directions* are designed:

• *developing and strengthening an organizational culture of quality;*

- *attracting, valuing and developing human capital;*
- *increasing the enrollment rate at various levels of education;*
- *capitalizing on student potential in ensuring the quality of educational and research processes;*
- *achieving sustainable education of young people and adults for a better placement on the labor market;*
- *providing an educational and living environment favorable to the academic and personal development of students.*

SO-4. Strengthening the infrastructure for quality assurance in education, research and social services

In order to achieve SO-4, the following *priority directions* are designed:

- *optimizing the functionality of the material base;*
- *improving the conditions necessary for the provision of quality services;*
- *development of ASEM's institutional information system;*

SO-5. Development of the quality culture and the university quality assurance system

In order to achieve SO-5, the following *priority directions* are designed:

- *development of an integrated internal quality assurance system in ASEM;*
- *updating the institutional normative framework in the field of quality from the perspective of economic education;*
- *promoting the culture of quality through the commitment of individual responsibility;*
- *awareness of the place and personal role of internal and external beneficiaries in quality assurance;*
- *capitalizing on good international practices in order to promote the quality culture at the institutional level.*

STRATEGIC OBJECTIVE 1. Continuous improvement of the quality of educational services and development of the internal quality assurance system

Education

Priority directions	<ul style="list-style-type: none"> • <i>the reconceptualization of didactic processes focused on the student from the perspective of modern educational imperatives: digitization, sustainability, integrative, interactive, multi-/inter-/transdisciplinary approach, etc.;</i> • <i>the development of mechanisms for adjusting the educational offer to the needs of the labor market, including through dual professional training system and partnerships between companies and universities;</i> • <i>development of the mechanisms for implementing DE in ASEM;</i> • <i>promoting educational quality by creating lifelong learning opportunities;</i> • <i>the development of university QMS by increasing the involvement of students, graduates, employers.</i>
Actions	<p>1.1. Correlation of the university curriculum framework to CORM 006-2021, approved by Order of the Ministry of Labor and Social Protection no. 11 of November 12, 2021</p> <p>1.2. Connecting the university curricular framework to the Qualification Standards</p>



- 1.3. Diversification of the educational offer at all study cycles, taking into account the **four** areas of sustainability: *economic, ecological, political and cultural*
- 1.4. Increasing the capacity of study programs from the perspective of sustainable development (new disciplines, contents to ensure the development of professional skills from the perspective of sustainability and digitalization)
- 1.5. Development of joint higher education programs with foreign universities at all program levels (bachelor/master/doctorate)
- 1.6. Creating and promoting diverse programs for lifelong learning
- 1.7. Development of distance education implementation mechanisms in ASEM
- 1.8. Providing didactic materials connected to the results of research in the field at national and international level and correlated with practical activity
- 1.9. Evaluation of all study programs according to ANACEC criteria and/or based on international accreditation criteria
- 1.10. Institutional accreditation according to the normative framework in force

STRATEGIC OBJECTIVE 2. Consolidation of scientific research activity in order to increase the national and international visibility of the Academy of Economic Studies of Moldova

Scientific research

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| Priority directions | <ul style="list-style-type: none"> • <i>ensuring a favorable environment for carrying out scientific research in order to increase the motivation of academic staff, especially young people, including students, master's students, doctoral students;</i> • <i>the development of a sustainable infrastructure of the scientific research and innovation process, leading to an increase in the quality and impact of research for society;</i> • <i>intensifying the connection between the scientific community and the business environment in order to increase the visibility of research and innovation results at the level of society;</i> • <i>diversification of funding sources for scientific research activity through more intensive integration of public and private sources;</i> • <i>increasing the impact of research and innovation activity results on the business environment and society as a whole.</i> |
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| Actions | <ol style="list-style-type: none"> 2.1 Motivating academic staff / Rewarding teaching staff and researchers who make outstanding contributions in excellence research 2.2 Opening/developing research centers/laboratories/hubs with a sustainable infrastructure 2.3 Involvement in international research projects with impact at institutional and national level 2.4 Forwarding economic research projects in partnership with the business environment 2.5 Diversification of funding sources for scientific research activity through more intensive integration of public and private sources 2.6 Increasing the number of articles with impact, developed by the scientific and teaching staff within ASEM 2.7 Orientation of the research offer for cycles 2-3 of studies, respectively for postdoctoral studies towards topics of interest from the business environment (national and international) 2.8 Extending the coordination of doctoral theses in co-supervision (ASEM professor and foreign professor) |
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STRATEGIC OBJECTIVE 3. *Intensifying the involvement of the ASEM academic community in ensuring educational-scientific excellence and increasing the responsibility of all staff towards ensuring the quality of university processes and activities*

Human resources

Priority directions	<ul style="list-style-type: none"> • <i>developing and strengthening an organizational culture of quality;</i> • <i>attracting, valuing and developing human capital;</i> • <i>increasing the enrollment rate at various levels of education;</i> • <i>capitalizing on student potential in ensuring the quality of educational and research processes;</i> • <i>achieving sustainable education of young people and adults for a better placement on the labor market;</i> • <i>providing an educational and living environment favorable to the academic and personal development of students</i>
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Actions	<p>3.1 Developing the skills of the teaching, scientific-didactic staff within the continuing professional training courses, requested by the social and business environment</p> <p>3.2 Increasing the number of guest teachers from abroad involved in the teaching process and teaching mobility at partner universities for own academic staff</p> <p>3.3 Strengthening and developing the research skills of academic staff and young researchers within ASEM</p> <p>3.4 Intensification and consolidation of intra- and inter-departmental, inter-institutional cooperation and cooperation at national and international levels</p> <p>3.5 Creating a safe, nonviolent, inclusive environment for beneficiaries (students, trainees) with special needs, without any type of discrimination</p> <p>3.6 Attracting and involving students in QMS within ASEM and in other activities of interest to them, including decision-making with the weights established by the normative acts in force</p> <p>3.7 Carrying out analyzes that highlight the degree of satisfaction of employers with the quality of training of ASEM graduates with the undertaking of the necessary measures</p> <p>3.8 Strengthening the collaboration of teaching staff, students with the business environment in order to ensure the quality of educational processes, establishing partnerships, developing volunteering, etc.</p> <p>3.9 Development of tutoring/mentoring by student volunteers for incoming students</p> <p>3.10 Continuous information of students regarding international mobility offers</p>
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STRATEGIC OBJECTIVE 4. *Strengthening the infrastructure for quality assurance in education, research and social services*

Infrastructure

Priority directions	<ul style="list-style-type: none"> • <i>optimizing the functionality of the material base;</i> • <i>improving the conditions necessary for the provision of quality services;</i> • <i>development of ASEM's institutional information system;</i>
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Actions	<p>4.1 Development and improvement of ICT systems used in the educational process and increasing the degree of integration of subsystems.</p> <p>4.2 Permanent modernization of the university campus infrastructure</p> <p>4.3 Increasing the quality of internet access facilities in all study and accommodation blocks of ASEM.</p> <p>4.4 The permanent renewal of the computing technique intended for the didactic process</p> <p>4.5 Purchase of licensed software for administrative needs, teaching and research activities</p> <p>4.6 Continuous development of the quality infrastructure in order to ensure the accreditation of study programs and ASEM research centers</p> <p>4.7 Expanding online access to databases and libraries relevant to teaching and research</p> <p>4.8 Development of a sectoral strategy in the IT field to ensure support in all university activities (education, research, administrative, social, students, implementation of the ASEM strategy, etc.)</p>
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STRATEGIC OBJECTIVE 5. *Development of the quality culture and the university quality assurance system*

Quality culture

Priority directions	<ul style="list-style-type: none"> • <i>development of an integrated internal quality assurance system in ASEM;</i> • <i>updating the institutional normative framework in the field of quality from the perspective of economic education;</i> • <i>promoting the culture of quality through the commitment of individual responsibility;</i> • <i>awareness of the place and personal role of internal and external beneficiaries in quality assurance;</i> • <i>capitalizing on good international practices in order to promote the quality culture at the institutional level.</i>
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Actions	<p>5.1. Increasing the degree of involvement and responsibility of all employees towards quality assurance</p> <p>5.2. Continuous improvement of the institutional normative framework in the field of quality, by connecting to national and international policy documents in the field of QMS</p> <p>5.3. Developing and updating quality assurance procedures in ASEM according to the ISO:9001:2015 standard</p> <p>5.4. Development and application of tools for evaluating the quality of educational and related services</p> <p>5.5. Involvement of students in the quality assurance processes of educational services in order to develop skills in the field of QMS</p> <p>5.6. Organization of continuous training programs for auxiliary teaching staff (librarians, computer scientists, laboratory assistants, methodologists, etc.), in order to improve their verbal and non-verbal communication skills</p> <p>5.7. Acquaintance of new students with QMS within ASEM, their role within the university system</p> <p>5.8. Carrying out quality assurance campaigns in order to develop the culture of university quality</p>
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5.9. Developing the skills of ASEM staff and students through continuous training in the field of educational quality culture

IV. THE IMPACT OF THE IMPLEMENTATION OF THE QUALITY STRATEGY IN ASEM

The implementation of the *Quality Strategy in ASEM* implies the acceleration of the development and adequate assurance of the quality of educational services that will allow the full integration of the university into the European Higher Education Area.

The implementation of the actions provided for in the *Strategy* will lead to the improvement of the quality of educational services and the consolidation of the quality infrastructure, to the strengthening of scientific research activity, the increase of the involvement of the ASEM academic community in ensuring educational-scientific excellence, to the development of the quality culture and the entire quality assurance system university, which will consequently contribute to the development of graduates' skills and knowledge, and their successful integration into the European labor market.

V. MONITORING AND EVALUATION INDICATORS

The strategy implementation period is five years. In order to monitor the achievement of the planned results, the *Action Plan* will be drawn up annually and the level of achievement of the set objectives will be evaluated. The purpose of the evaluation is to establish the degree of achievement of the objectives and the achieved impact of the changes that have occurred.

Monitoring the implementation of the Strategy will be carried out by the Studies, Curricular Development and Quality Management Section. The estimation of progress will be made in all areas of strategic development in accordance with the measures stipulated in the Action Plan and with the deadlines for their realization, applying the following indicators:

STRATEGIC OBJECTIVE 1. *Continuous improvement of the quality of educational services and development of the internal quality assurance system*

- Elaboration/update of normative acts and institutional decisions necessary to achieve the objectives in the given field;
- The number of agreements concluded with economic agents;
- Degree of implementation of the updated university curricular framework;
- The number of new disciplines, updated contents that allow the development of professional skills from the perspective of sustainability and digitalization;
- Number of joint higher education programs with foreign Universities;
- Implementation of a flexible system for planning lifelong learning courses, adjusted to the requirements of practice and the requests of employees and the business environment;
- Number of programs submitted for accreditation and accredited by ANACEC;
- Degree of assurance of study programs with didactic materials connected to the results of research in the field.

STRATEGIC OBJECTIVE 2. *Consolidation of scientific research activity in order to increase the national and international visibility of the Academy of Economic Studies of Moldova*

- Number of publications in scientific journals registered in WoS and SCOPUS databases;



The number of publications in domestic and foreign magazines registered in other databases recognized by ANACEC;

- Number of monographs published in the country and abroad;
- The degree of involvement of scientific and didactic staff in research projects, including with the business environment;
- The number of doctoral theses elaborated in co-supervision with professors from abroad;
- Number of scientific events organized by ASEM subdivisions;
- The number of participations of scientific and didactic staff at scientific events organized in the country and abroad;
- The share of income from research activities in the total income of the university.

STRATEGIC OBJECTIVE 3. *Intensifying the involvement of the ASEM academic community in ensuring educational-scientific excellence and increasing the responsibility of all staff towards ensuring the quality of university processes and activities.*

- The number and diversity of lifelong learning courses attended by ASEM staff;
- The number of ASEM staff involved as trainers in lifelong learning courses;
- The number of staff doing internships (or working) within the real sector of the economy;
- Number of teachers invited from abroad;
- Degree of participation of didactic, scientific-didactic and scientific staff in academic mobilities;
- Degree of student participation in academic mobility;
- The number of students involved in ASEM QMS;
- Degree of satisfaction of students and employees;
- The number of teachers and students participating in volunteer activities;
- The number of young specialists employed in the activity of ASEM.

STRATEGIC OBJECTIVE 4. *Strengthening the infrastructure for quality assurance in education, research and social services*

- The number of development/integrated subsystems in the computerized management system;
- Degree of coverage of the ASEM university campus with internet access;
- The level of permanent renewal of the computing technique used in the educational and research process;
- The number of purchased software necessary for teaching and research;
- The number of spaces arranged for working in teams;
- The degree of computerization and digitization of the activities associated with the didactic process;
- Number of accredited ASEM study programs and research centers.

STRATEGIC OBJECTIVE 5. *Development of the quality culture and the university quality assurance system*

- The number of procedures developed/updated in the field of QMS;



Increasing the response rate to the questionnaires addressed to students in order to evaluate the didactic process;

- The number of employees/students familiar with the provisions of ASEM QMS;
- Number of internal auditors, including students trained;
- Number of quality assurance campaigns carried out.

VI. IMPLEMENTATION RISKS

Implementation risks are factors that may cause results to deviate from initial expectations or forecasts and require proactive management. Risks for the implementation of the *Strategy* may arise as a result of economic, political and social shocks, ad hoc decisions related to educational policy and/or from the materialization of budgetary obligations. Thus, the following risks that can influence the implementation of the *Strategy* were identified:

1. Aging staff and low employment rate of young specialists due to low motivation;
2. Low degree of involvement of the business environment in the development of new training programs and/or adjustment of existing programs to the needs of the labor market;
3. Low level of involvement of teaching staff in research and development projects financed from the state budget and international funds;
4. Insufficiency of financial resources to cover the expenses associated with the implementation of the *Strategy*;
5. Reducing the interest of high school graduates for higher economic studies;
6. Staff resistance to the implementation of the provisions of the *Strategy*.

The following risk mitigation measures are proposed:

1. Development of programs to motivate young people to choose the teaching career in ASEM;
2. Establishing mechanisms to motivate the business environment in more active involvement in the elaboration and development of new programs (practice students, round tables, seminars, career fairs);
3. Attracting representatives of the business environment in continuous training programs offered by the institution;
4. Motivating academic staff who make outstanding contributions in excellence research
5. Identification of internal and external sources for co-financing the implementation of the *Strategy*;
6. Development of a strategy to promote ASEM's educational offer;
7. Implementation of an effective communication strategy, which will contribute to reducing employee resistance to strategic changes.

VII. RESPONSIBLE SUBDIVISIONS

The ASEM quality assurance strategy is intended for all members of the institution's academic community. Every employee and student will be involved in the implementation of its provisions. Responsible for carrying out the planned actions is the SCDQM Section, the Faculty's Quality Commission, the Quality Committee of the Departments, the QMS managers at the subdivision level.

III. REPORTING PROCEDURES

The implementation of the *Quality Assurance Strategy in ASEM* will be permanently monitored from the perspective of achieving the expected actions and periodically evaluated from the perspective of the results obtained.

The actions outlined in the *ASEM Quality Assurance Strategy* will be reflected in the Annual Activity Plans of the ASEM subdivisions examined and approved according to the established procedure.

The reporting on the implementation degree of the *ASEM Quality Assurance Strategy* will be carried out annually, at the end of the academic year, by the Quality Committee of the departments and the Quality Commission of the faculty. The information on the level of achievement of the monitoring and evaluation indicators/actions is an integral part of the Annual Activity Report of the subdivision examined and approved according to the existing procedure. Following the annual evaluations, some provisions of the strategy may be modified/updated.

The course of implementation of the *ASEM Quality Assurance Strategy* is subject to monitoring and reporting within the ASEM Senate.