



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with
**Royal
Agricultural
University**

INTERNATIONAL AGRICULTURE UNIVERSITY

Quality Education Policy

Prepared by: Muhammad Umar Aslam

Agreed with: Executive Board

Approved by: Dr.Munira Aminova

Date: 10.01.2023

SECTION I: THE PURPOSE

(1) Introduction

International Agriculture University's quality education is an all-inclusive approach which nurtures the acquisition of 21st century skills and imparts deep understanding of values while inculcating strong sense of integrity in students. It is about raising a new generation of problem solvers — people with cultural acuity, the ability to make a difference at multiple scales, from local to national and global. The focus is to have children emerge as 'scholars of the 21st century' with an academic foundation and strong moral values, high emotional quotient and empathy. It gives them the tools and resources needed to learn from science, learn about themselves, and make well educated decisions for their personal growth. In addition to in-class learning, great schools promote students participating in extracurriculars allowing for connection to community both locally and globally. Our commitment to quality education is reinforced by a strong quality assurance framework guaranteeing consistent enhancement of student performance, learning experiences, curriculum, content, activities offered to students. This policy reinforces our commitment to offering an education that is meaningful, innovative and accountable to the highest standards.

(2) Objectives

The objectives of this policy are to:

- Make sure the University provide a good academic training according national and international standard.
- Encourage a culture of continuous improvement in teaching and learning.
- Encourage a dynamic, innovative, and creative approach to teaching and learning.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with
**Royal
Agricultural
University**

- Make certain that every graduate of the University possesses the requisite knowledge, competencies, and values to flourish within their respective disciplines and give back to society.

(3) Guiding principles

- Student-centeredness: Students' needs and interests will be central to all teaching and learning efforts.
- Inclusivity and Diversity

Diversity is celebrated in every form, and we aim at fostering an inclusive learning space that takes into account the varied perspectives of the students, teachers, and staff.

- Excellence and Innovation

Excellence in teaching, research, and service is our goal; we seek new ways of fostering an engaging learning experience.

- Sustainability

We infuse sustainability into our curricula and operations, cultivating student leaders committed to environmental stewardship and the advancement of green learning.

- Collaboration

Collaborating locally, nationally, and internationally — leveraging resources, knowledge, and experts for the benefit of our students and society.

(4) Scope

1. Applicability

This Education Quality Policy is applied to International Agriculture University includes all of its academic schools, faculties, departments and associate institutes.

- Students

This policy applies uniformly to all IAU students enrolled in any program in any location and at any level — undergraduate, masters, PhD, full time, part time online etc.

- Faculty and Staff

These guidelines apply to all Faculty Members, Teachers, Researchers and Admin Staff of the International Agriculture University. It focuses on their contribution to providing and implementing quality education .

- Educational Programs



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

This Policy applies to all Academic Programs including, but not limited to, Undergraduate, Graduate, Certificate, and Continuing Education Programs.

- Affiliated Institutions

This principle includes those of institutions affiliated with the International Agriculture University for academic endeavours, which must ensure that quality assurance is maintained in all collaborations.

- Educational Resources

It includes all necessary resources for providing education, such as school buildings, library books, laboratories, technology, textbooks.

2. Exclusions

This Quality Education Policy does not apply to the following:

- Non-educational activities not directly related to academic programs and services offered by the university.
- Business and administrative practices unrelated to educational quality assurance.
- Activities and programs conducted by external organizations or entities not affiliated with International Agriculture University.

3. Compliance and Amendments

All members of the university community, including students, faculty, and staff, are expected to adhere to the principles and guidelines outlined in this policy. Non-compliance may result in appropriate disciplinary measures.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with
**Royal
Agricultural
University**

This policy may be amended or revised periodically to adapt to changing educational needs, legal requirements, or evolving best practices. Any proposed amendments will undergo a review process and be communicated to the university community as appropriate.

SECTION II: THE POLICY

(1) Curriculum & Pedagogy

Curricula at the University are based on five principles. The curriculum is designed to be:

- A. learning-centred
- B. constructively aligned
- C. reflective of sector recognised standards
- D. inclusive
- E. future focussed.

The principles govern the creation of new or revisions to courses as well as serve as the foundational academic framework in the approval process of the courses' curricula.

A. Learning-centred

- Learning-centred curriculum: a curriculum with an emphasis on student learning outcomes, learning activities (including formative and summative assessment), learning resources, pedagogy, and staff practices (in terms of their role in creating the conditions for active, deep learning)
- This involves:

A closer look at curriculum design in terms of how the curriculum is planned between levels and up and down.

Looking at learning over the whole of the entire student learning time (not just in class, but in their own time) on a weekly basis.

There's room for flexibility and customization in addressing each learner's unique preferences. Structured and targeted Personal Learning Journey Reviews.

B Constructively aligned

- FIRST A constructively aligned curriculum is about nurturing the development of the students in order that they will attain the course intended learning outcomes (course ILO's) and graduate attributes.
- This involves:

Ensuring coherence of course modules from a structured developmentally-informed learning perspective.

Raising the difficulty gradually from easy to hard.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

Opportunities planned for students to build on their skills, engage in active learning and formative assessment.

Graduate attributes inform what the course is aiming to learn from the modules, and in turn the modules will have learning outcomes, activities, and assessments that are aligned with those graduate attributes.

C Industry standard.

- The curriculum is sector aligned when the module outcomes, discipline-relevant subject matter, concepts, principles, techniques and methods, knowledge and understanding of the subject area (theoretical, practical, technical), and cognate skills (including transversal skills), together with their
- This involves:

To establish that the thresholds defined under the HE Credit Accumulation and Transfer System align with the minimum level required of a learner to be able to achieve an award.

Apply the approved classification descriptor (as built-in in the university generic assessment and grading criteria) benchmark for the assessment of and grading criteria.

D Inclusive

- An inclusive curriculum is one in which access for every student, independent of any personal or protected characteristic, is provided on equal footing to reach a course's learning goals, and is characterised by a positive appreciation of diverse perspectives.
- This means that the course:

Predicated on inclusivity through the inclusion of prospective students from all walks of life.

Planning the content, mode of delivery and evaluation of the learning in order to align with the principles of equality and inclusivity and ensure that the curriculum is current and accessible.

Offers an internationally-, socially- and culturally-inclusive curriculum and fosters student intercultural competences .

E Future focused

- A forward-looking curriculum enhances the graduate's employability and career preparation, as well as the development of sustainability skills for local and international contexts.
- This means that the course:

Helps students achieve employability outcomes by preparing them for work-based learning, or work placements or similar work-related learning.

Ensuring that teaching and learning is based on scholarly literature, scholarship and professional practice and encouraging student involvement in the research process and the practical applications thereof.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with
**Royal
Agricultural
University**

Enshrines the UN Sustainable Development Goals (SDGs) within the curricula as core tenets; teaching not only about the moral obligations we all share but also providing the knowledge for how our choices today impact upon the world around us, and how the wider

(2) Student Centred Learning

1. Student-Centered Socioemotional Learning Emotional intelligence for students and teachers is defined as the capacity for empathic understanding and compassionate response to students' emotional world and to create an atmosphere in which intellectual growth can flourish. EI has four basic components: The four components of Emotional Intelligence (self-awareness, motivation, empathy and social skills) drive an “outcomes-based” (relationship-centred) approach in education. “It’s going to be much more exciting for students,” said Rice — and he should know, because this was his project! For encouragement of EI skill amongst the student population, teachers prompt them to communicate more, show empathy, exhibit, self-awareness, self-motivation or self-control. They have a higher degree of self confidence in their decision taking and trouble shooting abilities and show tenacity.
2. Educational Practices: Student centered discipline, responsibility and choice, warmth/support (teacher and peers), cooperative learning, classroom discussion. Self Educational Techniques include Ice-breakers, Warm-ups, Diversified Learning Activities, Brainstorming Sessions, RolePlay, Group Discussion, Feedback, Continuous Assessments, Managing Expectations, Research Papers Promoting responsibility; stimulating action and creativity; using the class meeting.

SCL Approach to Student Centred Pedagogy for SCL, innovative student centred pedagogies were and remain central to what we do. Innovative teaching (pedagogic) interventions are often the solution to an instructional problem. For the University, innovation is not the goal per se but rather ways of facilitating better teaching and enhanced student learning. The principles of effective teaching that should guide the system include:

- enhancing student-university interaction.
- enhancing student connection, • promoting students' action & agency.

allowing feedbacks,

- highlighting duration & scheduling.
- communicating high expectations,
- openly rewarding excellent performance
- embracing different skill sets, styles of teaching & learning.

Effective lecturers should demonstrate the following characteristics:

- Knowledgeable in their disciplines, research & development .
- Communicate basic principles through methods;



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

- Transformative of the teacher's teaching skill — as a result of dedication and learning.
- High standards, and they drive performance.
- They construct an educational experience in which students solve real problems, using real data, to produce new knowledge.
- They trust their students and believe they have an appetite to learn;
- They review their practice constantly.

3. Student-Centred Assessment Strategy :Assessment is an integral part of course design. It should integrate grading, learning, and motivation for the students. Carefully planned assessment questions and methods are crucial to the success of evaluation. In planning assessment, the following guides may be considered:

- The expected learning outcomes should be effectively communicated to the students. Rubrics should be clear to the students.
- Assignments and tests that measure the knowledge and skills desired of the students should be selected.
- Assessment methods that are interesting and challenging to the students should be preferred.
- The lecturer should refrain from being micro-corrective.
- An assessment scheme that relates assignments and tests to goals are then outlined.
- As a SCL model, the lectures should collaborate with the students to set and achieve learning goals.
- Finally select assessment methods that align well with set learning goals

(3) Faculty Excellence

Faculty of Excellence involves a comprehensive program of faculty improvement covering teaching as well as research. It reflects the following key attributes:

- Teaching Excellence: Faculty members are committed to excellent and student-centered teaching. The program promotes innovative, student-centered learning environments that inspire critical thinking, creativity, and the desire to learn.
- Research and Scholarship: Faculty contribute to their particular disciplines, the University's standing, and the overall intellectual life of the higher education community through active and meaningful inquiry and research/scholarship activities. Their scholarship is also evident in the classroom as their course materials remain cutting-edge and up to date.
- Mentorship and Advising: Professors act as career coaches and mentors, helping their students navigate through the academic journey. As mentors, we offer guidance, advice, and motivation for kids to excel.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

- **Professional Development:** They seek opportunity to grow personally and professionally. They keep up to date on developments in their areas of study, progressive educating techniques, and edtech that improves the learning experience.

(4) Research & Innovation

1. Promotion of Research

a) **Academic Freedom:** Academic freedom is maintained ensuring Faculty and Students have free range on research interests within the constraints set by ethics and law.

b) **Research Support:** We offer the infrastructure – in terms of capital, laboratories, access to relevant databases – needed to pursue research in any academic area.

c) **Interdisciplinary Collaboration:** Inter-disciplinarity is our strength: we bring together academics and students from diverse areas, knowing that good ideas often emerge at the crossroads of two or more disciplines.

2. Student Involvement in Research

a) **Undergraduate Research Opportunities:** Our Office promotes undergraduate research experiences, offering students the chance to participate on faculty-directed research projects.

b) **Research Skill Development:** These include training and mentorship programs designed to build research capacity in our students, equipping them to have a positive impact at the forefront of their respective fields.

3. Innovation and Technology Integration

a) **Technological Advancements:** We continuously push forward with technology development in our research process by including digital applications & platforms at every stage of research to deliver higher quality and more efficient research services.

b) **Innovation Hubs:** We set-up Innovation Hubs and Incubators creating a suitable atmosphere for student and Faculty transformation of bright innovations in to Practical Solutions or Ventures.

5. Dissemination of Research Findings



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

- a) **Publication and Presentation:** We promote the publication of research findings from faculty and students in prestigious journals and national/international conferences.
- b) **Knowledge Sharing:** Strong emphasis on disseminating research to the wider community, further advancing the collective knowledge-base and meeting society's pressing needs.

7. Research-Driven Education

- a) **Curriculum Integration:** We integrate research findings into our educational programs, ensuring that students benefit from the latest advancements in their respective fields.
- b) **Critical Thinking:** We cultivate critical thinking skills among students, enabling them to analyze and evaluate research findings and apply them to real-world situations.

(5) Assessment and evaluation

1. Assessment Methods and Tools:

- We will use an array of assessment mechanisms: exams, coursework, research projects, practical assessments, and presentations in all disciplines; in all subjects, our university will implement a variety of assessment methodologies to test the students' abilities, understanding, thinking, cre
- - The assessment tools will be designed such as to measure knowledge, understanding, critical thinking, problem solving skills and practical knowledge according to the learning outcome of every course.

2. Academic Standards and Grading:

- The educational standards and grading criteria of the Royal Agricultural University will be followed in order to assure comparability and consistency.
- Grading will be clear, fair, and based upon rubrics established for objective measuring of student achievement.

4. External Quality Assurance:

- RAU, UK, plays a strategic role in monitoring and assessing our pedagogical quality. Periodic review and audit of our adherence to these standards.
- The external assessments will provide guidance in identifying growth opportunities and will ensure the quality of our education programs.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

5. Student Feedback and Engagement:

- The learner is at the center of everything we do — our teaching methods include collecting direct feedback from students about learning assessments that are important to them, and all students have access to this information when making decisions to enter courses.
- Feedback systems will be implemented, allowing students to play an active role in determining their own assessment and evaluation policy and procedures.

7. Academic Integrity and Plagiarism Prevention:

- We pledge to uphold the highest standards of academic honesty, with strict policies on plagiarism and academic misconduct rigorously enforced.
- Education on the importance and consequences for violation of academic integrity are provided to students.

8. Transparency and Communication:

- IAU keep the process of testing and assessment open, transparent to students, to faculty members, or to anyone who wants to look into it
- Direct communication channels will be made available for addressing any questions or queries about assessment and evaluation.

(6) Continous Improvement

1. Regular Curriculum Review:

- Periodic program review for academic programmes to ensure relevance with the current industry development as well as worldwide trend.
- These review will include input from faculty, practitioners, students, and alumni to identify areas for improvement.

2. Data-Driven Decision Making:

- The school will be gathering and analyzing student achievement data, program results, and customer feedback.
- It will feed into strategic decisions regarding how schools can improve quality of learning and support services.

3. Faculty Development:

- We invest in our educators' professional development through continuous training, workshops, and research opportunities.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



- Faculty Development Programs will make our teachers better in adopting new pedagogical techniques and bring latest research in classroom.

4. External Reviews and Accreditation:

- External reviews and national/regional accreditations will benchmark our programmes against world-class standards of excellence.
- Accrediting agencies and external evaluators have an important role to play in pointing out areas where improvement is needed.

5. Technological Advancements:

- Embraced technology to revolutionize teaching and management process.
- Investment into best-in-class learning management systems, data analysis tools, and online resources, making access and efficiency of the system our top priority.

6. Stakeholder Engagement:

- IAU will continue to communicate with all stakeholders — alumni, employers and the wider business community.
- Stakeholder feedback and input will drive the design of what we teach and deliver.

7. Sustainability and Global Engagement:

- Continuous improvement, sustainability, and global citizenship will shape the curriculum at every level, from kindergarten through graduation.
- IAU will track our performance across these domains and look for ways to improve.

SECTION III: IMPLEMENTATION

The implementation of this policy will be the responsibility of the University's leadership, teaching staff, and support staff. The following actions will be taken to implement this policy:

1. Develop a curriculum that is aligned with national and international standards and is relevant to the needs of students, society, and the economy.
2. Provide training and support for teaching staff to develop innovative and creative teaching methods that engage students and promote active learning.
3. Establish mechanisms for regular evaluation and feedback on teaching and learning practices.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

4. Provide students with access to high-quality learning resources, including libraries, laboratories, and digital resources.
5. Establish partnerships with other institutions, industries, and communities to enhance teaching and learning.
6. Monitor and evaluate the effectiveness of this policy regularly.

(1) Learning environment

Key Elements of Our Learning Environment

1. **Physical Infrastructure:** IAU is dedicated to providing an ideal physical learning environment that supports and enhances the educational experience. We maintain appropriate facilities and infrastructure to facilitate innovative and hands-on learning in agricultural sciences.
2. **Language and Cultural Sensitivity:** We recognize the importance of language and cultural diversity. The learning environment is designed to enable students to use their mother tongue effectively while fostering an international and intercultural perspective, promoting cross-cultural understanding.
3. **Individualized Learning:** We acknowledge the unique needs and learning styles of our diverse student body. Our education policy is tailored to accommodate these differences, ensuring that each student's learning experience is guided by their specific needs and preferences.
4. **Personal Growth and Leadership:** We provide opportunities for students to develop flexibility, resilience, self-confidence, and leadership skills. IAU values personal growth as an integral part of the educational journey.
5. **Continuous Assessment:** We embrace a comprehensive assessment approach, evaluating learning outcomes both qualitatively and quantitatively from multiple angles throughout the educational process. Assessment serves as a guiding tool for teaching and learning.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

6. Digital Citizenship: IAU fosters responsible and effective use of technology. Our students are educated to be responsible digital citizens, harnessing technology for academic excellence and societal benefit.

7. Global Engagement: IAU encourages students to participate in national and international exams, projects, competitions, and activities. Our faculty, hailing from diverse backgrounds, offer students an international and intercultural perspective, enriching their learning experience.

8. Safe and Inclusive Environment: We prioritize the creation of a safe and inclusive environment where students can freely express their thoughts and ideas, fostering a sense of belonging and mutual respect.

9. Access to Resources: Our school library provides a rich array of academic resources, ensuring that the learning community has access to a wide range of knowledge sources and perspectives.

10. Holistic Learning: At IAU, learning transcends traditional classroom boundaries. Every space within our campus, including foyer areas, gardens, and corridors, is considered an extension of the learning environment, promoting experiential and holistic education.

11. Collaboration with Leading Institutions: IAU collaborates with leading agricultural universities and institutions, both nationally and internationally. These partnerships enhance our commitment to high-quality education and provide students with access to cutting-edge research and resources.

(2) Duties & responsibilities

A. Teachers



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

1. Facilitators of Student Success

a) **Monitoring Student Performance:** Teachers and professors are responsible for closely monitoring the performance of each student in their classes. They must identify areas where students may need additional support and encouragement.

b) **Encouraging Further Learning:** They play a critical role in motivating and encouraging students to explore deeper into their chosen fields of study, fostering a culture of curiosity and academic growth.

2. Expertise and Innovation

a) **Subject Matter Experts:** Faculty members are expected to be highly knowledgeable in their respective fields, enriching the curriculum and ensuring its comprehensibility to all students.

b) **Openness to Innovation:** They should actively seek opportunities for innovation in curriculum design and teaching methods, with a willingness to diversify instructional approaches. This includes participating in institution-planned in-service training and seeking personal development through programs like the Işık In-Service Training Academy and Digital Leaders Academy.

3. Effective Curriculum Development and Delivery

a) **Horizontal and Vertical Curriculum Planning:** Teachers and professors must organize the curriculum both horizontally and vertically, presenting it clearly to all stakeholders. They should incorporate different assessment methods and continuously refine lesson plans to meet emerging learning needs.

b) **Catering to Diverse Learning Styles:** In the course of teaching, they should design various activities that cater to the diverse learning styles of students. These activities should cover a range of educational strategies, learning styles, and techniques to provide students with essential life skills.

4. Creating Safe and Inclusive Learning Environments



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

a) **Prioritizing Student Safety:** Faculty members must operate with the understanding that effective learning can only occur when students feel safe. They should maintain inclusive and balanced communication with students, both in and out of the classroom.

5. Holistic Student Development

a) **Psychosocial Development:** Teachers and professors should consider not only cognitive development but also the emotional and psychomotor aspects of their students. Lesson plans should be tailored to align with the psychosocial development, differences, and specific needs of each student.

b) **Transferable Knowledge and Life Skills:** They should emphasize the importance of knowledge and life skills gained by students, focusing on their applicability and transferability to real-world situations.

6. Continuous Improvement and Innovation

a) **Assessment and Reflection:** Faculty members are responsible for evaluating the education and training processes through pre-assessments and post-assessments. They should use these assessments to inform and enhance future education and training designs.

b) **Embracing Innovation:** Teachers and professors are encouraged to stay updated with innovative education and training approaches, incorporate relevant technology, and integrate these advancements into their subject areas and extracurricular activities.

7. Collaboration and Open Communication

a) **Cooperation:** In all aspects of their work, faculty members are expected to collaborate with school management, the guidance unit, parents, and students. They should maintain an open attitude towards cooperation to foster a supportive and cohesive educational community.

This comprehensive framework guides the roles and duties of teachers and professors at the International Agriculture University Tashkent, ensuring the delivery of high-quality education and the holistic development of our students.



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with
**Royal
Agricultural
University**

B. Students

1. Self-awareness and Self-Development

- a) **Understanding Their Skills and Qualities:** Students should have a clear understanding of their own skills and qualities. They should recognize their strengths and areas that require improvement to chart a path towards personal and academic growth.
- b) **Effective Study Techniques:** It is imperative that students familiarize themselves with effective study techniques, enabling them to optimize their learning experiences.
- c) **Time and Self-Management:** Students must develop strong time and self-management skills. These skills will empower them to strike a balance between their academic responsibilities and personal pursuits.
- d) **Goal Setting:** Setting goals is essential for academic success. Students are encouraged to set clear, attainable goals and work towards achieving them. Faculty members will support students in this endeavor.

2. Active Participation in Student-Centered Learning

- a) **Taking Ownership of Learning:** Learning at our university is student-centered. Students are expected to take ownership of their education. They have the autonomy to set their own academic goals, devise strategies to achieve these goals, and engage in independent learning.

3. Reflective Learning

- a) **Self-Evaluation:** Students should actively engage in self-evaluation and reflection on their learning processes. This involves assessing their own progress, understanding their strengths and weaknesses, and adapting their learning strategies accordingly.

4. Knowledge Transferability



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

a) **Application of Knowledge:** Students should be able to transfer the knowledge and strategies they acquire in their courses to different fields and real-life situations. This promotes the development of critical thinking and problem-solving skills.

5. Empathy and Collaboration

a) **Empathetic Communication:** Demonstrating empathy and respect in their interactions with peers and adults is crucial. Students should foster a positive and inclusive learning environment by being understanding and supportive of their fellow students.

b) **Group Dynamics:** Students should recognize that they are part of a larger academic community. They should be open to cooperation and actively participate in group projects, discussions, and activities that promote collaborative learning.

6. Digital Competence and Responsibility

a) **Digital Competence:** In an era of digitalization, students are encouraged to develop digital competence. This involves proficiency in relevant digital tools and platforms that enhance their academic pursuits.

b) **Responsible Digital Citizenship:** As responsible digital citizens, students should adhere to ethical and responsible online behavior, respect privacy, and use technology for constructive purposes, aligning with the values and guidelines set forth by the university.

C. Administration

1. Alignment with Mission and Vision

a) **Supporting the Institutional Mission and Vision:** The administration of the International Agriculture University Tashkent is committed to encouraging and actively supporting the institution's mission and vision, which are shaped by both national and international perspectives. This alignment serves as the guiding force behind all university activities.

2. Facilitating Multifaceted Progress



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



a) **Enabling Multifaceted Progress:** The administration is responsible for creating an environment where progress occurs in a multifaceted manner. This includes supporting academic, research, and extracurricular activities that contribute to the holistic development of students.

3. Guiding Academic Excellence

a) **Contribution to Academic Guidance:** The administration plays a pivotal role in guiding students through their academic study processes, ensuring they have access to the necessary resources and support to excel in their studies.

4. Technological Resource Management

a) **Promoting Technological Literacy:** Administrators direct students towards the proper use of technological resources for accessing information, ensuring that the university remains at the forefront of technological advancements in education.

5. Collaboration with Faculty

a) **Collaboration with Faculty:** Administrators collaborate closely with faculty members in academic planning, aligning the university's educational goals with the expertise of its teaching staff.

6. Coordination and Stakeholder Engagement

a) **Coordinated Stakeholder Engagement:** The administration is responsible for ensuring that all stakeholders, including faculty, students, parents, and the wider community, work in a coordinated manner. This coordination enhances the overall educational experience.

7. Openness to Evaluation and Feedback

a) **Openness to Criticism and Evaluation:** Administrators maintain an open and receptive attitude towards criticism and evaluation by stakeholders. This approach fosters transparency and continuous improvement within the institution.

8. Support for Personal and Professional Development



IAU
INTERNATIONAL AGRICULTURE UNIVERSITY



In partnership with

Royal
Agricultural
University

a) Supporting Teacher Development: The administration recognizes the importance of nurturing its teaching staff. It provides support for both their personal and professional development, ensuring that faculty members remain at the forefront of their respective fields.

9. Emphasis on Social Responsibility

a) Promoting Social Responsibility: The administration attaches great importance to social responsibility projects that contribute to the development of students' competencies and enhance their learning experiences. By engaging in social responsibility initiatives, the university community actively contributes to societal well-being.

These roles and duties of the administration are integral to the mission of the International Agriculture University Tashkent in delivering high-quality education, fostering a culture of continuous improvement, and preparing students to excel in an ever-evolving global landscape.