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May 10, 2011

Charge to the Review Team
Agribusiness Teaching Center

This letter provides you with background on the Department of Agribusiness at the Armenian State Agrarian University, and explains the expectations for our upcoming external review.

The Agribusiness Teaching Center (ATC) was established in 2000 as a department within the Armenian State Agrarian University (ASAU), on the basis of a cooperation agreement between ASAU, the USDA, and Texas A&M University. The ATC provides agribusiness education to achieve sustainable entrepreneurial activities in the food and agriculture sector in Armenia and Georgia. It prepares agribusiness specialists armed with broad economic, marketing, and managerial skills, up-to-date communication abilities and a good knowledge of English. These skills make the ATC graduates competitive in the growing regional agribusiness sector. The two-year curriculum is western-structured, based on the undergraduate agricultural economics curriculum of Texas A&M University. Courses are taught in English by American and Armenian instructors. In addition to the undergraduate program, in December 2010 the Master of Agribusiness program was launched at the ATC.

I request that the review team examine the undergraduate and graduate programs of the Agribusiness Department (thereafter Agribusiness Teaching Center (ATC)) using the materials that will be provided, information you gain through personal interactions while visiting the ATC, and any additional information that you might request. I request that you identify the strengths of the current program, limitations that constrain the program and opportunities to enhance its performance. While evaluating the program, please consider the opinions of the leaders of the agribusiness industry in Armenia and Georgia regarding the success and impact of the program both in Armenia and Georgia. Please assess what has been accomplished in light of USDA FAS CADI support.

I would also like you to address the ATC as a model career development, teaching and learning excellence and research center for the region.

I look forward to meeting with you and the entire team in June of 2011. If you have any questions or require additional information, please contact me.

Kind regards,

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1. BRIEF DESCRIPTION OF THE UNDERGRADUATE PROGRAM

The ATC is a unique and successful synthesis reflecting a western style agribusiness education with state-of-the-art technology. The university education in general is acquiring a new contents and methods to serve the needs of a market economy in Armenia. ATC prepares agribusiness specialists armed with broad economic, marketing, and managerial views, up-to-date communication skills and excellent knowledge of English. All this makes the ATC graduates competitive in the growing Armenian and Georgian agribusiness sector, financial institutions, international agencies. The ATC faculty and staff work in a student–centered environment which offers undergraduate (certificate) and graduate degree leading to professional careers. Graduates are uniquely equipped for leadership, education, communications, and training roles in the broad field of agribusiness, economics, marketing, finance and management. Faculty and staff engage in research and development activities that investigate and augment positive change in teaching, and learning.

Upon completion, the ATC graduates receive diplomas from the Armenian State Agrarian University or that of the respective Georgian universities and the Texas A&M University certificate. The diploma does not give more advantage to the ATC graduates as compared with thousands of other university graduates in the region; in particular, the graduates of the ASAU Agribusiness and Marketing Department where the education is conducted in Armenian language, get the same ASAU diploma as the ATC graduates, however they are not exposed to the modern western structure and quality of the agribusiness education like the ATC students do. Thus, the discernable advantage to the certification program is that the ATC graduates complete all the relevant courses in accordance with the Texas A&M agricultural economics curriculum, in English, and accumulate the appropriate number of credits for the program completion reflected in the transcript. All this makes the ATC graduates competitive in the job markets of the two countries and enables to continue their education in the U.S. and European universities. In addition, the job market recognizes the ATC as a Texas A&M certificate program, and is well informed about the advantages that the certificate gives to the ATC students.

1.1 BRIEF HISTORICAL PERSPECTIVE - YEAR SUMMARY OF EVENTS OR ACTIVITY

1999 the Agribusiness Teaching Center (ATC) was established based on the Memorandum of Agreement signed between the Texas A&M University, Texas Agricultural Experiment Station (TAES), Texas Agricultural Extension Service (TAEX), and the Armenian Agricultural Academy (AAA).
2000 First undergraduate courses taught in agribusiness in Armenia by visiting professors from the U.S.
2001 First students’ involvement from the country of Georgia.
2002 First ATC class graduated who received a State Diploma in Economics from AAA and a certificate from Texas A&M University.
2002 The first two ATC graduates continued their education in the U.S.
2003 Agribusiness Teaching Center received AAA Department status.
2004 Career Placement and Counseling Center was established based on the Eurasia Partnership Foundation and Cafesjian Family Foundation financial assistance.
2005 First Bachelor of Science (BS) in Agribusiness and Marketing was launched.
2005 International Center of Agribusiness Research and Education was established to manage the ATC activities
2005 The first ATC newsletter was published.
2006 ATC first website was launched.
2006-2010 Reform of Higher Agricultural Education in Armenia (RHAEA) Project was implemented.
2008 First students participated in student exchange programs through European Erasmus Mundus Program.
2008 The first international seminar on “Pathways to Rural Economic Development in Transition Countries: The Role of Agricultural Cooperatives” was organized jointly with International Cooperative Alliance.
2008 Two students from Greece and one from The Netherlands studied one semester at the ATC in the scope of Erasmus Mundus Students Exchange Program.
2009 The first regional summer school on “Vertical Coordination in Agri-Food Chains” was organized jointly with Leibniz Institute of Agricultural Development in Central and Eastern Europe.
2010 Memorandum of Agreement on cooperation between Dimitris Perrotis College of the American Farm School, Greece and the ICARE was signed.
2010 The ICARE Research and Career Digest is sent to researchers, faculty, students, scientific community, development agencies and others on a monthly basis.
2002-2010 257 graduates received State diplomas from SAUA, Georgian State Agricultural University, Shota Rustaveli State University, and certificates from Texas A&M University.
2000-2010 38 faculty taught at the ATC, 13 from abroad and 25 local.
2010 Center of Excellence in Teaching and Learning was established on the basis of RHAEA.
2010 Master of Agribusiness (MAB) was authorized with 16 students enrolled.

Detailed history of the ATC is in the Appendix A.

1.2 STAFF RECOGNITION

Six staff members received US Department of Agriculture and US Ambassador Awards for outstanding performance. In addition, the following staff members were recognized by the following awards:

Vardan Urutyan, ICARE director, Golden Medal Award of ASAU
Daniel Dunn, Borlaug Institute Award.

1.3 SCHOLARSHIPS AWARDED

During the last ten years ATC students and graduates were awarded with scholarships from the ATC, as well as from different other Universities.

Eight scholarships awarded by the ATC for academic achievements
Five scholarships awarded by the ATC Alumni and Friends Association (Established in 2010) US Chapter
Three nominative scholarships awarded by the Armenian State Agrarian University to ATC students
Two scholarships awarded by Texas A&M University (Vardan Mkrtchyan, Tatevik Zohrabyan, Sona Hayrapetyan)
A scholarship awarded by Clemson University (Anush Khojoyan)
A scholarship awarded by Ohio State University (Natalie Nazaryan)
A scholarship awarded by Fresno State University (Vahan Pappyan)
A scholarship awarded by University of Illinois at Champaign/Urbana and Michigan State University (Alexan Shanoyan)
Two scholarships awarded by Washington State University (Armenak Markosyan and Hayk Khachatryan)
A scholarship awarded by University of Nebraska (Marianna Khachaturyan)
A scholarship awarded by Georgia Tech University (Paata Brekashvili)
A scholarship awarded by Ken State University (Hayk Ghazaryan)
A scholarship awarded by Louisiana State University (Gnel Gabrielyan)
Three scholarships awarded by Muskie Program to study one in Purdue University (Davit Ubilava), two in Texas A&M University (Olya Kudoyan, Ilia Gogichaishvili)
A scholarship awarded by the President Fund Scholarship to study in Texas A&M University (Alexandre Maisashvili)
Four scholarships awarded by ISET, Tbilisi, Georgia (Nino Olgesashvili, Suren Vardanyan, Tatevik Baldaryan, Vahan Sargsyan)
A scholarship awarded by Mediterranean Institute of Chania, Greece (Varsenik Khloyan)
A scholarship awarded by University of Hohenheim, Germany (Christ Melkonyan)
A scholarship awarded by Weihenstephan University, Germany (Naira Tvalchrelidze)
A scholarship awarded by Otto-von-Guerickle-Universitat-Magdeburg, Germany (Tatev Abrahamyan)
A scholarship awarded by SRH University Berlin of Applied Sciences (Levon Karapetyan)
A scholarship awarded by Central European University (Marianna Gharibyan)
Eight scholarships awarded by the Erasmus Mundus (EU) program to study at European Universities (Mariam Hovhannisyan, Christine Beglaryan, Anahit Hayrapetyan, Tigran Hakhnazaryan, Arthur Grigoryan, Irina Mkrtchyan, Hayk Ter-Grigoryan and Lilit Aloyan).

1.4 STUDENT GROUPS

Student Business Club carries out some social activities, like annual Christmas bazaar, visiting orphanages, volunteer work in building social houses, assisting organization of national and international forums, conferences, exhibitions and workshops.

Student Cooperative is formed in the frame of the Agriculture Cooperatives course to mainly operate the student cafeteria. Student groups are run by students and for students, with the continued support of the staff and faculty.

2. STRATEGIC PLAN OF THE ATC (THE UPDATED AND REVISED VERSION)

2.1 DEPARTMENT VISION AND MISSION

Vision

The vision of the ATC is to become an international center of excellence offering the highest quality undergraduate and graduate programs for preparing students to assume leadership roles in food and agribusiness and other related industries.

Mission

The ATC will provide agricultural business education, research and career building programs in Armenia and in the region to sustain private entrepreneurship and economic growth in the food and agriculture sector.
2.2 GOALS, OBJECTIVES, STRATEGIES, AND MEASURES

2.2.1 EDUCATION

Goal 1: Provide students with an opportunity to get high quality undergraduate and graduate western-style agribusiness education.

Objective 1: Teach students agribusiness management, finance, marketing and related courses to meet the current industry requirements.

Strategy 1: Combine theoretical training with real-life, hands-on experiences with an emphasis on combining economic, business analysis and quantitative methods for managerial decision-making.

Objective 2: Work for more openness in the enrollment procedures to ATC by supporting and encouraging continued implementation of the Bologna process in ASAU (Open Enrollment).

Strategy 2: Actively encourage ASAU to continue to adopt the Bologna education standards and processes. ATC opens up its own enrollment procedures so that it can attract top-level students from across all ASAU departments and potentially all Armenian higher education institutions.

Objective 3: Increase involvement of the faculty to tap its potential for contributing to the ATC.

Strategy 3: The ATC must continue to seek out a diversity of top-level educators who will help it further enhance its research and education activities, as well as provide opportunities for these educators to become more involved in ATC activities.

Objective 4: Support and encourage diversity among students and faculty.

Strategy 4: Diversity in its faculty and in its student body is one of the strengths of the ATC that sets it apart from other programs in the region. The ATC should continue to strive for ways in which it can help maintain the current diversity of having Georgian students study at the ATC, as well as expanding it to include more international students.

Objective 5: Involve students in research activities; Increase student participation and interest in learning at ATC that also extends beyond the classroom.

Strategy 5: Involve students in research activities in order to supply better skilled and cheaper labor force for applied research activities. In addition, students should have opportunities to hone their skills through ATC-sponsored activities that expand their hands-on educational opportunities, recognize excellence among the student body and build camaraderie among students that can be transferred into long-term, sustainable support for ATC.

Objective 6: Diversify funding for the ATC to further foster its activity as a western-structured agribusiness education institution.

Strategy 6: ATC needs to raise funds to finance its educational practices (tuition, extra-curricular activities, etc.), as well as seek grants and contracts for various marketing and research projects that provide supplementary academic resources for ATC facilities, faculty and the agribusiness education community.

Measure: High academic performance record of graduates; increased number of top students enrolled through open procedure; increased number of faculty members with additional research and outreach responsibilities; ensure at least 30% of international students; sustainable fundraising mechanism set up and grants and research contracts available; 501c (3) foundation active; USDA and US Embassy further involved as donors;
Goal 2: Develop financial and administrative capacities for the MAB program sustainability.

**Objective 1:** Find financing for the Master’s program continuous operations (donor organizations funding combined with revenues collected through tuition fees).

**Strategy 1:** Contact European or American donor companies (including the Diaspora) who provide funding for degree programs in Armenia.

**Objective 2:** Find a Western partner university (universities) to provide a dual degree in MAB program.

**Strategy 2:** Contact universities abroad and agencies providing funding for higher education.

**Objective 3:** Achieve a reputation and name so that students for MAB studies can also be recruited from other universities in Armenia and abroad.

**Strategy 3:** Provide first class quality education.

**Objective 4:** Increase awareness on the MAB program and overall ATC activities.

**Strategy 4:** Ensure the awareness through TV, other media, and websites.

**Objective 5:** Seek recognition in neighbor countries.

**Strategy 5:** Georgian students who have been involved in our undergraduate program may contribute greatly to student recruitment process by spreading a word about us in Georgia.

**Objective 6:** Create Goodwill.

**Strategy 6:** Cooperate with companies on training and providing degree for their employees; contact organizations operating in related industries to cover full or partial tuition fees for their employees willing to obtain degrees or improve qualifications.

**Objective 7:** Obtain recognition in agricultural and agribusiness sector and in related industries.

**Strategy 7:** Enhance the recognition of undergraduate program and ensure recognition of the MAB program through targeted PR activities, including those among the ATC alumni.

**Measure:** Funds available for further MAB program financing; partnership established with foreign university (universities) on dual degree; international students making 10% of MAB students; 10% of MAB students from institutions other than ASAU; increased recognition of the program throughout the country and the region.

Goal 3: Recruit faculty members to carry out graduate level classes.

**Objective 1:** Ensure continuous recruitment/training of qualified faculty for undergraduate and graduate programs; invite foreign faculty through international exchange programs.

**Strategy 1:** Recruit TDY-s working for international companies in Armenia. Use the possibility of making agreements with universities in neighbor countries about faculty exchange programs (e.g. ISET in Georgia, Farm School in Greece). Encourage the former ATC faculty members and students with graduate degrees from western universities to teach at the ATC.

**Measure:** Qualified local and international faculty; short- or long-term volunteer and non-volunteer visiting faculty members; faculty and student exchange programs; seminars and trainings.

Goal 4: Implement new learning projects
Objective 1: Launch a second specialty.

Strategy 1: Study the relevance of establishing Agricultural Policy Analysis or Environmental Economics and Policy Analysis as the second specialty. Once selected, develop a relevant curriculum; find teaching, financial and other necessary resources.

Objective 2: Develop Distance Learning Education at the ATC.

Strategy 2: Find relevant funding sources and technologies and involve universities in marzes of Armenia, Artsakh (Mountainous Karabagh), Georgia, the U.S. and Europe in the distance learning programs.

Objective 3: Develop videoconferencing capacities for different education and research purposes.

Strategy 3: Obtain relevant technology and use videoconferencing method for distance learning, lecturing, presentations, meetings and other activities with education and research partners in Armenia, Artsakh (Mountainous Karabagh), Georgia, the U.S., and Europe.

Objective 4: Implement certificate learners program.

Strategy 4: Develop relevant learners programs and certificate criteria.

Objective 5: Develop Honors program.

Strategy 5: Involve advanced students in extra educational programs for extra credits.

Objective 6: Conduct tailor-made trainings.

Strategy 6: Use ATC intellectual, research and technological resources for targeted training programs for stakeholders at the ASAU, research community, collaborating agribusiness and other companies, international agencies.

Measure: A second specialty launched; number of students involved; distance learning and videoconferencing capacities available; increased number of institutions benefited from ATC certificate and other training programs.

2.2.2 RESEARCH AND OUTREACH

Goal 1: Strengthen research capacity

Objective 1: Improve the research skills of the faculty and students.

Strategy 1: Train the target faculty and student groups in: general research methodology, qualitative and quantitative research methods, research proposal writing skills, research paper writing skills, grant proposal writing skills, as well as data analysis skills using STATA and SPSS.

Objective 2: Contribute to the agribusiness education programs by involving students in different agribusiness research related activities.

Strategy 2: Expand the electronic journal and database subscriptions as important resource for the faculty and students.

Objective 3: Promote the agribusiness research activities.

Strategy 3: Develop web materials covering research activities, provide consultancy and service to Armenian government, international organizations and a wider agribusiness sector in relation to agribusiness development, production, marketing and export, as well as disseminate information within the Armenian agribusiness sector and the farm community. Motivate ATC faculty and students to engage in modern agribusiness research,
organize national and international workshops on different agricultural/agribusiness topics which will enable the trained faculty and other invited researchers to share their research works, research methods and skills.

**Measure:** Qualified researchers; research results reflected in local and international databases; students involved in research; publications on the web; increased number of communities, beneficiary and donor organizations aware of ATC research activities; increased diversity of research topics.

**Goal 2:** Strengthen cooperation between farmer organizations and agribusinesses in the definition of research priorities

**Objective 1:** Build linkages between the farmer organizations, individual farmers, agribusinesses and the ATC encouraging them to participate in relevant research works.  
**Strategy 1:** Encourage farmer organizations, agribusiness representatives, and extension centers to strengthen partnerships with the ATC for further research activities.

**Measure:** Strong network with farmer organizations, agribusinesses, and extension centers.

**Goal 3:** Use the ATC’s research potential to implement development or capacity building activities

**Objective 1:** Create mechanism through which it will be possible to carry out demand driven training and capacity building activities, seminars and workshops, roundtables and conferences for farmer organizations, agribusinesses, NGOs, universities, etc.

**Strategy 1:** Be active in applying to research tenders, assessment and consulting projects. Strengthen the relationship with the World Bank Yerevan Office, FAO, IUCN, SDC, EU and participate in the research tenders.

**Objective 2:** Establish contacts with new research institutions and explore opportunities for possible cooperation.

**Strategy 2:** Get involved in the regional and international research activities of these organizations and study the research funding possibilities.

**Measure:** Partnership and linkages established; recognition as a trusted partner for key donors achieved.

**Goal 4:** Conduct own research on “hot” topics and disseminate the results.

**Objective 1:** Conduct rapid assessments of agri-food value chain and publish the results on the website.

**Strategy 1:** Establish contact with organizations supporting desk studies or case studies.

**Objective 2:** Conduct regular studies on industry-academics issues aiming at revealing the gaps.

**Strategy 2:** Conduct regular interviews or surveys with the growing Armenian agribusiness sector to find out what are the main characteristics or skills that the top managers and the owners are looking for in the newly hired agribusiness specialists, graduates, and future leaders.

**Measure:** case studies developed and used by the ATC and ASAU as teaching materials; research findings applied into the ATC curriculum; joint research projects.
2.2.3 CAREER DEVELOPMENT

Goal: Develop and implement a sustained mechanism that allows ATC and ASAU students and graduates to effectively identify job opportunities and obtain employment.

Objective 1: Enhance the activities of the CPCC.
Strategy 1: Develop and periodically update of the database of students, graduates and business companies; continue organizing career fair, seminars and workshops on resume and cover letter writing, interview techniques, labor rights, and leadership development skills; and other assistance for students and graduates as needed.

Objective 2: Make the CPCC publicly visible, with a well-established network of alumni, partners, benefactors and collaborators.
Strategy 2: Increase the awareness of CPCC through participation in and organization of local and international exhibitions, seminars, workshops, public events, such as career fairs, job orientation days, as well as through promotional materials; news digest; media conferences; alumni successes; and effective media relations.

Objective 3: Continuously improve the quality of the services of CPCC.
Strategy 3: CPCC needs to analyze its current activities to determine where changes are necessary to improve its effectiveness with key target audiences. Build capacity for the CPCC staff.

Objective 4: Enhance connections with the industries and the business community at large to ensure more professional placements for graduates.
Strategy 4: Contact instructors to conduct short term seminars on topics of interest to Armenian job market;

Objective 5: Foster ties with ATC Alumni Association.
Strategy 5: Maintaining the relationship between the ATC and its alumni is mutually beneficial. It enables alumni to stay connected to each other and to the educational program that helped prepare them with valuable life skills. It enables the ATC to keep itself relevant as the regional professional agribusiness sector continues to transition and to build sustainable networks of people who can advocate regionally and internationally on its behalf to key audiences. Assist the Association to initiate projects that contribute to the continued networking and professional development of ATC alumni.

Measure: ATC alumni network; reunions; events; placement of graduates; professional development; partnerships with private sector; funds for scholarships; promotional materials.

2.3 ASAU STRATEGIC PLAN

2.3.1 MISSION AND GOALS

The mission of the SAUA is, based on the knowledge and experience of the teaching and research staff, to ensure:

- implementation of common national interests in education and science;
- integration into the world higher education system and cooperate with international community in fundamental and applied scientific research;
- meeting the demand of the society and citizens in the field of quality higher, postgraduate and supplementary professional education;
• dissemination of knowledge and progressive technologies and formation of innovation activity of market infrastructure;
• comprehensive development of highly professional, cultural, educated and socially active future specialists with patriotic attitude;
• access to knowledge and information sources for the country's overall population and multi-thousand farm households.

The University will further continue to improve its activity on the integrated basis of education, research and innovation processes, taking an active part in creation of a global education and research area and will contribute to the success of its graduates in the new competitive environment.

2.3.2 STRATEGIC DEVELOPMENT PRIORITIES

The further development of the University as an education, research and innovation type higher educational institution implies considerable volume of high level scientific research and innovative approach to all areas of activity and, which will ensure renewal of the content of the education process and the University’s sustainable progress;

• Integration to the all-European integrated education environment consonant to the Bologna process.
• Ensuring the reproduction of the University’s intellectual potential and introduction and formation of new knowledge;
• Training and retraining of highly qualified specialists for the agri-food system of the country and agriculture, enhancement of the university's and its graduates' competitiveness in the educational services and job markets;
• Contribute to the economic activity of subjects in the agrarian sphere through improvement of the professional knowledge of the graduates;
• Work out and development of in-house system of quality management in producing future specialists;
• Ensuring the fundamental and practical direction of educational programs and further improvement of the multi-degree continuous education system;
• Development and implementation of new educational technologies and active teaching methods, creation of a modern information environment in the University and integrated development of information-communication technologies;
• Enhancement of the University’s investment attractiveness based on mutually beneficial cooperation with the business community serving the agriculture of the country and the region or involved in the marketing and processing of agricultural products, as well as with the national governance and local self-governance agencies;
• Development of unified operational mechanisms aimed to further improve the education system and ensure cooperation between all links through implementation of the state policy in the agrarian education domain.
• Creation of legal normative environment for training and retraining of specialists for the agrarian sphere.

2.3.3 STRATEGIC GOALS

The fundamental principles of the strategic concept of the University’s development are differenciated into strategic programs of development by the following activity fields:

1. **Education**
Goal 1.1 Strengthening the position of the University in the education sphere of the country and the region, enhancing its international rating.

Goal 1.2 Enhancement of the quality and efficiency of education consonant with the provisions of the Bologna Declaration, implementation of education programs meeting international standards.

Goal 1.3 Maintenance of the University’s personnel potential, with quality enhancement and further professional development.

Goal 1.4 ensuring the professional training of graduates compatible with international criteria.

Goal 1.5 Developing a continuous education system for specialists over the entire period of work experience.

Goal 1.6 Consonant with international and national values, creation of proper conditions for spiritual development of students and preparing specialists with professional, highly educated, socially active and patriotic citizen.

2. Research and Science

Goal 2.1 Improvement of the level of up-to-dateness and competitiveness of the research works by University’s faculty.

Goal 2.2 Maximum use of the scientific potential of the University for effective organization of the education process and scientific activity.

Goal 2.3 Expansion of fundamental and applied research pursuant to in accordance with the priority directions of development of the country’s agri-food system.

3. Counseling and Information

Goal 3.1 Ensuring delivery of extension and information services to the agrarian sector in accordance with international standards.

4. University Administration

Goal 4.1 Improvement of the University’s management system for efficient performance in research and extension processes.

5. Refurnishing Material and Technical Capacity

Goal 5.1 Renewal, refurnishing and improvement of the University’s material and technical capacity according to international criteria.

6. Strategic Program of Financial and Economic Activity

Goal 6.1 Ensuring stable financial activity in the University’s educational, research, economic and social spheres, enhancement of self-financing.

7. Strategic Program of Improvement of The Social Sphere

Goal 7.1 Improvement of the social protection of the University’s employees, their livelihoods, health protection, improvement of work conditions, expansion of measures taken in protection of their rights.

8. International Cooperation

Goal 8.1 Extension and development of foreign relations.
3. DESCRIPTION OF THE UNDERGRADUATE (CERTIFICATE) PROGRAM

The undergraduate program of the Agribusiness Department/ATC provides agribusiness education to achieve sustainable entrepreneurial activities in the food and agriculture sector in Armenia and Georgia. It prepares agribusiness specialists armed with broad economic, marketing, and managerial skills, up-to-date communication abilities and a good knowledge of English. These skills make the ATC graduates competitive in the growing regional agribusiness sector. The Agribusiness Teaching Center adheres to western education values and teaching principles. The two-year curriculum is based on the undergraduate Agricultural Economics curriculum of the Texas A&M University, with a privileged opportunity to fill the growing agribusiness and related job markets in Armenia, Georgia, and elsewhere. Courses are taught in English by American and Armenian instructors. The program focuses on learner centered instruction, instructional design, and delivery strategies. The program is accomplished through a combination of classroom instruction, internships, and field trips. Graduates of the ATC receive a Diploma from the ASAU and a certificate from Texas A&M University.

Total of 317 undergraduate students have been enrolled during 2000 – 2010.

ATC Teaching Policy: see the updated Teaching Policy in Appendix B.

3.1 PROGRAM REQUIREMENTS

ATC undergraduate program applicants should have completed at least undergraduate second-year courses. ATC students should have academic good standing maintaining a GPA of at least 3.0 are in academic records, as stated in ATC's Teaching Policy revised in 2010. Students graduating from the ATC should complete 123 ECTS credit hours. They are required to pass two state complex examinations from Marketing, Finance, Management, Microeconomics, Macroeconomics, Natural Resource Economics, and World Economics courses.

3.1.1 ADMISSION REQUIREMENTS

Students to be enrolled at the ATC undergraduate program must:

- have completed the first two years, preferably in the "Agribusiness and Marketing" specialty of the Economics Department of the ASAU and qualify to continue their study in English;
- be graduated from ASAU or other state institution who wish to pursue the second diploma in Agribusiness and Marketing by being enrolled in ASAU as well as a certificate from Texas A&M University;
- be graduated from ASAU or other state institution, and wish to pursue only a certificate from Texas A&M University.

3.1.2 REQUIRED COURSES

This curriculum is within the ASAU four years curriculum. The list of courses is to be reviewed annually with courses dropped and added to keep the curriculum up-to-date. All students graduating from the ATC should have completed 123 ECTS credits.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agbu 200</td>
<td>Computers and Information Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 201</td>
<td>Business English</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 202</td>
<td>Introduction to Agricultural Economics</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 203</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 300</td>
<td>Linear Algebra and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>*Agbu 301</td>
<td>Principles of Management</td>
<td>5</td>
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<tr>
<td>Agbu 302</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>Agbu 303</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>*Agbu 304</td>
<td>Marketing of Agricultural Products</td>
<td>5</td>
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<tr>
<td>Agbu 305</td>
<td>Intermediate Microeconomics</td>
<td>5</td>
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<tr>
<td>Agbu 306</td>
<td>Operations Management</td>
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<tr>
<td>Agbu 307</td>
<td>Managerial Accounting</td>
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<tr>
<td>Agbu 308</td>
<td>Technical Writing</td>
<td>5</td>
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<tr>
<td>*Agbu 309</td>
<td>Principles of Finance and Taxes</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 310</td>
<td>ATC Internship I</td>
<td>5</td>
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<tr>
<td>Agbu 400</td>
<td>Intermediate Macroeconomics</td>
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<tr>
<td>Agbu 401</td>
<td>E-Commerce</td>
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<tr>
<td>*Agbu 402</td>
<td>Financial Analysis</td>
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<tr>
<td>Agbu 403</td>
<td>Agro-Ecology and Environmental Protection</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 404</td>
<td>Agricultural Cooperatives</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 405</td>
<td>Agricultural Insurance</td>
<td>4</td>
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<tr>
<td>Agbu 406</td>
<td>Agribusiness Law</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 407</td>
<td>Natural Resource Economics</td>
<td>4</td>
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<tr>
<td>*Agbu 408</td>
<td>Strategic Management</td>
<td>5</td>
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<tr>
<td>*Agbu 409</td>
<td>Marketing Analysis</td>
<td>5</td>
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<tr>
<td>Agbu 410</td>
<td>World Economics</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 411</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Core courses

### 3.1.3 COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Computer Applications AGBU 200 | **Ruzanna Movsesyan, MS**  
Upon completing this course students should be able to:  
Understand fundamentals of Windows operating system,  
Create, edit different word files with different enhancing tools  
Perform math, statistical and financial computations using excel program,  
summarize data in pivot tables, create charts  
Work with databases, write queries (specific data selection according to some criteria), forms and reports, split information into different tables and create relationships between those tables.  
Create and make presentations using Power Point program  
Use the internet as the main source in gathering different kind of information for future classes  
Share data among different programs |

Business English AGBU 201  
Upon completing this course students should be able to:  
Use their business English skills in professional environment.  
Use business vocabulary and use English idioms.
<table>
<thead>
<tr>
<th>Course</th>
<th>Taught By</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use improved grammar, Conversational skills, and pronunciation. Use professional business English skills in the business level. Analyze specific business problems/situations.</td>
<td>Louisa Antonyan, PhD</td>
<td></td>
</tr>
<tr>
<td>Upon completing this course students should be able to: Introduce the main concepts of economics in English Stimulate problem-solving skills in the field of economics Familiarize the fundamentals of microeconomics Familiarize the fundamentals of macroeconomics Introduce western-style education with frequent quizzes and exams Understand consumers’ and producers’ problems Solve profit-maximizing problems Understand different market structures and their role in the economy.</td>
<td>Tatevik Zohrabyan, PhD</td>
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</tr>
<tr>
<td>Upon completing this course students should be able to: Use the techniques and methods of making speeches Effectively deliver speeches in public (classrooms, auditoriums, to business clients/customers, etc.) Make informative and persuasive speeches Develop confidence in delivering speeches for their audience Work individually and in teams Understand the importance of communication in business Use their communication skills in business.</td>
<td>Pamela Karg</td>
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</tr>
<tr>
<td>Upon completing this course students should be able to: Apply linear models in economics, like point-slope demand and supply equations, straight-line depreciation, break-even quantities, etc. Understand properties of different non-linear functions and application in economics Interpret and derive different financial functions, such as compound interest, present and future values, elasticity of demand etc. Use basics of calculus in real world, such as instantaneous rate of change, max. and min. problems, area under curves, etc. Apply mathematical modeling in different situations, like in cost, profit analysis, surveys, etc. Find out correlations, relationships and create functions Do cost, revenue, profit marginal analysis by using math concepts like derivatives and integrals Work with systems of equations, convert into matrices, and perform algebraic computations with them Use systems of inequalities and linear programming in optimization problems Understand fundamentals of mathematical inductions and combinatorics.</td>
<td>Ruzanna Movsesyan, MS</td>
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</tr>
<tr>
<td>Upon completing this course students should be able to: 1. Understand of what is required to motivate and manage team successfully 2. Learn about the clear structures and tools to enable them to manage teams. 3. Gain knowledge about how to master the five key areas of modern management: Goal Setting; Effective Time Management; Performance Management; Motivating Your Team. 4. Get communication skills that work upwards and downwards through your organization 5. Get confidence to give useful feedback and tackle conduct issues.</td>
<td>Agassy Manoukian, PhD candidate</td>
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<tr>
<td>Course</td>
<td>Upon completing this course students should be able to:</td>
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<tr>
<td><strong>Financial Accounting</strong></td>
<td>Understand and use the basic accounting principles.                                                                ------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>AGBU 302</strong></td>
<td>Distinguish between current and long-term assets, current and long-term liabilities, equity, revenue and expenses, gain and loss.</td>
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<tr>
<td>Karine Zurabyan, PhD</td>
<td>Understand the effect of transaction on the accounting equitation and financial statements.</td>
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<td>Apply the key elements of the accounting cycle.</td>
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<td>Prepare financial statements.</td>
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<td>Identify and understand interrelationships among the financial statements</td>
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<tr>
<td><strong>Business Statistics</strong></td>
<td>Use concepts and methods of statistical inference with special emphasis on business data and applications with use of computer software.</td>
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<tr>
<td><strong>AGBU 303</strong></td>
<td>Pursue applications and further development of statistical concepts and methods in their subsequent courses.</td>
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<tr>
<td>Alexan Simonyan, PhD</td>
<td>Apply point and interval estimation of proportion, mean and variance;</td>
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<td>Do hypothesis testing;</td>
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<td>Apply the basics of linear and curvilinear regressions and correlation analysis Use PH Stat package</td>
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<tr>
<td><strong>Marketing of Agricultural Products</strong></td>
<td>Study and analyze agricultural commodities’ markets.</td>
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<tr>
<td><strong>AGBU 304</strong></td>
<td>Recognize and describe the major participants in the food supply chain and how each contributes to the final products and services offered to consumers</td>
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<tr>
<td>Karen Darbinyan, MBA</td>
<td>Identify local, national, and international markets for agricultural products, commodities, or related goods and services.</td>
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<td></td>
<td>Examine the characteristics of effective marketing strategies including advertising and promotion, packaging, and labeling.</td>
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<td>Understand the major forces of change effecting the marketing environment for unprocessed and semi-processed agricultural products.</td>
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<td>Identify major trends in food spending and consumption.</td>
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<td>Give special attention to the growing role of the Internet in the food industry.</td>
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<tr>
<td><strong>Intermediate Microeconomics</strong></td>
<td>Understand basic microeconomic concepts, which means being able to define, recognize, and provide illustrations of them;</td>
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<tr>
<td><strong>AGBU 305</strong></td>
<td>Learn and apply the basic tools used by economists to understand how agents interact with one another, how they make optimal decisions, and how markets are organized.</td>
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<tr>
<td>Tatevik Zohrabyan, PhD</td>
<td>Become comfortable using diagrams, algebra, calculus and other mathematical concepts to develop economic models for use in an applied setting.</td>
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<td></td>
<td>Understand and be able to apply the economist's way of thinking to current events; To understand how markets normally work, and what happens when they don't; Demonstrate an ability to analyze case studies of microeconomic problems, using algebraic and graphical models. Develop oral and written communication skills with classroom interaction, homework assignments and examinations.</td>
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<tr>
<td><strong>Operations Management</strong></td>
<td>Use the basic concepts and methods of production and operations management with emphasis on production of both goods and services.</td>
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<tr>
<td><strong>AGBU 306</strong></td>
<td>Interrelate topics from accounting, marketing, industrial engineering, economics, behavioral management, management science, and statistics into a blend of analytical tools.</td>
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<tr>
<td>Course</td>
<td>Lecturer</td>
<td>Objectives</td>
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<tr>
<td>Managerial Accounting AGBU 307</td>
<td>Karine Zurabyan, PhD</td>
<td>Upon completing this course students should be able to:</td>
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<td>- Understand cost terms, concepts and classifications</td>
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<td>- Distinguish between process costing and job-order costing.</td>
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<td>- Analyze cost behavior; prepare an income statement using the contribution format.</td>
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<td>- Understand cost-volume-profit relationships; explain its significance in many decisions.</td>
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<td>- Explain the master budget interrelationships, prepare different types of budget.</td>
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<td>- Prepare a master flexible budget and an overhead flexible budget, and explain the advantages of the flexible budget over the static budget approach.</td>
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<td>- Understand control through Standard Cost.</td>
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<td>- Identify relevant cost for decision making.</td>
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<tr>
<td>Technical Writing AGBU 308</td>
<td>Louisa Antonian, PhD</td>
<td>Upon completing this course students should be able to:</td>
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<td>- Know the kinds of writing common in the workplace.</td>
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<td>- Understand theories that inform professional communication.</td>
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<td>- Write effective documents.</td>
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<td>- Working collaboratively.</td>
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<td>- Use the Internet as a resource and a communication medium.</td>
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<td>- Students will meet the following specific objectives:</td>
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<tr>
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<td>- Write clearly, emphatically, and correctly in different technical and academic formats.</td>
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<td>- Analyze audience and situation so that word choice, development, and arrangement meet the needs and expectations of readers and listeners.</td>
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<td>- Use graphics in supporting key points in business/technical writing.</td>
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<td>- Conduct research in the major field through analyzing journals and interviewing professionals.</td>
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<td>- Practice delivering oral presentations.</td>
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<td>- Report information orally using supplementary visual aids.</td>
</tr>
<tr>
<td>Financial Management AGBU 309</td>
<td>Vardan Urutyaman, PhD</td>
<td>Upon completing this course students should be able to:</td>
</tr>
<tr>
<td></td>
<td>Adjunct Associate Professor</td>
<td>- Understand the financial management environment.</td>
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<td></td>
<td>Tatevik Zohrabyan, PhD</td>
<td>- Understand the concept of time value of money.</td>
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<td>- Analyze financial statements.</td>
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<td></td>
<td>- Perform investment and portfolio analysis.</td>
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<td>- Understand the concept of risk management.</td>
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<td>- Perform capital budgeting analysis.</td>
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<td>- Understand the main sources of capital/funding.</td>
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<td>- Estimate the cost of capital.</td>
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<td></td>
<td>- Estimate cash flows of firms.</td>
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<tr>
<td>Internships AGBU 310 AGBU 413</td>
<td></td>
<td>The objective of Internships is to provide students an opportunity to acquire practical experience in the field of agribusiness.</td>
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<td></td>
<td>- Gain practical knowledge in a professional environment.</td>
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<td></td>
<td>- Deepen theoretical knowledge in the fields of management, finance, and marketing in a real business.</td>
</tr>
<tr>
<td>Course</td>
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</tbody>
</table>
| **Strengthen marketing and business plan writing skills**  
Strengthen communication skills  
Strengthen decision making skills  
Understand how the real business works |
| **Intermediate Macroeconomics**  
AGBU 400  
Armen Asatryan, PhD |
| Upon completing this course students should be able to:  
Utilize the Economic Approach to solve economic problems. Consensuses that have formed over time on the functional relationships between macroeconomic variables based on experience and empiricism.  
Comprehend an overview of government spending and taxation.  
Understand and solve intermediate problems involving Aggregate Demand and Supply. How Keynesian and Classical schools of economic thoughts have approached macroeconomic theories and problems.  
Comprehend and apply examples of Keynesian economics and fiscal policy.  
Comprehend and apply examples of monetary policy. Analyze and understand problems in money and banking system. An IS-LM theoretical framework within which central macroeconomics issues are observed and analyzed.  
Comprehend and solve applications of macroeconomics in an international context. How government is trying to stabilize the macro economy through fiscal and monetary policies and simultaneously adjust for the challenges of the global economy. |
| **E-Commerce**  
AGBU 401  
Andranik Khachartyan, MBA |
| Upon completing this course students should be able to:  
Gain an understanding of the theories and concepts underlying e-commerce  
Apply e-commerce theory and concepts to what e-marketers are doing in "the real world"  
Understand how general marketing principles can be effectively applied Online  
Understand marketing issues that are particular to Online marketing  
Improve familiarity with current challenges and issues in e-commerce  
Reinvent the future of business through electronic commerce  
Identify the components and roles of the Electronic Commerce environment. |
| **Financial Analysis**  
AGBU 402  
Vardan Urutyan, PhD,  
Adjunct Associate Professor  
Tatevik Zohrabyan, PhD |
| Upon completing this course students should be able to:  
Apply financial tools and applications studied during the previous finance courses into the real life examples using case study method  
Understand how the finance function supports the strategic goals of business firms  
Use the financial tools that enable firms to gain competitive advantage as well as to signal company problems (financial statement analysis, capital budgeting, planning and forecasting)  
Bring together skills gained from previous courses in finance, management and marketing  
Learn to work in teams and develop group projects |
| **Environmental Protection**  
AGBU 403  
Astghine Pasoyan, MA |
| The overall aim of the Environmental Protection class is for students to develop a deeper understanding of environmental problems confronting their country and the world community in the 21st century. Therefore, the course objectives are:  
1. Introduce students to the basic vocabulary necessary to become an environmentally-literate citizen;  
2. Survey important domestic, international and global environmental issues to illustrate some of the complexities of human-environment interactions;  
3. Present alternative approaches to solving environmental and natural resource management problems; |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGBU 404</td>
<td>Ag. Cooperatives</td>
<td>Pamela Karg</td>
<td>This course is designed to give students a basic overview of traditional and evolving cooperative business structures, the socio-economic benefits derived by members, as well as the role of cooperatives in meeting the rural economic development challenges facing developing countries such as Armenia and Georgia. Upon completing this course students should be able to: Understand Western theory and Armenian/Georgian practices of cooperatives. Know who can organize, direct and manage cooperatives, under Armenian/Georgian laws. Recognize economic conditions conducive to member-owned cooperatives. Know how to organize a cooperative and the basic internationally recognized rules under which they operate.</td>
</tr>
<tr>
<td>AGBU 405</td>
<td>Agricultural Insurance</td>
<td>Karen Kirakosyan, PhD</td>
<td>Upon completing this course students should be able to understand the: Importance, principles, the role, and the terminology of insurance; Legislative regulation of insurance; Types of insurance; Agricultural risks and managing mechanisms of these risks via agricultural risk insurance (production risks, marketing risks, financial risks); Crop insurance, its conditions, organization and implementation mechanisms, knowledge on crop insurance in developed countries; Animal insurance, its conditions, organization and implementation mechanisms, knowledge on crop insurance in developed countries; Reinsurance of agricultural risks and governmental support through subsidies; Specifics of agricultural risk management in Armenia and the actual situation.</td>
</tr>
<tr>
<td>AGBU 406</td>
<td>Business Law</td>
<td>David Sargsyan, MA</td>
<td>Course objectives of this course are: Understand main legal frameworks and definitions. Get acknowledged with Armenian legal system as compared with US legal system General knowledge on legal incorporation of business How to negotiate contract, contract execution and implementation Labor relations and regulations, study of general legislation and cases.</td>
</tr>
<tr>
<td>AGBU 407</td>
<td>Natural Resource Economics</td>
<td>Astghine Pasoyan, MA</td>
<td>The goal of this course is to use basic economic theories to analyze the issues of allocation and management of natural resources and environmental goods. 1. Learn more about economics of externalities. 2. Learn about the economics of natural resources, including dynamically efficient production, the optimal management of both renewable and non-renewable resources. 3. The methods of benefit/cost analysis. 4. Environmental regulation and natural resources management.</td>
</tr>
<tr>
<td>AGBU 408</td>
<td>Strategic Management</td>
<td>Andranik Khachatryan, MBA</td>
<td>Upon completing this course students should be able to: Explain and discuss the five tasks of strategic management: developing a vision, setting objectives, crafting a strategy, implementing and executing the strategy, and evaluating performance Illustrate the techniques of industry and competitive analysis to strategically.</td>
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</tbody>
</table>
assess a company’s external environment. Understand and use the four analytical techniques of company situation analysis: SWOT analysis, value chain analysis, strategic cost analysis, and competitive strength assessment. Understand the different strategies that can be used to achieve competitive advantage. Understand strategy options for entering and competing in foreign markets: export strategies, licensing strategies, franchising strategies, multicountry strategies, and global strategies. Learn new business models and strategies for the internet economy. Discuss the tailoring of strategy to match specific industry and company situations. Differentiate the related and unrelated diversification. Evaluate the strategies of diversified companies. Learn the process of implementing and executing strategy.

<table>
<thead>
<tr>
<th>Course</th>
<th>Upon completing this course students should be able to:</th>
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<tbody>
<tr>
<td><strong>Marketing Analysis</strong></td>
<td>Explain Marketing's role, functions and applications in a modern economy, and its relevance to business, social and economic life</td>
</tr>
<tr>
<td>Agassy Manoukian, PhD candidate</td>
<td>Evaluate planning, organizing, implementing and controlling marketing efforts through effective decision-making and implementing</td>
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<td>Compare and contrast approaches to goods and services marketing.</td>
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<tr>
<td><strong>World Economics</strong></td>
<td>Understand the importance of international economics and its role in the social and economic development;</td>
</tr>
<tr>
<td>AGBU 410</td>
<td>Understand the economic policy controversial implications, and the behavior of major actors (international trade and financial organizations, national governments, exporters/importers, etc);</td>
</tr>
<tr>
<td>Heghine Manasyan, PhD</td>
<td>Use conventional economic tools of trade policy for investigating real-world problems in international economics,</td>
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<td>Strengthen the analytical skills (through development of individual and group papers) necessary while evaluating international economic policy challenges and policy proposals;</td>
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<td>Build up skills of presenting international economics related applied analytical materials and policy recommendations. Such skills are used frequently by junior officials in public and private agencies, central banks, international organizations, and related bodies.</td>
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<tr>
<td><strong>Business Ethics</strong></td>
<td>Understand common ethical problems in business,</td>
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<tr>
<td>AGBU 411</td>
<td>Know the organizations’ social responsibility, organizational culture, organizational relationships and conflicts,</td>
</tr>
<tr>
<td>Susanna Mezhlumyan, MBA</td>
<td>Manage conduct in business life,</td>
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<td>Understand and comply with the organization’s ethics policy.</td>
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<td></td>
<td>Strengthen decision making skills in identifying and solving ethical dilemmas</td>
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<td>Understand the ethics in the global economy.</td>
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</table>

*Brief description of all courses is in Appendix C.*
3.1.4 INTERNSHIPS

Students are required to complete eight week five credit hours of internships after their third year of study. The objective of the Internship Program is to provide students an opportunity to acquire practical experience in the field of agribusiness. Students are placed in active agribusinesses throughout the country. Students get integrated view of the business, work and view the operations at each department or division. They use the classroom theory in practical application. The Internship Program is also a chance for future job opportunities. Students are required to submit a current and final internship reports to reflect current operations of the particular company, the student’s role in the company, future development suggestions, as well as to make an oral presentation of internship.

An industry internship is a type of specialized work experience, designed to provide students with the “real world” application of their growing knowledge in the field of agribusiness. Thus internships should utilize the concepts or principles from the core courses learned at the ATC. An internship is a valuable portion of a student’s educational program in preparation for a professional career.

*Internship Guidelines and Internship Evaluation form is provided in Appendix D.*

4. DESCRIPTION OF THE GRADUATE PROGRAM

Master of Agribusiness (MAB) is a professional degree program exclusively focused on the agribusiness sector with an emphasis on combining economic, business analysis and quantitative methods for managerial decision-making. The goal of the MAB Program is to provide high quality graduate level education in the region concentrated on economic, business analysis and quantitative methods for managerial decision-making.

The MAB Program is a thesis degree developed in partnership with the Department of Economics of the Texas A&M University. The program will:

- Provide a degree of international standard in Armenia and the region in partnership with Texas A&M University and the ASAU.
- Increase the capacity of students as future agribusiness practitioners through an emphasis on research and applied case studies.
- Expose students to real business situations through engaging visiting professors, international and local experts.
- Strengthen the existing link between industry leaders and students through field trips, summer internships, and other on-site opportunities.

The degree is supported by faculty with backgrounds in agricultural economics, applied business, food science, rural development, international trade, development, finance, international relations and a variety of experiences in industries and organizations. Currently ATC offers one graduate program.

Graduate Student Enrollment since 2010: 16

*Detailed description of the MAB program is in Appendix F.*

4.1 PROGRAM REQUIREMENTS

MAB applicants should have completed undergraduate courses, and have a minimum of 3.00 GPA. Total of 90 credits will be required to graduate from the MAB program.
Admission requirements

- Graduates of the particular year of the “Agribusiness and Marketing” specialty at the ASAU Agribusiness Department shall compete for unpaid places during the entrance exams on the basis of the GPA of the previous study at ASAU.
- Former graduates of the “Agribusiness and Marketing” specialty ASAU Agribusiness and Marketing Department shall participate in the entrance competition on the basis of the previous GPA performance only on paid basis.
- All the rest of the applicants shall participate in the competition for paid places by taking an entrance exam in (written test in English, Math and Economics and an oral interview). The pass score of the test is at least 51%.
- The graduates of the ASAU Agribusiness Department who are citizens of the Republic of Georgia shall participate in the competition for paid places on general basis, according to point 2 of the Entrance Conditions.
- Foreign citizens shall participate only in competition for paid places, pursuant to the procedure specified by the RA Ministry of Education and Science.

Who can apply for the Master of Agribusiness program

- Graduates of the undergraduate program of the ASAU Agribusiness Department of the particular academic year who have provided high performance;
- Graduates with related specialties of other department of ASAU and other universities who have provided high performance;
- Graduates with related specialties of other department of ASAU and other universities with Diploma of a Specialist or Diploma of MS;
- Foreign citizens only on paid basis.

4.1.2. REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGBU 501: Business Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 502: Statistics for Business</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 503: Managerial Economics in Agribusiness</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 504: Analytical Writing</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 505: Econometrics for Agribusiness</td>
<td>5</td>
</tr>
<tr>
<td>AGBU 506: Accounting Concepts and Procedures</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 507: Marketing Management</td>
<td>5</td>
</tr>
<tr>
<td>AGBU 508: Economics of Underdeveloped Rural Areas</td>
<td>4</td>
</tr>
<tr>
<td>AGBU 591: Professional internship</td>
<td>5</td>
</tr>
<tr>
<td>AGBU 509: Strategic Agribusiness Management</td>
<td>6</td>
</tr>
<tr>
<td>AGBU 510: Financial Management</td>
<td>6</td>
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<tr>
<td>AGBU 511: Agribusiness Analysis and Forecasting</td>
<td>6</td>
</tr>
<tr>
<td>AGBU 512: Applied Agribusiness Logistics</td>
<td>6</td>
</tr>
<tr>
<td>AGBU 513: Financial Analysis for Agribusiness Firms</td>
<td>6</td>
</tr>
<tr>
<td>AGBU 514: Professional Retailing and Consumer Behavior</td>
<td>6</td>
</tr>
<tr>
<td>AGBU 515: Entrepreneurship</td>
<td>6</td>
</tr>
<tr>
<td>State Exam</td>
<td>4</td>
</tr>
<tr>
<td>Thesis/Capstone Paper</td>
<td>4</td>
</tr>
<tr>
<td>Total: 90 ECTS Credits.</td>
<td></td>
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</tbody>
</table>
4.2 COURSE OBJECTIVES AND BRIEF DESCRIPTION

AGBU 501 – Business Mathematics

The objective of this course is to introduce the mathematical concepts and applications. The course involves concept understanding, problem formulation and solution, graphing, and computer application. It will be based on high school algebra and geometry. At the end of the course, students will be able to apply their mathematical skills to various business problems for the optimal solutions.

The course will begin with the introduction of basic functions, piece-wise defined functions, break-even analysis, exponential functions, growth and decay, logarithmic functions, introduction to limits, continuity, asymptotes, limit definition of the derivative, simple derivative rule, and marginal analysis. Furthermore, the continuous compound interest, simple derivative of exponential and logarithmic functions, product and quotient rule, chain rule, demand elasticity, graph analysis with the first and second derivatives, curve sketching, and optimization will be introduced in the second section of the course. The antiderivatives (integrals), integration by substitution, Riemann sums, the definition of the integral, fundamental theorem of calculus, average value, area between curves, i.e. consumers’ and producers’ surplus, and basic introduction to the multivariate functions, partial derivatives, extrema, and regression as an application of the partial derivatives will conclude the course.

The course is taught by Alexan Simonyan, PhD.

AGBU 502 – Statistics for Business

The objective of this course is to increase statistical literacy, induce thorough understanding of the basic statistical principles and concepts, data, data massaging, application of the concepts and principles using Excel and specialized statistical software, and induce interpretation of real-world problems from the statistics point of view. The course involves concept understanding, problem formulation and solution, computer application, and statistical inferences. It will be based on college level statistics. At the end of the course, students will be conversant in statistics and able to apply it to various business problems.

The course will begin with the introduction to the types of data and the graphing options, summary statistics including the central tendency, dispersion, and the Chebychev’s inequality. Furthermore, the probability distributions will be introduced for both univariate and multivariate cases and for various types of distributions, such as binomial, normal, etc. Based on the probability distributions, the concept of the sampling distribution of the mean, the central limit theory and the application of it will be provided.

Both one-sided and two-sided confidence intervals, types of errors, power, sample size for hypothesis testing, mean comparisons, concept of correlation along with scatter plots will be presented. The simple linear regression, correct formulation, estimation methods, statistical inferences, followed by the model set-up for the multiple regression, indicator variable, various interactions, computation, and statistical inference will be introduced. The course will be completed with the introduction of variance analysis. Additional special topics, such as detailed sampling methodology may be introduced at the end of the course.

The course is taught by Alexan Simonyan, PhD.

AGBU 503 – Managerial Economics in Agribusiness

Master of Agribusiness typical schedule is in Appendix G.
The objective of this course is to illustrate how microeconomics can be used for managerial decision making of agribusinesses. Students will be taught how to apply economic analysis to a wide variety of issues that are fundamental to the success of agribusiness firms. The course involves concept understanding and application of the economics in class discussions. At the end of the course, students will be able to make economically savvy and informed decisions for any agribusiness firm.

The first section of the course is comprised of the introduction to the managerial economics, the uses of it, and real world examples. Furthermore, the concepts of demand and supply, the foundation that they are constructed upon, the factors affecting both supply and demand are introduced. The second section of the course will involve estimation and output interpretation. Specifically, model selection and appropriate demand function for the particular problem will be estimated through the use of econometrics. Similarly, cost and production estimation and proper modeling will be introduced. Interpretation of the output and singling out significant factors and making informed decisions based on the results will be presented as well. The introduction of the imperfect market structures, the extent of firm dominance in the market, survival strategies in competitive markets will complete the last course.

The course is taught by Tatevik Zohrabyan, PhD.

**AGBU 504 – Analytical Writing**

This course introduces effective communication for academic context. Students will explore the rhetorical dimensions of writing typical of these contexts as well as the processes of planning, composing and delivering academic communication to a variety of audiences. Guided practice will help students develop the writing skills needed to be successful in academic communication contexts. Objectives of the course are to introduce students to common academic writing contexts and genres, including research papers, reports, and theses, examine the rhetorical principles underlying the construction and adaptation of information for different audiences, purposes, and genres, introduce the conventions of academic writing, including both the review of existing research and the reporting of original research, develop individual and collaborative research. Also, students will develop drafting, review and revision skills to express ideas effectively by using appropriate sentence structure, grammar, and punctuation.

The course will begin with the introduction of patterns of thought that lead students to question assumptions and opinions, explore the alternative opinions, and anticipate the opposing arguments; also, compare one type of experience to another and identify causes and consequences of ideas and events. Further in the course, all this will hone student abilities to: read as a writer and write as a reader and accurately summarize selections of materials on specific subjects; synthesize different sources by discovering the relationships among them and showing how these relationships produce insights about the subjects under discussion; analyze arguments as well as objects or phenomena by applying particular perspectives and theories; develop effective techniques for discovering using pertinent authoritative information and ideas and presenting the results of work in generally accepted disciplinary formats. This will result in developing effective academic thesis and writing academic essays and research papers.

The course is taught by Melissa Brown, MFA.

**AGBU 505 – Econometrics for Agribusiness**

**Prerequisites:** AGBU 501 and AGBU 502
The objective of this course is to integrate the economics and statistics in such a way that economic and business data are analyzed, interpreted and used for further decisions. The course involves econometric theory, its application to the real-world data, analysis, and interpretation. It will rely extensively on basic calculus, statistics, and intermediate micro- and macroeconomics knowledge. Students will engage in computer applications to analyze problems and test various hypotheses. At the end of the course, students will have acquired the necessary quantitative tools for analyzing real-world business problems and recommending further solutions.

The course will start with the introduction of the basic concepts of sampling theory. Specifically, the distinction of experimental and nonexperimental data, types of economic variables, data-generation processes, the concept of expected value and probability density functions will be introduced. Based on these concepts, the economic and statistical models, estimation of the mean and variance of a normal population, and sampling experiments will be provided. The hypothesis testing and statistical inferences in both cases when variance is known and unknown will complete the foundation of estimation and inferences.

The second section of the course will focus on the simple linear statistical model. First of all, the distinction of statistical and economic models will be provided. Then, the specifics of the model, data, and parameter estimations with hands-on practice will follow. The refreshment of matrix algebra and partial and total derivatives will be a major focus for smooth transition to later section of the course. Furthermore, inferences in the simple regression model, such as estimator sampling characteristics and properties, and interval estimation, hypothesis testing, and prediction will be introduced. The section will be completed with the model choice, functional form, interpretation of the computer output, and the overall inferences on the simple linear models.

Lastly, dummy variables, idea of collinearity, heteroskedasticity, autocorrelation and their fixes, discrete choice models, such as logit and probit models, will be presented. Some additional special topics will be briefly presented which are likely to include simultaneous equation models, time series, and/or Bayesian inferences.

The course is taught by Tatevik Zohrabyan, PhD.

AGBU 506 – Accounting Concepts and Procedures

The objective of the course is to present accounting concepts and relationships that are essential to administrative decision-making; use of accounting statements and reports as policy-making and policy execution tools. This course will encompass fundamentals of financial accounting. It involves concept understanding, case studies, and class discussions. It will be based on college-level accounting. At the end of the course, students will be able to make accounting reports, analyze the financial statements, and make decisions based on the accounting data.

The first section of the course starts with the common accounting concepts, standards, and the basic accounting principles and assumptions. The financial accounting process which involves transaction analysis, cash, revenue, etc. along with the adjustments produces will be presented. The step-by-step approach of recording will be introduced which includes journal entries, adjusting entries, and after-closing trial balance. Furthermore, the worksheets and adjustments in the accrual system of accounting will complete the first section of the course.

The second section of the course will focus on the components of the financial statements in more details. Specifically, the breakdown of assets and liabilities are introduced: merchandising transactions and inventories, long-term assets, cash, receivables, current liabilities, long-term liabilities and investments. The types of business organizations the accounting process for both unincorporated business organizations and corporations will be laid out. The income determination and earnings, expenses, cash flows, tax considerations will all be used to make financial statements. The course will be completed with the thorough introduction of the financial statement analysis and the ways the financial statements can be used for decision making.
The course is taught by Gevorg Goyunyan, PhD.

AGBU 507 – Marketing Management

The objective of this course is to provide students with a broad view of marketing and the role marketing plays in the business world and with a better understanding of marketing concepts, strategies, and tactics in our dynamic, highly competitive global economy. The course involves concept understanding, proposing solutions to real-world problems, projects, class discussions and case-studies. At the end of the course, students will be able to successfully pursue marketing study and apply the theoretical and applied marketing knowledge to various business problems.

The course will introduce the marketing concept, the marketing environment, social responsibility and ethics specifically focused on Armenia. The global marketing that is based on the interactions of nations will be presented next. The target markets and the concept of market segmentation along with buyer behavior are introduced. The next section of the course includes the product concept, strategy and ways of making the product attractive through packaging and branding. Furthermore, emphasize will be placed on the marketing of the product, particularly the services, supply chain management, wholesaling and distribution. The last section of the course will cover the selling strategies. Specifically, retailing, concept and strategies of pricing will provide insights as to how the product should be marketed. Lastly, special attention is placed on the promotion, modes of marketing communication, public relations and personal selling.

The course is taught by Armen Asatryan, PhD.

AGBU 508 – Economics of Underdeveloped Rural Areas

**Prerequisites:** AGBU 501, AGBU 502, AGBU 503

The objective of the course is to survey the major issues and models in the development economics largely emphasizing the rural development, project implementation, evaluation, and the interrelationship between the economic and political spheres. Considering the development status of countries, income inequality, and structural changes in government, the class will concentrate on the policies, monitoring, potential solutions and opportunities for countries’ development. It involves concept understanding, case studies, class discussions and projects. At the end of the course, students will understand the process of countries’ development, the role of sound policies, various solutions for steady growth and development of countries. They also would be able to make reasonable policy analysis and provide recommendations.

The course will start with an introduction of the role of economic development. This encompasses rural development and poverty reduction which are the key points for countries’ development. Furthermore, the role of regional and urban settings is important components to fuel socio-economic development and reduction of the urban-rural economic gap. The financing development, trade and markets would be introduced next. Government’s role should not be ignored in all these given its importance for devising and implementing policies.

The second half of the class will concentrate on the emergence and evolution of the economic development thought, the implementation plan and implications. Once the thought is well planned and envisioned, thorough evaluation techniques (such as benefit-cost analysis) are applied to ensure its profitability. During the project planning, uncertainty remains an issue. Hence, supervision and monitoring as well as re-evaluation would be introduced given their importance for ensuring continuity and reasonableness of the project. Lastly, students will be introduced with the proper ways of policy analysis and recommendations.
AGBU 591 – PROFESSIONAL INTERNSHIP

The prerequisites of this course are all the core courses of year one. This is a work-study course that provides students with opportunities to apply the concepts they have learnt to real-world problems. The main purpose is to get involved with industry practitioners to better understand the business environment in Armenia.

AGBU 509 – Strategic Agribusiness Management

Prerequisite: AGBU 503, AGBU 506, and AGBU 507

The objective of this course is to provide students with an understanding of the basic issues and concepts related to the strategic management and teach in detail the most relevant and up to date methodologies and tools to address these issues. Moreover, acquisition of knowledge of all areas of business will be another objective of this course which then will be integrated with the management knowledge to develop a good strategic plan. The course involves concept understanding, application of the concepts in classroom discussions, and business plan. At the end of the course, students are expected to master the necessary knowledge to be able to formulate problems, issues and develop appropriate strategies and implementation plan, i.e. to write a successful strategic plan.

The course will cover the concept of strategy, strategic management, and information on the strategies of maintaining competitiveness in the industry. This quest for competitive advantage involves formulation and strategy execution process, which includes the analysis of the company’s external environment, company’s resources and competitive position. Based on the analysis, the company will decide which competitive strategy to choose out of the five generic ones, i.e. low cost, differentiation, best-cost, diversification, etc. Competitive dynamics will be analyzed both in terms of the likelihood and the intensity of the response by the rivals. Other options that companies consider include the acquisition and restructuring, such as downsizing or leverage buyouts. The international strategy of staying competitive has become increasingly important. Moreover, the cooperative strategy, such as business-level or corporate-level cooperative strategies are yet another venue commonly used by many businesses.

The strategic implementation is the last main section covered in the course. Special emphasize will be placed on corporate governance, organizational structure and controls, their interactions, strategic leadership, and the corporate entrepreneurship and innovation.

The course is taught by Daniel Dunn, PhD.

AGBU 510 – Financial Management

Prerequisites: AGBU 506

The objective of this course is to introduce the students to the world of finance. In the complex business environment thorough knowledge of finance is critically important. Moreover, the recent economic crisis inflicted the need to highly emphasize the risk management techniques. Hence, the course will be a natural blend of both traditional financial management and more specialized risk management techniques. The course involves concept understanding, application of the concepts in class discussion, and a course paper. At the end of
the course, students are expected to be conversant in financial concepts, risk concepts, and be able to formulate and provide logical solutions to various business/financial problems.

The course will start with the introduction to financial management, time value of money including many real-world examples. Financial statements are covered next which are then used to make solid analysis. Ratio analysis, common size analysis, trend and benchmarking analysis, along with other non-financial analysis are covered to thoroughly understand performance of a business. The section will be completed with the introduction of the financial markets, tools, institutions, and various interactions that take place.

The second section will focus on the interest rate, its composition, impact of macroeconomic policy on the interest rates. Based on this, the concept of bond will be provided. The relationship between the interest rates and bond prices, companies’ vision at the time of bond issuance and various types of bonds, determination of bond prices, and rating agencies will be introduced. Similarly, the concept and types of stocks, the common uses of it, valuation, and transactions will be presented next. Both bonds and stocks and money market tools will be analyzed from risk and return perspective. Basics of the financial derivatives will be provided, which are modern tools of risk management.

The last section of the course will begin with the cost of capital, how it is determined and when to use it. Based on the determined cost of capital, capital budgeting will be provided which includes criteria on choosing the best project and all the necessary calculations that are inherent to the choice. One of the necessary calculations for accurate capital budgeting is the cash flow estimation, the accuracy of which is highly critical for choosing a right project. Once the project is accepted, how to finance it, whether stock should be issued, or bond or simply bank loans are all part of capital structure and leverage analysis. Furthermore, if the company is profitable and earns positive accounting profit, what should it do with the free cash – pay dividends or retain in the business. The reaction of the investors is carefully analyzed before any precise decision is made. Lastly, how the company should manage its working capital to maximize the efficiency and minimize the need for external financing. Lastly, the planning and forecasting will complete the course, which gives a more profound view of future activities.

The course is taught by Vardan Urutyan, PhD.

AGBU 511 – Agribusiness Analysis and Forecasting

Prerequisites: AGBU 505

The objective of this course is to introduce the fundamentals of linear programming, optimization, forecasting, and simulation. The course involves computer application, problem formulation, output interpretation, data generation, as well as decision-making. It will be based on statistical theory, economic theory, econometrics, as well as excel. At the end of the course, students will be able to forecast any economic data, provide solid solutions to reduce risks and uncertainty, give solutions to economic problems applying optimization and linear programming skills.

The course will begin with the optimization and the linear programming section. First, the course will lay out the basics of the optimization problem, the need, and the available methods used to solve such problems. The computer application and specific functions of Excel that are commonly used for solving the optimization problems will be introduced. Once the basics of the optimization and computation methods are introduced, the formulation, set-up of linear programming problem will follow. The various examples of the LP formulation examples, such as risk programming, and output interpretations will complete the first section of the course.

The second section will begin with the introduction to trend analysis, multiple regression, and various methods of forecasting. Specifically, moving average and exponential smoothing as well as time series forecasting will be
taught. The last section is focused on simulation and various situations of uncertainty. It includes univariate and multivariate probability distributions, risk and uncertainty, steps to model development, parameter estimation, and validation. Moreover, specific problem formulations, where uncertainty is inherent, are discussed. The problems include model and strategy identification, risk management, sensitivity and scenario analysis, ranking of the risky strategies and probabilistic forecasts. In addition, the cash flow modeling and portfolio analysis will be discussed as well, especially the part that involves huge uncertainty. The project management which includes project feasibility analysis and supply chain management will also be presented. The last section entails application of simulation technique to better understand and interpret the uncertainty around the problems in question.

The course is taught by Tatevik Zohrabyan, PhD.

AGBU 512 – Applied Agribusiness Logistics

Prerequisite: AGBU 505, AGBU 507, AGBU 509, and AGBU 510

The objective of this course is to provide students with an understanding of the business logistics and supply chain, with particular reference in how these function in food and agriculture industries. The course involves concept understanding, logical thought processes, critical evaluation of business conditions, and communication skills. At the end of the course, students will be able to identify major elements of business logistics and supply chain, evaluate various supply chain strategies, analyze and evaluate various issues in food supply chain management, and evaluate global competitiveness of Armenian food and agriculture industries with the emphasize on logistics and supply chain.

The first half of the course starts with the introduction to the business logistics and the supply chain management. The supply chain coordination, the choice of the optimal strategy, logistics of inventories, transportation, various transportation models, and network designs will complete the first half of the course. Vertical ownership, NGC’s, financing the NGC, forming strategic alliances, contracting and agency theory, procurement, and the interaction of information technology and the supply chain will be included in the second part of the course. Further issues in the supply chain, such as quality and food safety, globalization and logistics, and many real-world examples will be incorporated in the last section of the course.

The course is taught by Agassy Manoukian, PhD.

AGBU 513 – Financial Analysis for Agribusiness Firms

Prerequisite: AGBU 506 and AGBU 510

The objective of this course is to provide the students with an understanding of how the finance function supports the strategic goals of agribusiness firms. It will mainly deal with large corporations as well as the privately held companies and agricultural cooperatives that comprise an important part of the agribusiness sector. The course involves case study method of learning, class discussions and team works. At the end of the course, students are expected to be able to use the financial tools that enable firms to gain a sustainable competitive advantage or that signal problems in the firm.

The course will begin with the introduction of financial information and control. It will include financial statements for cooperative businesses and ratio analysis which will provide information about the financial position of enterprises and the performance of the agribusiness firms. Furthermore, working capital management
will be introduced to support short-term decisions. The section will be completed with the ethics and credibility of financial statements.

The second section of the course will be concentrated on capital investments under conditions of certainty and uncertainty. In case of uncertainty, traditional methods such as WACC, scenario and sensitivity analysis will be used to determine possible future events by considering alternative possible outcomes and variations. Real option valuation technique will be applied to a variety of investment decisions.

The course will be completed by the introduction of financial intermediation and financial institutions. Information on capital markets, which include stock market and bond market and underline the basics of raising long-term funds, will also be presented. Value at risk measure will be introduced for the portfolio analysis and the course will be completed with the lecture on banks and banking.

The course is taught by Vardan Urutyan, PhD.

AGBU 514 – Professional Retailing and Consumer Behavior

Prerequisite: AGBU 507

The objective of this course is two-fold. First, the course will provide students with an understanding of the role of retailing in the current global marketplace, understanding of the competitive environment, ethics issues, sustainability, the role of technologies, consumers and economics in retail strategy, and develop entrepreneurial skills through creation of a unique store format. Second, the course is designed to provide knowledge of psychological foundations of consumer behavior, mechanisms of effective marketing communication that would lead to change in consumer attitudes, believes and actions. The course involves concept understanding, paper, and class discussions. At the end of the course, students are expected to construct a solid retailing strategy that will specifically target consumers with various attitudes and behavior.

The retailing section of the course will start with the introduction to retailing, various types of retailing, multichannel retailing, and retail market strategy. The financial and organizational aspects are presented next with the emphasize on how the retailing strategy will be financed, how the human management will be implemented, the information flow across the supply chain, minimization of the risks and management of the risks, merchandise planning, store management, and layout. All these mentioned topics will improve the retail management and make it more effective.

The second half of the course will be focused on the consumer behavior. Understanding of consumer behavior, their perceptions, factors that influence the consumers’ buying behavior will be used to design a more effective brand building strategy. Impact of the group and opinion leadership, attitude change and persuasive communications will be discussed as well. The cultural factor in understanding consumer mind cannot be understated as it is highly important for effectively retailing goods and services and will be presented at the end of the course.

The course is taught by Iveta Simonyan, PhD.

AGBU 515 – Entrepreneurship

Prerequisite: AGBU 506, 507, 509, 510

The major focus of this course will be on the role and nature of entrepreneurship as a mechanism for creating new ventures and affecting economic development. To provide an understanding of the Entrepreneur, we will
focus on all the elements in the entrepreneurial process that are a part of creating a new venture. The characteristics and background of entrepreneurs will be discussed, as well as some methods for individual self-assessment and the various aspects of international entrepreneurship. Important aspects of the business plan will be then presented, and a chapter is devoted to each of the major components of the business plan: the marketing plan, the financial plan, and the organizational plan.

The course is taught by Daniel Dunn, PhD.

5. ADMINISTRATION OF THE PROGRAM

The development of the Agribusiness Teaching Center was made possible through the collaborative effort of the Armenian State Agrarian University (ASAU) and Texas A&M University and the financial and technical support from the U.S. Department of Agriculture Marketing Assistance Project.

In April 2005 the International Center for Agribusiness Research and Education (ICARE) Foundation was established in Yerevan, Armenia by Texas A&M University through financial support from USDA Foreign Agricultural Service to administer the undergraduate and graduate programs of the Department operating within the Armenian State Agrarian University (ASAU) since 2000.

Library Resources: References and textbooks available:

Philip Kotler, Marketing Management, millennium edition, 2000
George B. Thomas, Calculus, 10th edition, 2003
Pride, Ferrel, Marketing, 12th edition 2002
Richard L. Kohls, Marketing of Agricultural products, 8th edition 1998
Jim Demello, Cases in Finance, 2nd edition, 2006
Hirsch, Peters, Shepherd, Entrepreneurship, 6th edition, 2005
Penson, Capps, Rosson, Introduction to Agricultural Economics, 4th edition, 2006
Cindy L. Griffin, Invitation to Public Speaking, 2009
Collier/ Evans, Operations Management, 2nd edition, 2010
Mankiw, Brief Principles of Macroeconomics, 5th edition, 2010
Mike Markel, Technical Communication, 9th edition 2010
Karen Kirakosyan, Insurance work, 2011
Irwin’s Business Law Concepts, Analysis, Perspectives by Elliot Klayman, John Bagby and Nan Ellis, printed in United States of America, RICHARD D. IRWIN, INC, 1994
Hirschey Mark, Managerial Economics, 12th edition, 2008
Philip Kotler, Kevin Lane Keller, Marketing Management, 13th edition, 2009
McConnell Brue, Macroeconomics, 14th edition, 1999
Louis E. Boone, David L. Kurtz, Contemporary Marketing, 7th edition, 1992
Donald J. Bowersox, Strategic Marketing: Channel Management, 1992
Gérard Roland, Transition and Economics, 2000
Ken A. Ingersent, A. J. Rayer, Agricultural Policy in Western Europe and the U.S., 1999
Ronald D. Knutson, J. B. Penn, Agricultural and Food Policy, 5th edition, 2004
Christopher D. Merrett, Cooperatives and Local Development, 2004

Journals:

- American Journal of Agricultural Economics
- New Product Development Checklists
- Leo Jones, Progress to Proficiency
- World Development Report
- Southern Journal of Agricultural Economics
- Journal of Agricultural and Applied Economics

Online Journals:

1. International Food and Agribusiness Management Review
2. Journal of Agribusiness
3. Agrogitutyun (Agriscience)
4. AGORA

### 6. FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

Current faculty and staff hold 11 PhD and 7 Master’s degrees. Below is the faculty list:

Current Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Degree Obtained</th>
<th>Teaching Level</th>
</tr>
</thead>
</table>
| Vardan Urutyan      | M      | Docent; PhD in Economics, Yerevan State Institute of Economics  
Adjunct Associate Professor, Texas A&M University | Undergraduate/Graduate   |
| Daniel Dunn         | M      | PhD, University of Illinois, Professor Texas A&M University | Undergraduate/Graduate   |
| Armen Asatryan      | M      | PhD, Texas A&M University  
MBA, American University of Armenia | Undergraduate/Graduate   |
| Alexan Simonyan     | M      | Ph.D., Moscow State University, Moscow, Russia  
M.A., American University of Armenia | Undergraduate/Graduate   |
| Mellisa Brown       | F      |                                                            | Graduate                |
### Faculty in Reserve

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Degree Obtained</th>
<th>Teaching Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Yeritsyan</td>
<td>F</td>
<td>MBA, American University of Armenia</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Diana Hakobyan</td>
<td>F</td>
<td>MA, American University of Armenia</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Iveta Simonyan</td>
<td>F</td>
<td>PhD, London Business School</td>
<td>Graduate/Graduate</td>
</tr>
<tr>
<td>Araksya Melkonyan</td>
<td>F</td>
<td>ACCA, CFE, ACMI</td>
<td>Graduate</td>
</tr>
<tr>
<td>Roy Dodge</td>
<td>M</td>
<td>FCCA</td>
<td>Graduate</td>
</tr>
<tr>
<td>Arman Vatyan</td>
<td>M</td>
<td>PhD, FCCA</td>
<td>Graduate/Graduate</td>
</tr>
<tr>
<td>Artashes Kazakhetsyan</td>
<td>M</td>
<td>MPA, Harvard University</td>
<td>Undergraduate/Graduate</td>
</tr>
<tr>
<td>Zaruhi Tonoyan</td>
<td>F</td>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Pamela Karg</td>
<td>F</td>
<td></td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>

*Resumes of the current faculty and staff is in Appendix K.*

### 6.1 FACULTY WORKLOAD

The ATC faculty maintains a minimum workload of 1 semester with further extension for the next semester. They are allowed to teach at least one course or maximum of two courses in one semester. A faculty member teaching only graduate courses would teach a maximum of 2 graduate courses. Their salaries are determined based on their degrees/qualifications, experience, the course credits, and whether they are teaching on undergraduate or graduate levels. Instructors teaching at the graduate level should have PhD degrees. Normally the instructors are recognized professionals in a particular field. They also participate in grant writing and fundraising activities. Regular faculty meetings and reunions are organized to maintain the healthy working environment and communication among the teachers on academic, research and outreach activities and expectations. Newly hired instructors are provided relevant mentoring. Some of the instructors have been promoted over the last years.
The faculty turnover at the ATC almost totally is connected with the faculty members leaving for the U.S. and Europe to continue their education. Each year 3-5 faculty members attend trainings and workshops for their professional development:

6.2 COURSE EVALUATIONS

At the end of each semester, all students are requested to participate in course evaluations in which they are anonymously evaluating and rating the productivity of the instructor.

We have included the form of course evaluation data for review in Appendix J.

6.3 RESEARCH PROFILE

The ATC solicits and conducts research on relevant agribusiness topics and promotes research on Armenian agribusinesses at national and international meetings. The Center has conducted about 20 research and rural development projects funded by USDA, US Embassy in Armenia, USAID through DAI, FAO, World Bank, Swiss National Science Foundation, World Vision, and many others.

Mission of the ATC Research Group

Being a viable component of the ATC our mission is to support rural industries, agribusinesses and Government of Armenia in their understanding and realizing of the potential for agribusiness and sustainable agricultural development, marketing and trade, as well as efficient use of environmental and natural resources.

Many studies conducted by the Group covered all regions of Armenia.

The description of several completed research projects implemented by the ATC are included in Appendix K.

7. STUDENT ENROLLMENT AND ADMISSIONS

The following table summarizes the number of undergraduate and graduate students enrolled over the years 2000-2010, demographics, the Department and the specialties they studied before joining the program, number of students from Yerevan, Marzes, and Georgia.

TABLE 1. UNDERGRADUATE STUDENT ENROLLMENT, 2000 – 2010

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Department</th>
<th>Specialty of Economics Department</th>
<th>Gender</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>U2000</td>
<td>Armenian 28</td>
<td>Economics 10, Engineering 4, Agrarian 6, Veterinary 7</td>
<td>F 15, M13</td>
<td>Yerevan 26, Regions 2</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2001</td>
<td>Armenian 27 Georgian 2</td>
<td>Economics 17 Agrarian 6 Technology 1 Veterinary 1 Others 5</td>
<td>Food Economics and Management 5 Accounting 2 Finance and Credit 9 Trade and Marketing 1</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2002</td>
<td>Armenian 23 Georgian 3</td>
<td>Economics 17 Agrarian 2 Veterinary 1 Others 5</td>
<td>Food Economics and Management 3 Finance and Credit 6 Insurance work 1 Accounting 1 Agribusiness and Marketing 1 Trade &amp; Marketing 2 Economics and Management of Agrarian Production 3</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2003</td>
<td>Armenian 25 Georgian 2</td>
<td>Economics 21 Technology 1 Agrarian 1 Others 4</td>
<td>Management and Marketing of Entrepreneurs 1 Finance and Credit 8 Food Economics and Management 9 Insurance work 1 Trade and Marketing 2 Entrepreneur Economics and Management 1</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2004</td>
<td>Armenian 22 Georgian 6</td>
<td>Economics 12 Technology 1 Agronomy 3 Veterinary 2 Others 10</td>
<td>Management and Marketing of Entrepreneurs 1 Finance and Credit 8 Food Economics and Management 1 Insurance work 1 Trade and Agribusiness 2 Agribusiness and Marketing 1</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2005</td>
<td>Armenian 30 Georgian 6</td>
<td>Economics 26 Technology 2 Engineering 1 Land Reclamation 1 Others 6</td>
<td>Agribusiness and Marketing 14 Finance and Credit 8 Food Economics and Management 2 Insurance work 1 Accounting and Audit 1 Milk and Dairy Products Technology 1</td>
</tr>
<tr>
<td>Graduation Year</td>
<td>U2006</td>
<td>Armenian 26 Georgian 5</td>
<td>Economics 23 Technology 1 Veterinary 1 Agronomy 1 Others 5</td>
<td>Agribusiness and Marketing 11 Food Economics and Management 3 Insurance work 1 Economics and Management of Agrarian Production 2 Finance and Credit 2 Agrarian Policy and Regional Development 2 Accountancy and Audit 1 Entrepreneurial economics and management 1</td>
</tr>
</tbody>
</table>

Graduation 2009
<table>
<thead>
<tr>
<th>Year</th>
<th>Armenian</th>
<th>Georgian</th>
<th>Economics</th>
<th>Technology</th>
<th>Agribusiness and Marketing</th>
<th>Food Economics and Management</th>
<th>Finance and credit</th>
<th>Insurance work</th>
<th>Agrarian Policy and Regional Developm.</th>
<th>Commodity Research and Expertise</th>
<th>Entrepreneurial Economics and Mngmt.</th>
<th>Gender</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>24</td>
<td>3</td>
<td>23</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>F 22</td>
<td>M 9</td>
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<td></td>
<td></td>
<td>Yerevan 21</td>
<td>Regions 3 Georgian 3</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>23</td>
<td>2</td>
<td>23</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>F 16</td>
<td>M 9</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Yerevan 17</td>
<td>Regions 6 Georgian 2</td>
</tr>
<tr>
<td>2009</td>
<td>25</td>
<td>3</td>
<td>19</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>F 21</td>
<td>M 7</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Yerevan 15</td>
<td>Regions 10 Georgian 3</td>
</tr>
<tr>
<td>2010</td>
<td>22</td>
<td>8</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>F 21</td>
<td>M 9</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Yerevan 19</td>
<td>Regions 3 Georgia 8</td>
</tr>
</tbody>
</table>

**TABLE 2. MAB STUDENT ENROLLMENT, 2010**

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Department</th>
<th>Gender</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2010</td>
<td>Armenian 16</td>
<td>F 12</td>
<td>Yerevan 13</td>
</tr>
<tr>
<td></td>
<td>Agribusiness &amp; Marketing 15</td>
<td>M 4</td>
<td>Marzres 3</td>
</tr>
<tr>
<td></td>
<td>Other 1</td>
<td></td>
<td>Georgia 0</td>
</tr>
</tbody>
</table>
The number of the applicants over the ten years has generally been in the neighborhood of 70, from which around forty students get the chance to attend the preparatory courses, and around thirty students are admitted to the undergraduate program. Most of the students come from the SAUA Economics and Agribusiness and Marketing Departments. 2-8 Georgian students were enrolled in the program each year. In 2001 two students from the Georgian State Agrarian University were admitted, while in 2010 the number increased to 8 students from three Georgian universities, including Georgian State Agricultural University, Tbilisi, Shota Rustaveli State University, Batumi, Georgian State University of Subtropical Agriculture, Kutaisi. The graduate program was launched in December 2010 with 16 students being enrolled.

Placements:

As of November 2010, the number of the ATC graduates is 257 (9 graduate classes), including 29 graduates from the Republic of Georgia. 191 graduates (74.3%) are currently employed in Armenia, Georgia, the Russian Federation, North and South Americas (U.S. Canada, Paraguay), Europe (Hungary, Germany, and the Netherlands); 27 of them (10.5%) simultaneously study.

Another 40 graduates (15.5%) currently pursue Master and PhD degrees in Armenia, Georgia, the U.S. and Europe. Twenty six ATC graduates (10.2%) are currently not employed; this group consists of those who serve in the Armenian National Army, mothers busy with childcare and some of the November 2010 graduates who are still in job interview processes.

The ATC graduates work in agribusiness sector, non-agricultural fields, banking system, and international agencies. They, in particular, occupy positions related to Project Coordination and Management: 63 graduates; Financial Analysis. Accounting and Audit: 34 graduates; Marketing Management and Analysis: 31 graduates; Banking System: 28 graduates; Self Employment: 7; Customer Service: 18 graduates; Education: 6 graduates; and Information Technologies: 4 graduates. The positions basically are as follows: financial analyst, accountant, marketing specialist, project coordinator, executive project assistant.

The salary range of the ATC graduates working in Armenia starts with 70,000-100,000 AMD monthly ($194 - $277) in the first job and reaches to 250,000 AMD ($693) in their second job or in the second position in the
same company. The average salary makes about 150,000 AMD monthly ($416), while some graduates get 350,000 AMD ($970) and more.

The areas of employment - in the Appendix F.

The major employer list - in Appendix G.

9. PROGRAM STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

9.1 STRENGTHS

- Strong leadership – The Director, a young professional educator and internationally recognized researcher, makes every effort to constantly bring the ATC to a better position as a progressive national and regional institution. In addition, the ATC management has the continuous support and advice from Dr. John Nichols of Texas A&M University and Dr. Daniel Dunn, the ATC Founding Director on strategic development issues.
- Strong support from ASAU – The Armenian State Agrarian University has been providing a very strong organizational, legal and moral support since the day of establishment of the ATC.
- Strong support of US Government – The U.S. Government’s financial and technical support through the U.S. Embassy in Armenia, USDA Marketing Assistance Project, USDA Foreign Agricultural Service, and the Texas A&M University has been critical and all-embracing during all 10 years of the ATC’s history. This assistance allowed the ATC to become what it is now as a modern agribusiness education institution of regional capacity.
- Regionally recognized brand name “ATC” – The ATC has strong national and regional reputation. It stands for the unique education institution providing the only western style high quality agribusiness undergraduate and graduate education in the Caucasus region.
- The up-to-date western-structured curriculum adheres to the current economic theory and quantitative methods, emphasizing agribusiness management, marketing, and finance and analysis. The students are provided with the most recent knowledge by professional instructors, which achieve the mission of the ATC of preparing leaders in agribusiness and related fields.
- A Committed and highly capable faculty- The faculty with US and European experience and education is capable to provide the appropriate level of knowledge and skills in their related course areas. Another strength is the creative learning environment and the general student-centered policy that the faculty ensures for the students.
- Team work, dedication and commitment of employees to their direct responsibilities and to the values of the ATC.
- Faculty development opportunities – The ATC faculty’s attendance at professional conferences workshops and trainings is recognized nationally and internationally.
- Good internal and external communications – In addition to its excellent internal communication system and strong faculty and staff relationships, the ATC’s communication and relationships with national and international academic and research institutions, agribusiness firms, farmer organizations and other stakeholders has been instrumental to its goals and objectives.
- Professionally employed alumni – The ATC graduates have virtually no constraints in finding professional jobs in Armenia and in Georgia. The newly established ATC Alumni and Friends Association started to use the opportunities of the ATC alumni network to benefit the current ATC students.
- Professional and active Research and Outreach Development Center (RODC) – RODC is actively involved in soliciting and conducting research on Armenian agribusinesses at national and international
meetings. The RODC also organizes field trips, study tours and student internships, plans regional and international seminars and conferences, and assists with summer schools, student exchange programs and student enrichment activities.

- Highly successful Career Center – CDCC develops and implements a sustained mechanism that allows students and graduates of ATC and the Armenian State Agrarian University (SAUA) to effectively identify job opportunities and obtain employment. The main activities of the CDCC include development and periodic update of the database of students, graduates and business companies throughout Armenia; organization of seminars and workshops on resume and cover letter writing, interview techniques, labor rights, and leadership development skills; and other assistance as needed.

- International students at ATC – In addition to its fulltime students from the Republic of Georgia, the ATC hosts exchange students for one or two semester study or a two-month internship from many different countries.

- Good physical facilities and equipment - A strong infrastructure is generally excellent and readily available for our undergraduate and graduate students and includes the library, computer lab, internet, current textbooks, graduate student offices, and others.

- Good and reputable internship program with agribusinesses – The ATC internship program, being one of the core parts of the curriculum, gives career opportunity for the students (with about 20% further employment in the internship companies) and provides strong links with the industry in general.

- International internships - offer opportunities for the students to broaden their views on international business life, gain experience of working in a multicultural environment which eventually impacts positively on their career development.

- Good networking with US and European Universities, international organizations and agribusinesses - The ATC uses its strong ties with foreign universities and other institutions in implementing student exchange, study abroad and internship programs, which exposes our students to additional experiences and connections.

- A strong national recognition – According to officials from the Armenian Ministry of Education, the ATC is “a natural laboratory and a type of program through which the internationalization of the entire Armenian education system in taking place.”

### 9.2 WEAKNESSES

- Lack of attraction of diverse outside funds and scholarships
- Not enough communication of accomplishments with stakeholders
- Need more participation from students and faculty as stakeholders
- Limitations on student selection for ATC
- Slow implementation of Bologna Process by ASAU regarding student transfers
- No endowment funding

### 9.3 OPPORTUNITIES

- Tax and custom advantages (Under ICARE/USDA)
- Reputation recognition from businesses, communities, and foreign countries
- Opportunities to develop other programs (M.S., distance learning, adult education, training workshops)
- Funding opportunities from local and international organizations and governments
- Establishment of a 501c(3) foundation in the United States
- Intergovernmental agreements
• Faculty development opportunities
• US and Armenian research and educational potentials
• Ability to work with agriculturally related NGO’s in Armenia

9.4 THREATS

• Ability to maintain high quality and Western educated faculty
• Bureaucracy outside of ICARE
• Slow growth of employment in the agribusiness sector
• Tax and custom disadvantages without ICARE/USDA
• Uncertainty of American presence in ICARE’s future
• Compression in transition (transition process too fast)
• Lack of corresponding legal environment (Ministry of Agriculture, Ministry of Education)

10. FISCAL RESOURCES

Below the budget figures of ATC for past 5 years is provided. The amount includes ATC educational, career and research components. Budget allocation for Georgian students is provided separately.

TABLE 3. BUDGET FIGURES OF ATC FOR THE LAST 5 YEARS

<table>
<thead>
<tr>
<th>Components</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC Operational</td>
<td>344,000</td>
<td>314,076</td>
<td>359,767</td>
<td>353,228</td>
<td>365,940</td>
</tr>
<tr>
<td>GEO students</td>
<td>46,000</td>
<td>60,000</td>
<td>64,400</td>
<td>40,660</td>
<td>57,780</td>
</tr>
<tr>
<td><strong>Total (USD)</strong></td>
<td>390,000</td>
<td>374,076</td>
<td>424,167</td>
<td>393,888</td>
<td>423,720</td>
</tr>
</tbody>
</table>

During last 5 years ATC was able to attract additional resources as research grants or contracts. Below is the summary table. Development projects like capacity building, short trainings are not included. Both faculty members and students participated in the research activities carried out by the Agribusiness Teaching Center.

TABLE 4. RESEARCH GRANTS AND CONTRACTS FOR THE LAST 5 YEARS

<table>
<thead>
<tr>
<th>Components</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Grants or Contracts (USD)</td>
<td>26,373</td>
<td>20,814</td>
<td>9,000</td>
<td>15,725</td>
<td>34,841</td>
</tr>
</tbody>
</table>

11. PROPOSED ACTIONS TO IMPROVE THE PROGRAM

Action 1 – Diversity in its faculty and student body is one of the strengths of the ATC that sets it apart from other programs. Hence, one of the important actions to be taken is to maintain excellence through faculty hiring and replacement for the undergraduate and graduate programs, with emphasis on creating the strength and the reputation for the newly opened MAB program. This will also allow attracting some of the ATC graduates and/or former faculty who are currently pursuing their Ph.D. degrees in U.S. and European universities to teach in MAB.
Action 2 – Review the undergraduate and graduate curricula under the light of possible necessary changes based on current industry needs revealed by respective survey results.

Action 3 – Attract more international students thus making it possible for the ATC to build its capacity towards becoming an international education center.

Action 4 – Seek funding for undergraduate and graduate scholarships to be provided for academic performance on competitive basis. In addition, supplementary funds could be made available to partially support faculty and student involvement in research projects.

Action 5 – Establish dual degree Master of Agribusiness program. The ATC is currently exploring possible partnerships in this venture. An MAB joint degree would, in particular, provide our students broader views on their professional development and expand the job market scale.

Action 6 – Develop an aggressive student recruitment strategy to be implemented through cognitive meetings with potential applicants in universities and high schools and more active PR campaigns, including making the former and current students’ placement and success stories known to potential students. This will ensure the quality of pool of applicants.

Action 7 – Further develop links with the industry to promote, in addition to career development and placement activities, opportunities for instituting scholarships for their employees to study at the ATC.

12. QUESTIONS TO BE ADDRESSED BY THE REVIEW TEAM

1. What do you see as the future for ATC’s undergraduate certificate and graduate degree programs?
2. What are the strengths, limitations of the program, and areas for improvement of the program performance?
3. What suggestions would you make in improving our recruiting and placement activities?
4. Would you recommend we pursue our proposed actions to improve the program listed above?
5. What ways do you see to diversify our funding sources?
6. What would be your recommendations for the future development strategies of the program?
APPENDIX A. BACKGROUND HISTORY OF THE DEPARTMENT

The Agribusiness Teaching Center (ATC) was established as the centerpiece of A Collaborative Support Program with the Armenian Agricultural Academy (AAA) through the USDA and Texas A&M University. The ATC opening ceremony took place on September 4, 2000 and was attended by the U.S. Ambassador to Armenia Michael Lemmon, First Deputy Minister of Agriculture Samvel Avetisyan, AAA Rector Arshaluys Tarverdyan, outgoing and newly appointed Directors of USDA MAP Bill Miller and Craig Infanger.

The first U.S. professors sent to Armenia to teach or to consult at the ATC were:

- Dr. Daniel Dunn - ATC Director and Country Coordinator, 1999
- Dr. John Nichols – P. I., program management and strategy; 1999
- Dr. Edwin Price – February 1999
- Dr. Emerson Babb – September – November 2000
- Dr. Bishu Chatterjee – February – May 2001
- Dr. Barry Carr – September 2001 – May 2002
- Dr. Verne House – Spring 2002, Spring 2003, Spring 2004
- Dr. Judy Newton – Fall 2002
- Mr. Jack Cocks - Fall 2002
- Dr. Stanley Carpenter – 2001, 2002
- Dr. Nancy Simpson - 2003

What the U.S. professors did during the first years of the ATC was fitting a new, western structured curriculum into the traditional Agricultural Academy structure. In addition, the students felt that learning is not just memorizing information like they used to do at the AAA but being able to apply it in a problem situation and make their own decisions with the help of real world examples, in-class experiments, and other methods.

Dr. Daniel Dunn started his activities in Armenia on October 26, 1999 as the Agribusiness Teaching Center Manager. Dr. Dunn did much for establishment and approval by the Agricultural Academy of an agribusiness curriculum, recruitment of students and faculty, developing relationship between the Georgian State Agrarian University and the AAA, which resulted in making the ATC a regional modern agribusiness school. Dr. Dunn also taught financial management classes and monitored an English language summer program.

Dr. John Nichols at Texas A&M University worked closely with Dr. Dunn in selecting and getting new graduate students enrolled in U.S. universities. Dr. Nichols played a key role in assisting Dr. Dunn and the faculty to develop strategy, plan and make decisions on the primary education, maintain excellent cooperative relationships with the AAA, as well as develop regional cooperation program with agricultural universities in the Republic of Georgia.

Eleven different courses were offered in 2000 in intermediate, advanced, and TOEFL English to over 170 students. Another 300 students were sponsored by the USDA Marketing Assistance Project to be taught beginning English classes by AAA teachers as preparation for possible enrollment in the ATC. Some of the students from the advanced classes were selected into the ATC for the first academic year (2000-2001).

The computer lab of the ATC was accessible not only for its students but also for AAA graduate students and the Extension Department employees. Computer and Internet access for them during extended hours made the ATC an information center for young researchers in the Academy.

During the second semester of 2000-2001 academic year, two ATC students attended Fresno State University under a USDA MAP-sponsored agreement. They competed well with the Fresno students.
After a selection process, two students from the Georgian State Agricultural University, Republic of Georgia were awarded USDA MAP scholarships and enrolled in the ATC in fall 2001. They were as enthusiastic as their Armenia friends about the western style education opportunity. Tests, quizzes, homework, midterm exams, interactive classes and the overall student-centered activity made the learning process targeted and much more effective than the traditional soviet style education still practiced by Georgian and Armenian universities at the time.

The first ATC class of 28 students graduated in 2002 and received a State Diploma of Economics from the AAA and the Certificate of Texas A&M University. The first 2 ATC graduates received financial support from USDA to continue their education at Texas A&M University in August 2002. The positions occupied by the first ATC graduates were those of accountant, financial manager, marketing specialist, economist, statistics specialist, web designer, etc.

Summer internship program involved a number of agribusiness enterprises, banks, and international agencies in Armenia and Georgia. Through students exchange program, one U.S. student spent internship in Armenia in summer 2001 and one in 2002. The first two Armenian students spent their internships in the U.S. in summer 2003.

In February 2003, the ATC students conducted a survey in 70 grocery stores to evaluate and analyze the wine retailing environment in the city. This was one of the first serious research works performed by the ATC students, and the results were used by the USDA MAP and shared by the winemakers.

In summer 2003, fifteen ATC students were selected to participate in the study tour to Germany to gain insight into economic and cultural life in Germany. This was a genuine opportunity for the ATC students to get acquainted with German graduate programs for graduate studies as well. The study visit program for seven days was designed by the Hohenheim University in Stuttgart. The program was funded by DAAD.

In 2003, the ATC was officially given the status of a Department of the Armenian Agricultural Academy.

At graduation ceremony for the second ATC class in 2003, Deputy Chief of Mission for the US Embassy in Armenia, Ms. Vivian Walker, acknowledged the class as "examples of Armenia's greatest natural resource for the future."

Since December 2003, ATC Research Group has been actively involved in agricultural research projects. The research projects were initiated and financed by USDA MAP and other international and local organizations.

In May 2004, the Career Placement and Counseling Center (CPCC) was established through the financial support from the Eurasia Partnership Foundation and Cafesjian Family Foundation to develop and implement a sustained mechanism that allows students and graduates of ATC and the Armenian State Agrarian University (SAUA) to effectively identify job opportunities and obtain employment. CPCC organizes annual Career Fairs, which is an effective means to bring together employers and job seekers.

In 2004, the ATC started teaching two new subjects: Business Law and E-Trade.

In January 2004, the Armenian Agribusiness Education Fund (AAEF) was established to serve as a new mechanism for developing long-term financial support for agribusiness education initiatives in Armenia housed at California State University, Fresno. The AAEF was believed to target sustainable financial efforts to develop long-term support for the ATC; however AAEF did not eventually succeed in its intentions.

In May 2005, the International Center for Agribusiness Research and Education (ICARE) was founded on the basis of a tripartite agreement between the Agricultural Academy, Texas A&M University and USDA to manage
In June 2005, for the first time in ATC the formal graduation procedure included traditional elements of Western commencement ceremony, such as formal procession, ritual march music, and graduation caps and gowns. The Armenian Minister of Education and Science, Minister of Agriculture, US Ambassador to Armenia, Professor of Texas A&M University John Nichols, and USDA FAS Representative participated.

In 2005, the first Bachelor of Science (BS) in Agribusiness and Marketing was established.

In August 2005 regular monthly ATC newsletter was initiated to inform ATC partners, students, alumni, and all interested parties about the activities and everyday life of the ATC, research results conducted by the ATC Research Group, and successes of the students and alumni. The newsletter is in Armenian and English.

In November 2005, under the Faculty development component of the “Strengthening Higher Agribusiness Education in Georgia” program, a classroom observation and specific training in management, marketing and finance was organized for group of 9 faculty members from two Georgian agricultural universities. The Georgian colleagues were impressed with the practical approach to agribusiness education. They were pleased with the level of knowledge of the ATC students, in particular the Georgian students, the relationship between students and teachers, the holistic and practical approach in the teaching process as well as the importance of independent work by students.

In November 2005, Rector of the Georgian State Agricultural University Rezo Urushadze visited with the ATC Georgian students while he was participating in the Annual International Scientific Conference organized by SAUA in Yerevan. He spoke highly of the level of education provided by ATC. He said his university and the Shota Rustaveli University will continue sending selected students to the ATC. According to Dr. Urushadze, the perspective of continuing their study here at ATC is a serious incentive for many students in Tbilisi to work hard and do their best to be selected. “Therefore, we are going to continue this wonderful project with our American and Armenian friends,” he said.

In December 2005 an ATC fourth year student Olga Kudoyan was awarded Norma and Harley Martin Scholarship together among the 7 best students of SAUA.

In February 2006 three ATC teachers won the course development competition announced by the Curriculum Resource Centre (CRC), Budapest. They developed a “Rural Economics and Development Policy” intended to study a broad coverage of versatile problems facing farmers and rural population. The course was taught at the ATC next fall.

In March 2006 ATC website was launched designed by an ATC student to reflect the ATC and ICARE activities.

In April 2006 the ATC started to use its renovated fifth floor excellent facilities for effective faculty work, a new computer lab and a conference room. The ATC students named the fifth floor aquarium because of the abundant glass partitions and abundant light. The official opening took place in June 4 and was attended by the RA Minister of Education and Science and the U.S. Ambassador to Armenia.

The ATC participated in the Education and Career Expo 2006 in April and won another “Innovative Teaching and Learning” award. This award unalterably goes to the ATC at the national education expos.

On June 4, 2006, during the graduation ceremony for the ATC class of 2006, the US Ambassador to Armenia John Evans and the former USDA MAP Director and Honored Professor of SAUA Bill Miller became the first two persons being awarded with the just established SAUA Gold Medal for their significant input in the development of agrarian education and research in Armenia.
In November 2006, ATC graduate David Ubilava was elected the President of the Student Organization at the Department of Agricultural Economics, Purdue University, where he was a Graduate Research Assistant after he defended his MS thesis. David later went on to pursue PhD at Purdue.

In November 2006, the “Reform of Higher Agricultural Education in Armenia” project was launched; it was joint initiative by SAUA and ICARE funded by USDA Foreign Agricultural Service. The project was implemented in four phases during 2006-2010. Nearly 400 SAUA faculty and administration members were trained by U.S. TDY experts to meet the standards set forth by Bologna Declaration (1999) and become part of European Higher Education Area. The project was led by Dr. Glen Shinn, Professor and Resident Advisor, Texas A&M.

In 2006, the Fund “Georgian Center for Agribusiness Development” (GCAD) was founded. GCAD has been implementing the “Strengthening Higher Agribusiness Education in the Republic of Georgia” project in cooperation with ICARE. It is financially supported by the USDA FAS. It maintains the links between ATC Georgian Alumni, GCAD, ATC and ICARE. GCAD is providing English language courses for students of three Georgian universities and helps the ATC management to select students from these three universities who continue their education in the ATC.

In June 2007 Daniel Dunn, the Founding Director of the ICARE/ATC, was awarded for Distinguished Service by the College of Agriculture and Life Sciences and the Norman Borlaug Institute of International Agriculture in recognition of excellence in international program development. The certificate verifying this recognition was handed to Dr. Dunn by John Nichols, Professor, Department Head of Texas A&M, in Yerevan on June 4th. The Certificate says the award is presented to Dr. Dunn “for seven years of exemplary service to the people of the United States and Armenia in the establishment of the Agribusiness Teaching Center in the Armenian State Agrarian University, in the fostering of agribusiness industries in Armenia and the Caucasus Region through the development of society-ready graduates, in the establishment and growth of the International Center for Agribusiness Research and Education, and in representation of the highest ideals in professional education for the future leaders of the agribusiness and the food industries”.

In July 2007, ICARE jointly with the Swiss College of Agriculture organized a workshop to introduce the RISE (Response Inducing Sustainability Evaluation) methodology (authors: Dr. Christian Thalmann, and Dr. Christopher Studer, Dr. Vardan Urutyan) that later proved to be a very effective tool in measuring the sustainability of Armenian farms and suggesting sound recommendations in poverty mitigation, training activities and general rural development. ICARE has created a functional network of researchers and farmers throughout Armenia who are prepared to use RISE in their efforts towards sustainable agriculture in the country.

In July 2007, a group of university students for the U.S. led by Glen Ames and Vahe Heboyan, UGA, visited the ATC under a Study Abroad program. They said that they “thoroughly enjoyed” their communication with the Armenian and Georgian students and the short course of the Armenian language at the ATC, in addition to their overall positive experience in Armenia.

Daniel Dunn’s mission as the Director of the ATC and the ICARE Foundation came to its end after eight years of most professional and dedicated work. By a unanimous decision of the ICARE Board of Trustees, as of September 1, 2007, Vardan Urutyan, the Deputy Director, took the position of the Director of the ICARE/ATC. Dr. Dunn continues his valuable monitoring/advisory activity for ICARE/ATC.

In 2007 Vardan Urutyan provided a hands-on training course for a group of faculty and administrators of SAUA Economics Department on sample course syllabi, ESTS (European Credit Transfer System), and student evaluation techniques. “It is very important for us to learn the experience of our colleagues at the ATC in our current efforts to change the University’s curriculum, course syllabi, and student grading system,” said Dean
Margaryan. This was an additional effort to assist the overall Agricultural Education Reforms Project that is underway in SAUA since 2006 under Glen Shinn’s leadership and was aimed at transforming the University to a credit system consistent with the Bologna Process.

In November 2007, Daniel Dunn led the strategic planning process for ATC and ICARE planning process for the coming 5 years. Draft strategic development concepts were developed for Current Education, Development, Research, and Master Degree program components of the ATC strategic development.

In December 2007, Texas A&M was recognized the Best Partner University of the Armenian State Agricultural University at the first Golden Ear festival just launched by SAUA. Rector Tarverdyan said the awards are given to the best partners, departments and students best contributing to the progress of the university in education and research activities.

In February 2008, through the European Erasmus Mundus program, two students from Greece and one student from the Netherlands came to the ATC to take six selected courses in economics, marketing and management classes during one semester.

In summer 2008 Luke Peterson, USA, came to Armenia to conduct research for an international agribusiness MBA and received support from ICARE faculty and staff. “Without the support of ICARE, I would not have been able to undertake this cutting-edge research. I can say with confidence that not only has my own future been positively affected by the support I received from ICARE but that Armenia’s future is in good hands with such an integrated, well-organized, and forward-looking institution,” Mr. Peterson said.

On September 5-6, 2008 ICARE hosted an international seminar “Pathways to Rural Economic Development in Transition Countries: The Role of Agricultural Cooperatives” organized jointly with the International Cooperative Alliance (ICA) Research Committee and participated by representatives of 11 countries. Research findings and case studies were presented and discussed within the key topics: the role of cooperatives and associations in rural development; credit cooperatives; the role of cooperatives in the agri-food supply chain; policy and legislative implications.

On September 26, 2008 the newly appointed U.S. Ambassador to Armenia Marie L. Yovanovitch attended the Agribusiness Teaching Center. She met with ATC students and faculty and was pleased to hear about the impressive achievements in agribusiness and marketing education since 2000 and agribusiness research efforts since 2005.

In September 2008, senior students organized a Student Cooperative to provide sandwiches, writing materials, printing services as well as tutoring for juniors.

February 20, 2009 was a prominent day in the history of the Agribusiness Teaching Center: the Armenian Prime Minister Tigran Sargsyan attended the ATC on that day accompanied by the US Ambassador to Armenia Marie Yovanovitch, the RA Minister of Education and the Minister of Agriculture. This interest from the Government of Armenia is the manifestation of the success and recognition of the ATC as a modern regional agribusiness school with only 9 years of history. Prime Minister Sargsyan was in particular impressed by the international capacity of the ICARE’s agribusiness research activities. He was pleased to learn that the ATC graduates don’t face any serious difficulties finding professional jobs with competitive salaries in banking system, private business, and international missions. He said in future he would like to see more ATC graduates working with the Government sector. The ATC senior students said they would be happy to have the Master’s Degree program at the ATC claiming that this would ensure their international standard MS education without having to go to the U.S or Europe. The Prime Minister’s conclusion was, “This is a very important program for us. And appropriate efforts should be made to maintain and develop this good progress.”
In February 2009, the ATC Alumni and Friends Association U.S. Chapter (ATCAFAUS) was established. The objectives of the association are 1) to promote in an organized manner the connections between the ATC past, present and future generations, and the ATC affiliates and, 2) to help make the ATC stronger by being advocates for the ATC and ICARE Foundation in the United States.

In February 2009, an ATC senior student Gohar Yeritsyan was sent to the American Farm School in Greece for one semester.

In February 2009, an ATC junior student Irina Mkrtchyan was selected by the SAUA interview committee to continue her education in Has Den Bosh University, Netherlands for ten months through Erasmus mundus project.

During the spring semester of 2009, three students from Greece, the Netherlands and Portugal studied at the ATC through scholarships from the Erasmus Mundus. According to one of them, Freerk Bruinsma, the quality of education that the Armenian and Georgian students get at the ATC is comparable with the quality of education in the Netherlands.

In summer 2009, Three students from the Dimitris Perrotis College, American Farm School in Thessaloniki, Greece (two from Macedonia, one from Albania) spent their two-month internship in three Armenian agribusiness companies through technical support from the ATC.

ICARE and the Leibniz Institute of Agricultural Development in Central and Eastern Europe (IAMO) held the First Regional Summer School on “Vertical Coordination in Agri-Food Chains” on July 6-10, 2009 at the ICARE. The Summer School covered issues related to sharing knowledge and building research capacities for young researchers in the vertical coordination, in particular in the food chain. The main topics they covered were Verticalization, Quality Management, Cooperatives, and Financing with the related sub-topics and lessons learned in different developed and developing countries. The audience included Bachelor, MS, and PhD students and graduates of SAUA, ATC, Yerevan State University, the Armenian State University of National Economy, American University of Armenia as well as other young professionals from Armenia and Georgia.

In October 2009 ICARE has initiated an upper intermediate course of English for the Agrarian University 1st and 2nd year students. Elena Seong, MS in teaching English to international students, taught the course. The goal of the English course was to improve potential ATC students’ knowledge of English. The theoretical part was excellently combined with practical one, with presentations, discussions and video film watching being the lifeblood of the course.

In January 2010, Dr. John Nichols, Armenia Project Coordinator, received the 2009 Texas A&M Vice Chancellor’s Award in Excellence in the area of Administration during January 11-12 meetings associated with the 2010 AgriLife Conference. The awards celebration followed the presentations on six specially selected international success stories. Dr. Nichols shared the success story of the Armenian Agribusiness Partnership and highlighted the current ATC activities emphasizing the research, outreach, and student exchanges being achieved through ICARE.

Five students from four countries (Greece, Portugal, Latvia, and Bulgaria) joined the Armenian and Georgian students to study during the spring semester 2010. They took selected courses to study with both seniors and juniors.

In February 2010, ICARE Director Vardan Urutyan and Professor of Texas A&M University Kerry Litzenberg provided the results of their recent research study entitled “Skills, Qualities and Experiences Needed for Future
Leaders in Food and Agribusiness Industries of Armenia” to the faculty and management of the Armenian State Agrarian University. The results of the face-to-face interviews of agribusiness managers in Armenia using AGRIMASS survey methodology provide guidance for educational administrators to develop agribusiness curricula and teaching programs based on the existing needs expressed by representatives of the industry.

In March 2010, the scholarship in the amount of $250 instituted by the ATC Alumni & Friends Association U.S. Chapter found its first winners, one outstanding student from each of the senior and junior classes.

In April 2010, a group of faculty from the Georgian State Agricultural University (GSAU) led by Gocha Shainidze, Director of Georgian Center for Agribusiness Development (GCAD), were in the ATC for an experience exchange and training course during April 12-14. Training in curriculum and syllabi development, student and faculty evaluation, admission requirements, and other aspects of teaching policies, teaching methods and class assessment techniques, and career development topics were provided by the ATC/ICARE management. Certificates of Completion were handed over by Fred Johnston, Director of USDA Caucasus Agricultural Development Initiative. Similar trainings were organized for faculty groups from two other Georgian universities, Shota Rustaveli State University and Georgian State University of Subtropical Agriculture in May and July respectively.

In May 2010, The ICARE monthly Research and Career Digest was initiated. It contains information about professional and career development opportunities in agri-food sector, research, workshops, seminars, events organized by well-known agricultural associations, as well as grants, scholarships, and job opportunities available in agribusiness and related fields. The monthly bulletin containing the Digest is sent to academic sphere, researchers, faculty, students, scientific community, development agencies and others.

In June 2010, Tatevik Avetisyan, an ATC senior student spent a 4-week study tour followed by a 4-week internship in the Upper Midwest, USA after being selected to serve as an intern at the annual institute of the Cooperative Communicators Association held in Minneapolis, Minnesota. She is trying to learn as much as possible about agricultural lending while she is in the U.S. Upon her return she said, “Education is a lifelong process and the communication with professionals is the cornerstone of the career development.”

In August 2010, a group of junior students from three Georgian universities had a 3-day cognitive visit to ATC; they are planning to enter the ATC next year. They met with the ICARE/ATC Director Vardan Urutyan and ATC students including Georgian senior students who were attending Entrepreneurship course at the ATC and simultaneously spending their summer internship in Armenia.

The Armenian Platform for Sustainable Agriculture (APSA) website (www.apsa.am) was launched in September 2010. APSA was initiated in January 2009 to contribute to the sustainable agricultural development in Armenia involving different stakeholders of the agri-food chain. The Platform is coordinated by Dr. Urutyan and Dr. Aram Asatryan from SAUA.

On October 22, on the occasion of the 80th anniversary of SAUA, ICARE/ATC Director, Texas A&M Adjunct Associate Professor Vardan Urutyan was awarded the Gold Medal of the Armenian State Agrarian University for outstanding performance as the Director of the ATC, a teacher, and a researcher.

In October 2010, Arsen and Artak Poghosyan brothers, who were among the first group of the Armenian Agricultural Academy (now SAUA) students selected in 2001 by the USDA MAP to pursue MS degree at Texas A&M, donated over 60 valuable textbooks to the ATC to be used by expected ATC MAB students starting from December 2010. Arsen and Artak are currently involved in community development activity in the United Kingdom.
In October 2010, one junior and one senior students were awarded to continue their education for ten months in Alexandro Technological Institute in Greece, and Ruse University in Bulgaria through Erasmus Mundus Project.

On December 1, 2010, the Master of Agribusiness program was launched at the ATC. MAB is a professional degree program focused on the agribusiness sector with an emphasis on combining economic, business analysis and quantitative methods for managerial decision-making. The Armenian Prime Minister Tigran Sargsyan and the U.S. Ambassador to Armenia Marie Yovanovitch made personal efforts in making this second stage of western style agribusiness education possible in the Caucasus region.

On December 17, 2010, the ATC celebrated its 10th anniversary in Marriott Armenia Hotel. U.S. Ambassador to Armenia Marie Yovanovitch, Deputy Ministers of Education and Agriculture, representatives of cooperating agribusinesses, SAUA and ATC faculty, and ATC alumni participated. During the ceremony, John Nichols handed over Gold Medal of a Fellow of the Norman Borlaug Institute to the SAUA Rector Arshaluys Tarverdyan.
APPENDIX B. TEACHING POLICY MANUAL

Agribusiness Teaching Center is equivalent to Agribusiness Department.

STATEMENT

The ATC teaching is guided by this definition of education. Education requires interaction among four elements: learners, leaders, content, and context. Learners: students. Leaders: teachers and administrators. Content: in the ATC, content comes from Western textbooks and software, using English. Context: context will be adapted so that it can be applied to Armenian culture and economy. Interaction is the dynamic word in this definition of education. It says interaction is required: no interaction, no education.

Teaching styles should make use of student’s learning styles. However, ATC intentionally demands that students learn in ways that are new to most of them. Most students who come to the ATC will have to change the ways that they learn. These differences give successful ATC graduates great advantages in attitude, problem-solving abilities, teamwork, knowledge, and breadth. In sum, the ATC experience increases each graduate’s potential for success. ATC teaching requires students to perform independently and accept grading based on merit. In the ATC environment (context), each student is responsible for his/her own progress. ATC methods include reading, writing, note-taking, testing, and therefore thinking in English. ATC students are expected to graduate competent in the languages of trade, especially English.

STUDENT RESPONSIBILITY

Students must assume full responsibility for knowledge of the rules and regulations of ATC requirements. Enrollment in the ATC constitutes students’ acknowledgement that they are obligated to comply with all academic and administrative regulations and degree requirements. Students are encouraged to read the regulations carefully, which follow and which appear in other sections of this manual and the appropriate degree requirements.

CLASS ATTENDANCE

The resources of the university are provided for the intellectual growth and development of its students; it is expected that students will attend class regularly. Teachers should report to the ATC Administration when a student discontinues attendance.

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the teacher. At the beginning of each semester teachers should make a clear statement to all their classes in the syllabus their policies for handling absences. Teachers must also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each teacher.

COURSE SYLLABUS

Each faculty member should prepare and distribute to each student within one week of the first meeting of the class a semester course syllabus. The syllabus should be consistent with course content and catalog description, which was approved by the ATC Scientific Committee. The description should include the minimum expectation of the student’s achievements and accepted competency of the course(s). Semester syllabi may be distributed in hard copy or electronically.

The semester course syllabus is a vehicle of communication to promote student academic planning and to avoid misunderstandings of the course plan and requirements. It is recommended that each syllabus include:
• the faculty member’s name, office location, e-mail addresses, telephone number, and office hours
• an outline of the course content, objectives
• information about the required textbook(s) with title, author, and edition, and any other required materials
• information on the determination of grades, including the weight, types, and scheduling of evaluations, other planned requirements, and expectation for class participation
• statement of policies and/or penalties for make-up exams and late submission of assignments

Faculty should make syllabi available for ATC administration. Note: The Department uses ECTS grading system.

FACULTY EVALUATION

Students should complete an evaluation of the course as well as the corresponding faculty member at the end of each semester before the final exam using an objective evaluation tool. The evaluation tool should be prepared and distributed as well as evaluated by the ATC administration. Normally evaluation tool is prepared in a form of short survey questions suitable for statistical analysis.

Procedure: Evaluated faculty member should not be present at any stage of evaluation. The third person, or moderator, assigned by ATC administration, should administer physical distribution and collection of evaluation forms. After students complete the forms, moderator should place the completed forms in the envelope, seal it, sign and submit for evaluation to the ATC administration. Only results of the evaluation may be given to the evaluated faculty member. The best performance results may be published by the decision of the ATC Scientific Committee.

ACADEMIC CALENDAR

A calendar of ATC academic events will be prepared to set orientation, beginning and end of terms, breaks, holidays, and internships. This calendar is to provide a guide for planning and is not to become a rigid schedule.

The ATC maintains academic sessions as follows: fall and spring semesters (each 16 weeks, including examination period), and Summer Sessions. No classes are held on all Armenian official Holidays, as well as on some of the official U.S. holidays: the Independence Day, the President’s Day, and the Memorial Day. A one-week spring break occurs during the spring semester. Students have not less than five-week holidays.

Fall semester normally starts Monday closest to September 1.
Spring semester normally starts Monday closest to February 1.
Summer session for preparatory courses normally starts on the second week of June and extends 8 weeks, including final examination period.
Summer Internships session extends 8 weeks.
The dates of state exams are announced in October.
Orientation days are in April and September.

The academic calendar is subject to be changed according to the curriculum.

ADMISSION PROCEDURES

Admission of students is done according to the acting legislation of the Republic of Armenia.
Students may transfer into the Department of Agribusiness. Students transferring in or out will need to complete deficiencies based on the curricula of Departments. Students transferring in from other specialties will pay fees according to the fees charged by the Department of Agribusiness. The rotation system is applied in the Department according to the law. Auditor status will be given to students, but only if space is available. Auditor will pay the fees charged by the ATC Department. At the end of the second year students will be selected from Agribusiness and Marketing specialty to continue their Agribusiness and Marketing studies at the Department in English language. At least one subject is taught in Armenian for Armenian students.

The selection process consists of two stages:
- Preparatory selection is done in May at the end of the second year, which includes tests, interview, and summer preparatory program.
- Final selection is done in August based on the results of the summer preparatory program.

The Department of Agribusiness admits:
- Students who have completed their first two years in the Agribusiness and Marketing specialty and who qualify to continue their study in English.
- Qualified students from all departments of ASAU and other State Institutions transferred to at least the third year according to the acting legislation of the Republic of Armenia.
- Graduates from ASAU and other State Institutions only on paid basis (males who are in temporary deferment from military service).
- Auditors on a paid basis who will not receive a Diploma.
- Students wishing to pursue the second diploma in agribusiness and marketing will be enrolled in ASAU, and satisfy the admission requirements of ASAU and ATC.

ATC CURRICULUM (two years)

This curriculum is based on the ASAU four years and three months curriculum. ATC curriculum is comprised of a set of required courses, and internships. The list of courses is to be reviewed annually with courses dropped and added to keep the curriculum up to date. The core courses * are management, marketing, and finance. The ATC also offers elective courses and seminars. All students graduating from the ATC should have completed 123 ECTS (European Credit Transfer System) credits.

SUMMER (PRE-ENROLLMENT)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
<th>ECTS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agbu 200</td>
<td>Computers and Information Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 201</td>
<td>Business English</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 202</td>
<td>Introduction to Agricultural Economics</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 203</td>
<td>Public Speaking</td>
<td>4</td>
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* Core courses are marked with asterisk
## THIRD YEAR (FALL SEMESTER)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
<th>ECTS Credits</th>
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</thead>
<tbody>
<tr>
<td>Agbu 300</td>
<td>Linear Algebra and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>*Agbu 301</td>
<td>Principles of Management</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 302</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 303</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>*Agbu 304</td>
<td>Marketing of Agricultural Products</td>
<td>5</td>
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</table>

## THIRD YEAR (SPRING SEMESTER)

<table>
<thead>
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<th>Course title</th>
<th>ECTS Credits</th>
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</thead>
<tbody>
<tr>
<td>Agbu 305</td>
<td>Intermediate Microeconomics</td>
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</tr>
<tr>
<td>Agbu 306</td>
<td>Operations Management</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 307</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 308</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>*Agbu 309</td>
<td>Principles of Finance and Taxes</td>
<td>5</td>
</tr>
</tbody>
</table>

## THIRD YEAR (SUMMER)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
<th>ECTS Credits</th>
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</thead>
<tbody>
<tr>
<td>Agbu 310</td>
<td>ATC Internship</td>
<td>5</td>
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## FOURTH YEAR (FALL SEMESTER)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
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<tbody>
<tr>
<td>Agbu 400</td>
<td>Intermediate Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 401</td>
<td>E-Commerce</td>
<td>6</td>
</tr>
<tr>
<td>*Agbu 402</td>
<td>Financial Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 403</td>
<td>Agro-Ecology and Environmental Protection</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 404</td>
<td>Agricultural Cooperatives</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 405</td>
<td>Agricultural Insurance</td>
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## FOURTH YEAR (SPRING SEMESTER)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course title</th>
<th>ECTS Credits</th>
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<tbody>
<tr>
<td>Agbu 406</td>
<td>Agribusiness Law</td>
<td>4</td>
</tr>
<tr>
<td>Agbu 407</td>
<td>Natural Resource Economics</td>
<td>4</td>
</tr>
<tr>
<td>*Agbu 408</td>
<td>Strategic Management</td>
<td>5</td>
</tr>
<tr>
<td>*Agbu 409</td>
<td>Marketing Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 410</td>
<td>World Economics</td>
<td>5</td>
</tr>
<tr>
<td>Agbu 411</td>
<td>Business Ethics</td>
<td>3</td>
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SUMMARY

<table>
<thead>
<tr>
<th>Summ</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>Summer (end of 2nd year) ---</td>
<td>16 credits</td>
</tr>
<tr>
<td>Fall year three ---------------</td>
<td>23 credits</td>
</tr>
<tr>
<td>Spring year three --------------</td>
<td>25 credits</td>
</tr>
<tr>
<td>Summer (end of 3rd year) ---</td>
<td>5 credits</td>
</tr>
<tr>
<td>Fall year four ---------------</td>
<td>26 credits</td>
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<tr>
<td>Spring year four --------------</td>
<td>26 credits</td>
</tr>
<tr>
<td>Total</td>
<td><strong>123 credits</strong></td>
</tr>
</tbody>
</table>

GRADING SYSTEM

Course Grading

The grade of each course consists of several parameters:

- X1 Homework
- X2 Quizzes
- X3 Participation
- X4 Attendance
- X5 Mid-term exams
- X6 Final exams

Final grade = X1+X2+X3+X4+X5+X6+=100%

The teacher individually assigns the points to each parameter. The following grades with conversion scale provided are used to specify level of performance in academic courses:

The ATC adopted ECTS grading system. Course grading is done according to the following scale:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Accumulated points (%)</th>
<th>ECTS/ATC Grade</th>
<th>Course GP</th>
<th>ASAU Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>90-100</td>
<td>A</td>
<td>4.0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>80-89</td>
<td>B</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>70-79</td>
<td>C</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>60-69</td>
<td>D</td>
<td>2.0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>50-59</td>
<td>E</td>
<td>1.0</td>
<td>3</td>
</tr>
<tr>
<td>Fail</td>
<td>0-49</td>
<td>F / FX*</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*Failing with some additional work required to pass– students will be given a chance to pass, if as a result of excused absence (such as illness, medical treatment, family member loss, etc.) students missed exams, quizzes, and/or any other work required to pass the course with written permission from ATC administration.

Course Audit
The work taken on an audit basis will not be graded and will not count toward the fulfillment of requirements for a degree or certificate to be awarded by ATC.

Students may audit the course only on a fee basis. Auditors must have permission of the teacher to audit the class. Audit students may not have the same privileges as other students in all coursework. Teachers may exempt auditors from tests and major assignments. There is no limit on the number of courses, which may be audited.

Student Grade Appeal

If a student disagrees with the evaluation of his/her work by the teacher, the student should discuss the matter directly with the teacher, and if unsatisfied, with the Director of the Department.

Level I: Informal Resolution. Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the teacher either in person or in writing.

Level II: If the student is not satisfied with the results, the student and teacher must then seek a resolution to the disagreement with the Director of the Department. Director’s decision is final.

Confidentiality: Students, faculty, administrators, and staff involved in processing and hearing grade appeals must respect the confidentiality of all aspects of these proceedings.

Intended Purpose: The grade appeal procedures are designed simply as means to resolve differences between students and faculty related to grading. Unless there is intentional misrepresentation, the results of a grade appeal may not be used for disciplinary action of personnel.

Grade Change

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal.

It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections is two weeks after the last day of the semester.

Course Repeat

A student may not normally repeat an academic course. The following exception can be made: Repeat with replacement: Students are permitted to replace the grades for courses in which they receive a C, D, E or F grade by repeating that course. Students received more than one D, E or F grade will be allowed for two repeat for replacement attempt. Students received more than one C grade will be allowed for one repeat for replacement attempt. In case of replacing C grade the student should not have any D, E or F grade. In calculating GPA, the new grade and credit points earned will replace the old.

Any student who wants to repeat a course must get permission from the Department Director and the teacher of that course. A student repeating a course will be charged an extra fee to defray the marginal cost of their participation.
GRADE POINT AVERAGE

GPA for purposes of ATC administration will be calculated only on courses taken in the ATC curriculum. ATC students who have graduated from ASAU and other universities will have recorded on their ATC transcript only those courses taken in the ATC.

Any student graduating with at least GPA 3.95 will be given an Honor ATC Certificate. Any student with GPA 3.0 minimum will be given the ATC Certificate of Completion by Texas A&M University. Any student with GPA 3.0 will not receive the Certificate.

Computation of Cumulative Grade Point Average

Students’ cumulative grade-point average is calculated by dividing the total number of grade points earned in academic courses which award letter grades of A, B, C, D, or F by the total number of academic credit hours attempted in such courses. The computation is as follows:

\[ \text{GPA} = \frac{\sum_{i=1}^{N} (K_{i1} \times K_{i2})}{\sum_{i=1}^{N} K_{i2}} \]

Where:
- \( K_{i1} \) - grade of \( i \)-th course (in term of GPA)
- \( K_{i2} \) - number of semester hours
- \( N \) - number of courses in semester

EXAMPLE

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade</th>
<th>Points</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First course</td>
<td>A</td>
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<td>16</td>
<td></td>
</tr>
<tr>
<td>Second course</td>
<td>B</td>
<td>3 x 4</td>
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<td></td>
</tr>
<tr>
<td>Third course</td>
<td>F</td>
<td>0 x 2</td>
<td>0</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>10</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA = (28/10) = 2.8</td>
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<th>Term</th>
<th>Grade</th>
<th>Points</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Second term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First course</td>
<td>B</td>
<td>3 x 3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Second course</td>
<td>B</td>
<td>3 x 3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Third course</td>
<td>A</td>
<td>4 x 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA = (30/9) = 3.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cumulative GPA (Both Semesters): \( \text{GPA} = (28 + 30)/(10 + 9) = 3.05 \)

Core GPA

Students’ core grade-point average is calculated by dividing the total number of grade points earned in core courses which award letter grades of A, B, C, D, or F by the total number of academic credit hours attempted in such courses. Core courses are marked with asterisk.
ACADEMIC STANDARDS

Academic standards should inform students what they must do academically, at the minimum, and they serve to inform all others about quality. The reputation of the ATC will depend first on the accomplishments of graduates. Minimum performance standards are secondary determinants of reputation, but they are important. ATC establishes minimum standards for cumulative grade point average (GPA) to encourage academic accomplishment and timely progress toward graduation.

Definitions

Academic Good Standing: Students maintaining a GPA of at least 3.0 are in Academic Good Standing.

Probation: Students who’s GPA falls below the 3.0 standard are on probation during the next semester for which they are registered.

Extended Probation: Students, who have been authorized to continue, even though they have not achieved a 3.0 GPA after one semester of probation but made progress toward academic good standing while on probation, are on extended probation.

Administrative Review and Enforcement of Standards

An academic review is conducted at the end of each semester.

Students earning below 2.00 GPA at the end of their first semester of full-time enrollment will be dismissed from the ATC.

Other students falling below the 3.0 GPA standard will be continued on probation for one semester.

Students still below the 3.0 cumulative GPA standard after a semester of probation are subject to dismissal. The ATC Administration may grant one semester of extended probation to those who made progress toward academic good standing while on probation, and

Students still below the 3.0 GPA standard after a semester of extended probation will be dismissed or transferred to other departments of ASAU.

Dismissal and Readmission

Students dismissed under this policy may not be readmitted for at least one calendar year. Dismissed students may, after one calendar year, apply for readmission through the ATC Administration. Students may be readmitted only once under this policy.

Withdrawal Policy

The Withdrawal Policy provides for cancellation from the cumulative record of the effects of one semester below a GPA of 3.0 for the purpose of helping a student improve academic standing. The student must have been separated from the university for 2 consecutive semesters and the intervening summer sessions.
This policy may be invoked only once in a student’s enrollment in the ATC. A student readmitted under this policy must meet current degree requirements and will be reviewed under current academic standard requirements applicable at the time of readmission.

Policy for Enrolled Students Called to Active Military Service

The ATC provides two options for students who are currently enrolled but called to active military duty before the end of the semester:

Option 1

The student may choose to do a total semester withdrawal from all his classes. This option requires that the student withdraw from every course and receive no grade for any course taken in that semester.

Any student who has elected to use this option shall be granted readmission for the semester in which the student wishes to return to the ATC. The student’s academic standing at the time of readmission shall remain as it was prior to the call to active military duty.

Option 2

If a substantial part of the semester has been completed by the time the student is called for active military duty, the student may meet with each teacher to determine an appropriate grade. Since assignment of grades is the responsibility of the teacher, he/she may assign whatever grade is appropriate.

Reentry

There are several cases when reentry is permissible (admitted):

- If a student was expelled because of his/her financial problems he/she may reenter and take the same course and go on studying from the moment he/she was expelled.
- If a student has missed classes for valid reasons (death in family, business trip, health problem, military service issues, etc.) the student may be permitted to reenter the program. Each specific case will be reviewed by the Director’s office and a decision will be made.

Note: Reentry will be done according to the ASAU rules.

If a student is expelled from the ATC because his/her behavior does not correspond to the ethics of society, the student will not be permitted to reenter the program.

INTERNSHIPS

Summer internships put students into a practical agribusiness setting where they can apply the theories they have learned. Throughout the eight-week internship, students are encouraged to assess, in the setting of a real Armenian business, what they have learned in the fields of marketing, management, finance, and economics. This combination of classroom study and real world practice creates the modern businessperson. Internship companies also provide information used to evaluate ATC students and curriculum.

Each ATC student will have an internship each summer they are enrolled. Internships will normally be for eight weeks. Internships will be assigned by the ATC administration. Placement will be made to give each student a broader experience and not for the convenience or preference of the student. Any student who refuses an internship cannot continue study in the ATC. ATC administration and faculty should monitor the interns and give them directions. Internships are required by the curriculum. The grades are included in each student’s
permanent record and are used in GPA calculation. Each student must sign an internship contract provided by the ATC administration. Students should follow the internship guidelines they receive.

Petitions for internships

Students who initiate their own internship must petition administration to approve it. Students may petition for an international internship. International internships will be assigned if they fit the purposes of ATC internships: in an agribusiness, eight-weeks in length, and opportunities to apply classroom lessons. The employer must agree to accept interns, to supervise their performance, and keep the ATC administration informed about the intern’s work. If the ATC administration cannot be assured that these conditions will prevail, the international internship will not be approved. International internships cost is not covered by the ATC.

GRADUATION

The ATC shall conduct ceremonies befitting graduation. The ATC Director will assign a committee to organize graduation ceremonies to award certificates and honors.

Honors

Honors may be conferred to recognize outstanding scholarship. Honors may be given in a special or additional certificate, an entry added to the permanent ATC transcript, or other forms of recognition.

Valedictorian: The student having the highest GPA in their ATC courses will be recognized as the Valedictorian and given a special certificate certifying this honor.

Salutatorian: The student having the second highest GPA in their ATC courses will be recognized as the Salutatorian and given a special certificate certifying this honor.

Commencement Speaker: The Graduating Class shall vote to determine who shall speak for the students at graduation.

HONESTY (See the ATC Honesty Policy)

At the beginning of each semester, the Department Director or his designee(s) will remind all students of the importance of being honest and the penalties for dishonesty as stated in the ATC Honesty Policy.

Fraud: Intentional deception resulting in injury to another person or deliberate trickery to gain an advantage. Misrepresenting or falsifying records. Tampering with records or documents such as letters of recommendation.

If a student commits fraud in connection with his/her ATC activities, he/she will be summarily dismissed from the ATC. Depending on the severity of the fraud, that student may not apply for readmission.

Multiple submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a further development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.
**APPENDIX C. BRIEF DESCRIPTION OF ALL COURSES**

**AGBU 200: Introduction to Computer Applications:** This course includes: Word Processing; Spreadsheets; Database; Presentation Graphics; The Internet (web browsing, e-mails).

**AGBU 201: Business English:** This course focuses on developing business English skills for use in a professional environment. The course encompasses vocabulary and use of English idioms, improves grammar, conversational skills, and pronunciation. Students learn professional skills necessary for people working in business, such as negotiations, meetings, presentations and telephoning. A case study approach dominates - students will learn to analyze specific business problems/situations which a real company has faced. In addition, students also learn teamwork skills to cover most of the topics given below. This course includes: Social Interaction; Telephoning Skills; Effective Interaction in Meetings; The Language of Negotiating; Making short Presentations; Marketing: Talking about Products and Brands; Marketing, advertising and promotional tools; Management. Management styles: Using the right language; Cultural and Difference: How culture affects the way we speak; Finance: Talking about Money, Finance; Information technology and electronic commerce; Schedules, Plans and Timetables; Macroeconomics: talking about national, international and global factors, economies; The Organization and establishing and maintaining good relationships when doing business internationally; Voice projection, pronunciation and tonality

**AGBU 202: Introduction to Agricultural Economics:** This course includes: the basics of consumer theory, utility functions, market demand, basics of producer theory, perfect and imperfect competition, price determination, profit maximization, macroeconomics, monetary and fiscal policies, general macroeconomic policies.

**AGBU 203: Public Speaking:** This course is designed so students learn about, practice and start to master the techniques and methods of making speeches in public (classrooms, auditoriums, to business clients/customers, etc.) so they can create competitive advantages between themselves and students who have not received training in effective public speaking. The issues of speaking, listening, topic selection and research, critical thinking, ethics, delivery and two of the three major types of speeches -- informative and persuasive -- are explored. Students learn how to work in small groups (for their informative speech presentations) and how to work independently (for their persuasive speech presentations.) Throughout the course period, students also practice public speaking skills learned along the way by delivering one-minute speeches on topics selected at random by the instructor.

**AGBU 300: Linear Algebra and Calculus:** This course includes: Polynomials and Rational Expressions; Equations; Inequalities; The Cartesian Coordinate System and Graphs; Functions; Limits and the Derivative; Rules for the Derivative; Curve Sketching and Optimization; Integration; Additional Topics in Integration; Multivariable Calculus, Functions of Several Variables; Systems of Equations and Matrices; Linear Programming; Sequences and Series; The Trigonometric Functions; Combinatorics

**AGBU 301: Principles of Management:** Management as an academic discipline; goal setting; planning, controlling and decision-making; models for thinking about organizations; organization design; organization change; models for understanding individual behavior; job performance and job satisfaction; interpersonal behavior, motivation and leadership, behavior in work groups.

**AGBU 302: Financial Accounting:** The course includes the following topics: Uses of Accounting Information and the Financial Statements; Analyzing Business Transactions; Closing Entries and the Work Sheet.; Measuring Business Income; Financial Reporting; The Operating Cycle and Merchandising Operations; Inventories; Cash and Receivables; Current Liabilities; Long-Term Assets; Long-Term Liabilities; Contributed Capital; Investments.

**AGBU 303: Managerial Statistics:** This course is an introduction to statistical methods and techniques as tools
for management decision-making. Specific topics to be covered include: sampling and sampling distributions, parametric and non-parametric statistical inference methods, simple and multiple regression, and forecasting techniques as applied to business and management problems.

**AGBU 304: Marketing of Agricultural Products:** This course considers how general marketing principles can be effectively applied to the marketing of food and other agricultural products, as well as examines unique challenges in the marketing of these products. The course includes: introduction to food marketing, analysis of agricultural and food markets, agricultural production and marketing, food markets, prices and marketing costs, the government and food marketing, commodity marketing – livestock and meat marketing, milk and dairy product marketing, poultry and egg marketing, grain marketing, fruit and vegetable marketing, tobacco product marketing (optional), marketing research, internet and marketing, labeling and packaging of agricultural products.

**AGBU 305: Intermediate Microeconomics:** This course relies extensively on formal mathematical reasoning but will not involve much more than basic calculus. The method of analysis is symbolic reasoning. Students will engage in constructing proofs of economic propositions as logical chains of reasoning, be facile in the conversion of simple algebraic functions (primarily linear) and/or data into graphical form. There will be frequent use of simple algebra (e.g. solving for price and quantity with linear demand and supply), arithmetic (e.g. fractions, percentages) and elementary geometry, (e.g. areas of triangles and trapezoids for calculation of excess burden, tax revenue, and consumer surplus). This course provides the foundations of economic analysis and thereby opens the door to other economics courses, both applied and theoretical.

**AGBU 306: Operations Management:** The focus of this course will be on the quantitative aspects of the elements, which contribute to the effective and efficient operations of an enterprise. Emphasis will be equally placed on the means for attaining organizational objectives for both service and manufacturing oriented entities. Topical areas will be the planning for and management of services and/or products, the design of processes, facility location and layout, forecasting, scheduling, and quality control.

**AGBU 307: Managerial Accounting:** This course includes the following topics: Cost Terms, Concepts and Classifications; Systems Design: Job-Order Costing; Systems Design: Process Costing; Cost Behavior: Analysis and Use; Cost-Volume-Profit Relationship; Segmented Reporting and Contribution Approach to Costing; Profit Planning; Control through Standard Cost; Flexible Budgets and Overhead Analysis; Pricing of Products and Services; Pricing Decisions, Including Target Costing and Transfer Pricing.

**AGBU 309: Technical Writing:** Technical communication is written and oral communication for the workplace. This course introduces the major concepts of technical communication (including audience analysis, ethics, collaboration, graphics, and design), the major kinds of documents (letters, e-mails, memos, instructions, proposals, and reports), university-level research papers and oral presentations. Also, the course develops an awareness of the theory and conventions of academic literacy, from structure to style, with an increasing focus on the academic essay and research paper. Introduction of methods and techniques for better understanding of the English language and communicating by enhancing writing, organizational and analytical skills; presentation of various methods of business correspondence for effective communication; identification of different types of resources available for the designing, formatting, and editing processes.

**AGBU 309: Principles of Finance:** This course is designed for the general business student, not just the finance major. The course begins with a general overview and then goes into detail on several concepts, financial instruments and techniques used in financial decision-making. The course includes: Principles of financial management, financial statement analysis, investment analysis, firm valuation, portfolio theory, firm growth, risk management, cost of capital, business organization, legal aspects of borrowing, sources and terms of loans, capital budgeting, cash flows estimation.
AGBU 310: Internship (see Appendix D).

AGBU 400: Intermediate Macroeconomics: The study of macroeconomics involves big (economy-wide) issues like unemployment, GDP, economic growth and inflation. Students who successfully complete this course will be able to come to their own conclusions about how rising gas prices will impact the economy, if the Central Bank should stop raising the interest rate and the significance of rising national debt, as well as other topics that make front page news because they have real impacts on real people. Using a combination of lectures and exercises, this course will take a step-by-step approach to understanding the complexities of the macroeconomic theory.

AGBU 401: E-Commerce: This course challenges students to explore the realities and implications of e-commerce from a marketer’s perspective. Business-to-consumer (B2C) and business-to-business (B2B) e-commerce markets are examined. The course introduces students to a wide range of electronic commerce issues for marketers, as a foundation for continual learning in the dynamic e-commerce environment. This course includes: Introduction of a strategic framework for developing marketing strategies on the Internet; extension of the marketing mix framework to e-commerce using current theories and applications in on-line product, on-line pricing, web-based marketing communication, and distribution strategies; marketing research on the Internet; electronic retailing; Internet-based customer relationship management, and legal-ethical dimensions of e-marketing.

AGBU 402: Financial Analysis: This is an analytical course and it requires students think analytically, use their knowledge of financial management, marketing, accounting, and all the other relevant subjects. Real cases will be used and demonstrated how to go by solving in the most efficient way. The course includes: Cases on firm growth, financial statements, firm valuation, portfolio management, investments, cost of capital, business organization, borrowings and loans, capital budgeting, cash flow estimation, real options, financial futures and options.

AGBU 403: AgroEcology and Environmental Protection: The course emphasizes environmental problem solving and laying the foundations of a personal environmental ethic lectures, reading materials, individual research, class discussions and case studies elaborating on global issues with national perspective. The science of environmental protection studied coupled with global and national environmental policy and regulations. Introduction of the basic vocabulary necessary to become an environmentally-literate citizen; limits to growth: population growth and carrying capacity, resource consumption and use, preservation vs conservations, desertification; human health and environmental consequences of waste disposal; human-nature interactions; energy.

AGBU 404: Agricultural Cooperatives: This course is designed to give students a basic overview of traditional and evolving cooperative business structures, the socio-economic benefits derived by co-op members, and the role of cooperatives in meeting the rural economic development challenges in developing countries such as Armenia and Georgia through case studies/research papers. The course includes: Historical development and principles of cooperative associations in market economic system; organizational and operational aspects of cooperatives; legal considerations, financing, management and member relations; future role of cooperatives.

AGBU 405: Agricultural Insurance: The students will acquire new knowledge on the essence and main principles of insurance, risk management through insurance as well as will be introduced with the main concepts and terms of insurance. Then the students will study the state regulation of insurance and the classification of insurance types and the main principles of insurance applications. Following the information on participants of insurance market, the conditions of life and non-life insurance types will be studied, and then the characteristics of obligatory insurance and conditions of the Obligatory Insurance of Civil Responsibility. Issues related to
organization and implementation of agricultural insurance will be studied in details, including the experience of agricultural insurance in developed countries.


AGBU 407: Natural Resource Economics: This course examines economic perspectives on the allocation of natural resources and the management of environmental quality. The objective of the course is to develop students' skills in using economic theory to critically analyze natural resource and environmental pollution problems. In addition, empirical evidence on the economic impacts of public policies is examined. The course takes a policy-oriented approach, introducing economic theory in the context of debates and empirical work from the field. Students leave the course with a global perspective of both environmental and natural resource economics. The course includes: Visions of the Future; Valuing the Environment: Concepts and Methods; Property Rights, Externalities, and Environmental Problems; Dynamic Efficiency and Sustainable Development; The Allocation of Depletable and Renewable Resources: An Overview; Energy: the Transition From Depletable to Renewable Resources; Replenishable but Depletable Resources: Water; Reproducible Private-Property Resources: Agriculture; Storable, Renewable Resources: Forests; Common-Pool Resources: Fisheries and Other Commercially Valuable Species; Economics of Pollution Control: An Overview; The Quest for Sustainable Development; Visions of the Future Revisited

AGBU 408: Strategic Management: Strategic management of organizations is a complex undertaking which starts with the central question: why are some firms more profitable than others? The course will require you to examine this question by integrating knowledge from prior business courses, while simultaneously learning and applying new strategic management concepts, principles, frameworks and methodologies. New material will cover the various components of strategy formulation, implementation and evaluation. Formulation components include conducting an external and internal analysis, applying SWOT and differentiating among the three levels of strategy (functional, business, corporate). Implementation components include governance, ethics, organizational structure, control systems and culture. Evaluation involves monitoring the execution of strategy to determine the extent strategic goals are being achieved and the degree competitive advantage is being created and sustained.

AGBU 409: Marketing Analysis: Class of Marketing Analysis consists of lectures with class and group participation, as well as case presentations. The course includes: Building customer satisfaction, value and retention; market-oriented strategic planning; Scanning the marketing environment; Analyzing business markets and business buying behavior. Identifying market segments and selecting target markets, Developing new products, Designing global market offerings; Managing product lines and brands; Designing and managing services; Managing marketing channels; Managing integrated marketing communications; Managing the sales force; Managing the total marketing effort.

AGBU 410: World Economics: Given the importance of the international economics in the globalizing world the economics of trade and trade policy gain an increasing significance for people concerned about commercial affairs. This course is an introduction to the traditional economics theory including such concepts as absolute advantage, comparative advantage, specialization, gains from trade, partial equilibrium setting for trade policy
analysis, violations of the free trade model, welfare implications of violations of the free trade model, and related concepts. The foreign exchange market, the international movement of labor and capital will be introduced as well.

AGBU 411: Business Ethics: is the study of business and personal behavior that is consistent with the principles, norms, and standards of business practice that have been agreed upon by society. Topics include: awareness of ethical issues in organizations, moral philosophies that apply to organizational ethics, ethical decision making frameworks, organizational culture and values that influence business ethics, the development of ethics programs and policies, global ethics, and value-based leadership. Students examine their own values in relation to ethical behavior, and their responsibility to themselves and the organization in regard to different ethical situations. The course uses case method instruction.

AGBU 412: Agribusiness Entrepreneurship: The entrepreneurial process from conception of a business idea to the actual start up of the venture; environmental scanning for new opportunities; matching individual skills and attributes with the requirements of the venture; evaluating the viability, growth potential and markets for the venture; securing financing; beginning operations.
The eight-week Summer Internship Program will start on June 15. The objective is to provide students an opportunity to acquire practical experience in the field of agribusiness. Students will be placed in all over the country in active agribusinesses. Students will get integrated view of the business, will work and view the operations at each department or division. They will use the classroom theory in practical application. Internship program is also a chance for future job opportunities.

Prior to the assignment to a particular company, a student can fill out an application form and express preference for certain experiences, however the final placement is left to the Internship Coordinator of the Agribusiness Teaching Center.

ATC Internship Coordinator will supervise the student activities and periodically overview the development of the internship. Students are required to inform the Internship Coordinator about the detailed daily and weekly schedule of the work within 7 days after the start of the internship. Any deviation in schedule should be informed about.

Representative of a company may be willing to interview a student before final approval to have the student work in the company. Internship supervisor of the assigned firm will create the environment necessary for the interns to acquire practical knowledge, as well as to deepen the theoretical knowledge. This person will also supervise interns’ day-to-day activities. Upon completion of the internship, the internship supervisor of the assigned firm will write an evaluation letter of the interns’ overall progress during the eight weeks.

The student internships are supported by ICARE (International Center for Agribusiness Research and Education). Students will receive per diem and in certain cases money for transportation expenses and accommodation.

By the end of six-week period (July 27\textsuperscript{th}, for those how actually started the internship on June 15th), students are required to submit a draft internship report, and however the final reports are to be submitted in nine weeks after the day when internship started, which is estimated to be August 15\textsuperscript{th} (final deadline of the reports is August 20\textsuperscript{th}). During the internships students also need to keep diaries with short noted about daily activities.

The final grade for the Internship will be defined as

\begin{itemize}
  \item 60\% - Component 1: Final written report and oral presentation,
  \item 40\% - Component 2: Employer evaluation
\end{itemize}

Internship requirements:

\begin{itemize}
  \item Work for 8 weeks with their assigned business. Students must work the hours required of them by the organization, conforming to the normal work hours.
  \item Support the employer, keep the employers’ business confidential, and work for the employer’s best interests.
  \item Request permission from both the employer and the ATC Internship Coordinator for any leave periods.
  \item Submit a draft report after 7 weeks of the internship.
  \item Submit a final report after 9 weeks of their internship experience.
  \item Oral Power Point presentation and sharing experiences with other students.
\end{itemize}
What an internship is not: An industry internship is not a part-time job, nor it is simply a summer job. It is a type of specialized work experience, designed to provide students with the “real world” application of their growing knowledge in the field of agribusiness. That is, internships should utilize the concepts or principles from courses such as Accounting, Finance and Management, to name just a few. Internship credit may not be earned while working for relatives, e.g. parents, in-laws, grandparents, brothers, sisters, uncles, etc. Generally speaking, an internship may not be conducted at a business for which a student is already working. There are rate exceptions and these must be pre-approved by the ATC Internship Coordinator and the department administration, and have the internship clearly vary from prior work responsibilities.

Internship Report

An internship is a valuable portion of a student’s educational program in preparation for a professional career. To evaluate student’s progress and the outcome of the internship program, a report is needed describing what a student has received during the internship. The preparation of this report will also help a student evaluate his/her professional development leading to the career goals.

There is a uniform standard for writing the final reports.

Reports must confirm the following standards: about 15 pages (the cover page and appendixes are not included), a cover page, double spaced text, Times New Roman font, text size 12, margins 3x2x2x1.5, graphs and tables must be placed in appendixes, unless they are miscellaneous.

Report should be divided into following parts:

- Current Operations of the company (around 5 pages) – includes information about product/service, external and internal environment, competition, company’s organization, leading and control processes, quality control, technology, current marketing strategy, business structure, financial situation etc. Constitutes 10% of the Component 1 grade.
- Your role in the company (around 5 pages) – how did you participate in the operations of the firm, what were your obligations/responsibilities during the internship period, in which projects did you participate, in which departments of the organization did you spend most of your time, what was your contribution to the firm, were you working in a particular team, what was your daily work, what did you like most and what you did not like. Constitutes 15% of the Component 1 grade.
- Future development suggestions (around 5 pages). Constitutes 25% of the Component 1 grade.
- Oral presentation. Constitutes 10% of the Component 1 grade.

Number of credit hours to receive: 5 ECTS Credits

The company supervisor and the ATC Internship Coordinator can provide additional assistance to students. The final reports will be read by the ATC staff and carefully compared with the similar works done before (previous internship reports, other sources). Any noticed plagiarism will be strictly punished up to failure of the internship. Any unauthorized absence during the internship period will highly affect the final evaluation of a student’s performance. The company supervisor can review the report to avoid any confidential information.
ATTENTION:
1. Our kind request is to be maximally impartial and depict the real results, which will help to continuously improve the teaching, as well as the organizational approaches of internships in the Agribusiness Teaching Center and to ensure high quality of knowledge provided to the students.
2. The results of this Form are confidential and can be analyzed only by the Director and the Internship Coordinator of the Agribusiness Teaching Center.

Name of organization __________________________________________________

Name, Surname ______________________________________________________
(Company internship supervisor)

Position _____________________________________________________________

Telephone ___________________________________________________________

Student’s name and surname _____________________________________________

<table>
<thead>
<tr>
<th>Please evaluate the student by the following criterion: (please put a tick)</th>
<th>excellent</th>
<th>good</th>
<th>satisfactory</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cooperation with management</td>
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<tr>
<td>2 Cooperation with other employees</td>
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<tr>
<td>3 Willingness to work and to learn</td>
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<tr>
<td>4 Discipline</td>
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<tr>
<td>5 Honesty</td>
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<td>6 Ethical behavior</td>
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<td>7 Ability to show initiative</td>
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<tr>
<td>8 Appearance (code of conduct meets the requirements of the organization)</td>
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<td>9 Personality</td>
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<tr>
<td>10 Motivation</td>
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<td>11 Ability to accept supervision</td>
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<tr>
<td>12 Attending the internship site by the established schedule</td>
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<td>13 Professional training prior to the internship</td>
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<tr>
<td>14 Communicable</td>
<td></td>
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<tr>
<td>15 Ability and readiness to work in this particular field</td>
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</table>

Please write down your personal opinion:
Overall evaluation of the internship:

<table>
<thead>
<tr>
<th>Please grade (percentage grade is needed, for example 84/B) _________</th>
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<tbody>
<tr>
<td>60-69 (D)</td>
</tr>
</tbody>
</table>

Would you like to have a similar student for next year internship?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, we shall consider your organization for the following years.</td>
<td>If no, would you, please, mention the reason to let us to improve it?</td>
</tr>
</tbody>
</table>

What would you additionally recommend?

By signing this Form I assure that the information appearing here is based on the student’s performance during the internship, depicts my personal opinion and is impartial.

Signature _____________________

Date (dd/mm/yy) ___________________________

Please enclose this Form in an envelope and personally submit it to the Internship Coordinator of the Agribusiness Teaching Center ONLY.

Thank you for cooperation.
APPENDIX F. DETAILED DESCRIPTION OF THE MAB PROGRAM

Master of Agribusiness is a professional degree program exclusively focused on the agribusiness sector with an emphasis on combining economic, business analysis and quantitative methods for managerial decision-making.

The goal of the MAB Program is to provide high quality graduate level education in the region concentrated on economic, business analysis and quantitative methods for managerial decision-making.

The MAB Program will:
- Provide a degree of international standard in Armenia and the region in partnership with Texas A&M University and the ASAU.
- Increase the capacity of students as future agribusiness practitioners through an emphasis on research and applied case studies.
- Expose students to real business situations through engaging visiting professors, international and local experts.
- Strengthen the existing link between industry leaders and students through field trips, summer internships, and other on-site opportunities.

The MAB Program is the only specialized graduate program in the sphere of Agribusiness Economics in the region taught in English, and providing graduate degree from the ASAU equivalent to international standards as well as a Graduate Certificate from Texas A&M University. The objective of the MAB Program is to produce scholars who are trained in the latest methods of business and economic analysis as well as will become the vanguard of problem solving in Agribusiness Economics.

The degree is supported by faculty with backgrounds in agricultural economics, applied business, food science, rural development, international trade, development, finance, international relations and a variety of experiences in industries and organizations. Most of the faculty members work closely with agribusiness and business-related firms, local companies, international projects and organizations and government structures giving real world relevance to their research and lectures.

Master of Agribusiness Program is a thesis degree developed in partnership with the Department of Agricultural Economics of the Texas A&M University. This program will continue promoting values, culture and, most importantly, academic and professional environment created by the ATC administration and academic staff who supported and encouraged development of research and education in the sphere of agribusiness and marketing on national and international levels. Overall, the MAB graduates will be prepared for challenging work and will be highly qualified for competing within employment market in Armenia.
<table>
<thead>
<tr>
<th></th>
<th>Fall (Year 1) Duration 15 weeks Starts on December 1</th>
<th>Spring (Year 1) Duration 14 weeks Starts on April 1</th>
<th>Summer Duration 5 weeks Starts on July 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>AGBU 501: Business Mathematics / 4 credits</td>
<td>AGBU 505: Econometrics for Agribusiness / 5 credits</td>
<td>AGBU 591: Professional internship / 5 credits</td>
</tr>
<tr>
<td></td>
<td>AGBU 502: Statistics for Business / 4 credits</td>
<td>AGBU 506: Accounting Concepts and Procedures / 4 credits</td>
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<tr>
<td></td>
<td>AGBU 503: Managerial Economics in Agribusiness / 4 credits</td>
<td>AGBU 507: Marketing Management / 5 credits</td>
<td></td>
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<td></td>
<td>AGBU 504: Analytical Writing / 4 credits</td>
<td>AGBU 508: Economics of Underdeveloped Rural Areas / 4 credits</td>
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<tr>
<td></td>
<td>Fall (Year 2) Duration 17 weeks Starts on September 1</td>
<td>Spring (Year 2) Duration 14 weeks Starts on January 7</td>
<td>May</td>
</tr>
<tr>
<td>Courses</td>
<td>AGBU 512: Applied Agribusiness Logistics / 6 credits</td>
<td>AGBU 509: Strategic Agribusiness Management / 6 credits</td>
<td>State Exam / 4 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AGBU 513: Financial Analysis for Agribusiness Firms / 6 credits</td>
<td>Thesis/Capstone Paper / 4 credits</td>
</tr>
<tr>
<td></td>
<td>AGBU 510: Financial Management / 6 credits</td>
<td>AGBU 515: Entrepreneurship / 6 credits</td>
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<td></td>
<td>AGBU 511: Agribusiness Analysis and Forecasting / 6 credits</td>
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</tr>
<tr>
<td></td>
<td>AGBU 514: Professional Retailing and Consumer Behavior / 6 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 90 ECTS Credits.
As of November 2010, the number of the ATC graduates is 257 (9 graduate classes), including 29 graduates from the Republic of Georgia.

191 graduates (74.3%) are currently employed in Armenia, Georgia, the Russian Federation, North and South Americas (U.S. Canada, Paraguay), Europe (Hungary, Germany, and the Netherlands); 27 of them (10.5%) simultaneously study.

Another 40 graduates (15.5%) currently pursue Master and PhD degrees in Armenia, Georgia, the U.S. and Europe.

26 ATC graduates (10.2%) are currently not employed; this group consists of those who serve in the Armenian National Army, mothers busy with childcare and some of the November 2010 graduates who are still in job interview processes.

The ATC graduates work in agribusiness sector, non-agricultural fields, banking system, and international agencies. They, in particular, occupy positions related to Project Coordination and Management: 63 graduates; Financial Analysis, Accounting and Audit: 34 graduates; Marketing Management and Analysis: 31 graduates; Banking System: 28 graduates; Self Employment: 7; Customer Service: 18 graduates; Education: 6 graduates; and Information Technologies: 4 graduates. The positions basically are as follows: financial analyst, accountant, marketing specialist, project coordinator, executive project assistant.

The salary range of the ATC graduates working in Armenia starts with 70,000-100,000 AMD monthly ($194 - $277) in the first job and reaches to 250,000 AMD ($693) in their second job or in the second position in the
same company. The average salary makes about 150,000 AMD monthly ($416), while some graduates get 350,000 AMD ($970) and more.
APPENDIX I. THE MAJOR EMPLOYER LIST

1. HSBC Bank Armenia (10 graduates)
2. Orange Armenia (7 graduates)
3. Center for Agribusiness and Rural Development (CARD) Foundation (6 graduates)
4. VivaCell MTS (5 graduates)
5. Coca-Cola HBC Armenia (4 graduates)
6. ICARE Foundation (4 graduates)
7. ACDI/VOCA/VISTAA (4 graduates)
8. SAUA (4 graduates)
9. SCDM (4 graduates)
10. ProCredit Bank Armenia CJSC (3 graduates)
11. UMCOR (3 graduates)
12. RENCO ArmEstate LLC (3 graduates)
13. ArdShinInvestBank CJSC (3 graduates)
14. ACBA Credit Agricole Bank CJSC (3 graduates)
15. Micro-Enterprise Development Charity Foundation (2 graduates)
16. INECOBANK CJSC (2 graduates)
17. U.S. Embassy in Armenia (2 graduates)
18. "Baker Tilly Armenia" CJSC (2 graduates)
19. Georgian Center for Agribusiness Development (GCAD) Foundation (2 graduates)
20. FINCA Armenia UCO (2 graduates)
21. Farm Credit Armenia UCO
22. Cascade Investments CJSC
23. U.S. Embassy in Georgia
24. RA Ministry of Agriculture
25. Hovnanyan International
26. Grand Candy JV CJSC
27. Yerevan Jur CJSC
28. PricewaterhouseCoopers
29. Avangard Motors LLC
30. Grant Thornton Amyot Armenia
31. SPAYKA
32. Nikita Mobile LLC
33. Federation of Agricultural Associations (FAA)
34. Imex Group
35. VoipShop Telecom
36. Biokat Plus LLC
37. Converse Bank CJSC
38. Star Divide CJSC
39. Mega Link LLC
40. ESCO Concern
Agribusiness Teaching Center

Evaluation Form: Course _____________ Instructor _____________

This is an unofficial unanimous evaluation form for the course and the lecturer of the course. It has a twofold purpose: provide feedback to the instructor and serve as a means for the students to express their opinion of the teacher, his way of teaching, the subject, etc. So, please, try to answer all the questions to the best of your knowledge and as honestly as you can. The comments are especially welcome.

<table>
<thead>
<tr>
<th>Please Rate Instructor According to the Characteristics and Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree/disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explanations clear</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>2. Enthusiastic about subject</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>3. Knowledgeable about subject</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>4. Stimulated independent thinking</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5. Good attitude towards class</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>6. Made course material interesting</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>7. Works hard at teaching the course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>8. Creates a comfortable and motivating atmosphere</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>9. General, all-round teaching ability</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please Rate Course According to the Characteristics and Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree/disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Course objectives were clear</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>11. Progress towards objectives satisfactory</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>12. Course intellectually challenging</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>13. Presentations/lectures well organized/prepared</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>14. Course was too difficult</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>15. The pace of the course was too fast</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>16. Course is relevant to your needs</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>17. Course is relevant to Armenia’s needs</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>18. Overall rating of the course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please Rate the Teaching Techniques of the Instructor</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree/disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Rating of the textbook</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>20. Effective use of blackboard / visual means</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>21. Efficient use of class time</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>22. Speaks clearly</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>23. Course assignments useful</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>24. Workload appropriate for level of course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>25. Examinations “fair” given nature of course</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>26. Adequate help outside class</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>27. Teacher has an interesting style of teaching</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>28. Teacher grades fairly and objectively</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

29. What did you like best about this instructor and course?
30. What did you like least about this instructor and course?

31. Additional suggestions for improving course and assisting students to learn (You can use the back side of this paper, thanks!).
“The Socio-Economic Impact of Water Well Project on the Villages”

This research study aimed at revealing the socio-economic impact of USDA MAP-constructed and reconstructed water wells in 75 villages of Armenia. At the end of the project, a number of recommendations and development strategies were provided to USDA MAP for its further irrigation development and pipeline projects. The research findings were also presented at several meetings with Millennium Challenge Corporation. Total of 55 community heads were interviewed and information on 75 water wells were collected. In addition, in-depth survey was conducted in selected regions. Statistical analyses of the obtained data were implemented, which was followed by Benefit-Cost Analysis (BCA).


“The Economic Efficiency Analysis of the USDA MAP Supported Milk Marketing Cooperatives”

This research analyzed the importance of milk marketing cooperatives to the member farmers by revealing and presenting the possible benefits that farmers would not obtain by acting on their own. Empirical results from surveying cooperative members are used to test the hypothesis that milk marketing cooperatives are beneficial for farmers utilizing their services.

A total of 120 member farmers were surveyed. The sampling plan was developed according to cost-basis approach, using the random and proportional sampling statistical method. The managers of cooperatives were also interviewed with the aim of revealing the problems and perspectives related to cooperatives. The survey instrument asked farmers to respond to a variety of questions related to their membership, the reason they became members of cooperatives, the number of their cattle before and after the cooperative activity, the proportion of income received from milk sales in their overall income, daily milk production volume, farmers’ intent to remain as a cooperative member and the like questions for the sake of uncovering to what extent coops have facilitated the achievement of those goals farmers pursued by gaining membership to coops. Based on our findings certain recommendations are made to extend the cooperative activity over other aspects of agricultural field.


“Rural Credit Institutions in Armenia: Credit Clubs”

This research project aimed at studying the rural credit and finance situation and challenges in Armenian agriculture with special emphasis on the development of the specialized credit institutions, particularly credit cooperatives. The study reviews and analyzes the outcomes of the Agricultural Credit Club Program implemented by the US Department of Agriculture Marketing Assistance Program (USDA MAP) and now being administered by the Center for Agribusiness and Rural Development (CARD). Currently CARD has 50 Credit Clubs operating in 10 regions of Armenia. The study identified the attitudes and perceptions of member farmers relating to the level of interest rates and access to credit. The findings in this regard provided clear indications of the challenge facing the improvement or even development of rural financial markets and agricultural credit institutions from the demand side of agricultural credits.

The survey instrument contained questions on farmer attitudes, beliefs and perceptions, performance evaluation and intention to stay with credit club, questions measuring the familiarity with and understanding the concept of
credit club. A series of choices ranging from “very well” or “agree” to “very bad” or “disagree” were presented to the member respondents.

The collected data was analyzed using frequencies, cross tabulations and Likert-type scale analysis. A total of 55 credit club members were surveyed representing around 16 credit clubs from 9 provinces of Armenia.


“Market Assessment and Development for Organically Grown Produce”

The main objectives of this research project were to conduct market assessment for organically grown produce in Yerevan and define strategies for future development of the sector. The study has been broken down into several secondary objectives: determine the level of knowledge about organic products in Armenia, analyze potential consumers’ attitudes towards organic foods, reveal the critical aspects that distinguish organic products, determine the shopping habits of potential customers and determine the criteria which support or discourage the consumption of organic products.

The survey questionnaires contained questions on consumer behaviors, attitudes, perception about organically grown produce, mainly fruits and vegetables, questions measuring the familiarity and understanding the concept of “Organic Produce.”

The study focused on the potential Armenian consumer of organic produce and empirically evaluated which demographic characteristics cause consumers to be more willing-to-pay for organically grown produce in Armenia. The likelihood of paying a premium for organic produce was also evaluated.

The sampling plan was developed according to Cost-Basis Approach, using the Purposive Sampling (Lincoln and Cuba, 1985), aiming at selecting sectors and people from whom the most could be learnt. The target area was restricted to the downtown of the capital. Out of 117 surveys, Person-Administered Interviews were carried out with 107 employees of international organizations, foundations, international programs and projects who are considered high income and high-educated people.


“Conducting assessment in the commercial poultry sector supply chain”

The research project had an objective to reveal the realistic picture of the current situation and long term implications for the commercial poultry sector supply chain. The study provided guidance on priority action to provide relevant information on Avian Flu to the public and to assist the poultry sector in remaining competitive and profitable.

“The Socio-Economic Impact of the Avian Influenza Panic on the Poultry Chain of Armenia”

The objective of this study was to provide specialized technical assistance to DAI ASME project team with a realistic picture of the current situation and long term implications for the commercial poultry chain actors and supporters. The study compared the main findings with the results of the previous study entitled “Conducting assessment in the commercial poultry sector supply chain” conducted again by the ICARE in February 2006.
The research team collected both qualitative and quantitative data through surveys, focus group discussions, in-depth and expert interviews, and market observations in Armenia.

The following is the **methodology** the ICARE Agribusiness Research Group used during the research study.

**Face-To-Face interviews with consumers.** This part of the study aimed at investigating the current knowledge, attitudes, practices (KAP) and expectations of consumers. Face-to-face on-site intercept personal interviews were conducted with household food purchase decision makers in the supermarkets, convenience stores, and open air markets in Yerevan (300), Gyumri (100), Goris (51), Gavar (51) and Berd (50). A total of 552 completed questionnaires were collected. The sampling plan was based on geographical and retail positioning as well as income distribution criteria. The collected data was assessed and analyzed to identify key indicators and issues to explain the socio-economic implications of Avian Influenza panic in Armenia.

A **Focus group discussion** was organized before starting the surveys. The focus group consisted of 10 persons, who were the decision-makers on food purchasing in their households. The focus group participants were classified as decision-makers and poultry product users who for some period stopped using them. The purpose of the focus group was to understand the main reasons why they stopped and why they are using poultry products currently.

**Face-To-Face interviews with farmers.** The goal of this section was to investigate the economic and social impact of the Avian Influenza panic on rural communities of Armenia. The farmer questionnaire was updated by the ICARE research team, and the data collection was done by both ICARE survey team and the RBSCs. Total of 300 farmers from 5 regions in Armenia (Ararat, Gegharkunik, Shirak, Syunik, and Tavoush) had participated in the KAP (knowledge, attitude, and practice) survey organized in June 2006. Data was analyzed by ATC and DAI specialists.

**Vet Survey.** This section aimed at investigating knowledge, attitude and practices of community veterinarians regarding Avian Influenza. It also revealed their preparedness, technological capacity and urgent needs. The data were collected from 43 community veterinarians through face-to-face surveys, focus group discussions (4 focus groups in different regions), as well as individual in-depth professional interviews (4 community veterinaries and 4 regional inspectors). The research was prepared and conducted by ICARE vet experts.

**Market observation and short interviews.** A series of observations along with short interviews have been conducted in the open-air bird markets, Cafe/Restaurants, food outlets, retail stores, and supermarkets. These observations and short interviews helped the research team find out the current situation in these markets during the last 6 months, as well as current knowledge and attitudes of consumers/sellers towards poultry products.

**In-depth interviews.** Eleven in-depth interviews were conducted to have a thorough understanding of the rest of the poultry chain and the degree of involvement of government, international organizations and NGOs in the Avian Influenza issues. The key representatives or owners of three supermarkets and large stores were interviewed about their general perceptions and attitudes regarding Avian Influenza outbreak and the current situation in their businesses after the bird flu panic among the consumers. The representatives or key related experts of three poultry operators, international organizations, a poultry importer and the Ministry of Agriculture were interviewed to find out their knowledge and perception of the above-mentioned disease, the current sanitation procedures they use, internal rules for employees, information campaign, veterinary services, and appropriate trainings, as well as actions they take towards dropping sales, inventory surpluses and imported supplements or feeds, and the economic impact on poultry importers.

Conclusions based upon the study are drawn and relevant recommendations are made for changing the current system in the poultry industry.
“Baseline Study Survey for the Armenian Food Safety System Project”

The objective of this study was to provide specialized technical assistance to USDA FAS and CARD Food Safety team in the scope of the Armenian Food Safety System Project.

The ATC Research Group collected both qualitative and quantitative data through face-to-face interviews and observation. Data was analyzed using STATA and SPSS.

A total of 200 consumers have been interviewed. Consumer interviews were conducted in three urban centers: Yerevan (Capital), Gyumri (North) and Goris (South). The consumer sample was formulated based on statistical proportional method. The sample was the following: Yerevan - 170 respondents, Gyumri - 25 respondents and Goris – 5 respondents. In Yerevan the interview process took place in the following locations: 1) Main supermarkets - Yeritsyan 17, Star 17 2) Main farmer markets in: Bangladesh 17, Masiv 17, Mashtots 17, Zeytun 17, 3) Large convenient stores - Lia 17, Virginia 17, Yerrord Mas 17, and Karap 17.

About 50 livestock production/harvesting operations were identified from 7 marzes in Armenia and from each 2 representatives (farm manager and an employee/assistant) were interviewed. A total of 100 interviews have been conducted. The following were the marzes where farmers identified: Ararat - seafood, Gegharkunik - seafood, dairy, Aragatsotn – meat, dairy, poultry, Lori – dairy, meat, Shirak - meat, dairy, Tavush – meat, dairy, pig, Kotayk – dairy, meat. Commodity sampling was done proportionally, based on the mentioned categories and the availability.

Person-Administered interviews were conducted with Government/regulatory agencies (1) and Universities (2). A total of 45 interviews were conducted.

Twenty five restaurants were identified in the above-mentioned 3 urban centers with the following distribution: Yerevan 18, Gyumri 5, Goris 2. The level of popularity and customer holding capacity factors was used as selection criteria. A total of 50 restaurant managers/owners and staff were interviewed.

Four supermarkets (Yeritsyan, Star, Bariq, SAS) in Yerevan and 2 in Gyumri (Adana, Tartu) were selected to interview the owners and staff. The number of food retail/sales outlets in Yerevan, Gyumri and Goris were 12, 5, 2 respectively. A total of 50 representatives of stores/retail/supermarkets were surveyed.

About 43 processors (dairy, meat, seafood, and cannery) have been identified and from each 2 representatives (manager, technical specialist) were interviewed. A total of 86 people were interviewed.

“Severe Weather Warning Survey”

The ICARE Foundation was commissioned to undertake a public opinion survey on Severe Weather Warnings in partnership with the Armenian State Hydrometeorological and Monitoring Service (Armstatehydromet) and in consultation with the World Bank Country Office in Armenia.

The aims of the survey were as follows:

To measure the publics’ awareness, knowledge and perceptions of the Armstatehydromet particularly in Yerevan and in rural areas.

To explore the effectiveness of Armstatehydromet’s services with concentration on Severe Weather Warnings.

To understand how people access the weather forecast information as well as the severe weather warnings and how they react to the severe warnings.
To reveal the differences between the forecasts transmitted by Armstatehydromet and the forecast information received and understood by citizens.

To evaluate the reactions to new ways for presenting severe weather warnings.

ICARE selected 12 settlements (4 sets with three settlements) plus Yerevan, the Capital, according to the TOR. Total number of people surveyed in Yerevan was 200, so it was decided to survey 588 people (88 additional respondents) in order to have about 34% representation in the total sample. The remaining 388 respondents have been surveyed in the rural towns and villages using appropriate proportions for rural and urban. Thus, 212 people were surveyed in the villages and 176 people urban areas (rural towns). The following is the actual sample for rural survey. The ICARE was able to conduct surveys in 3 marzes: Shirak, Aragatsotn and Gegharkunik. The Severe Weather Warnings issued by Armstatehydromet actually covered all Armenia and it was decided to conduct the field work in 4 villages and 3 towns of 3 marzes to get as much coverage as possible.

Data was analyzed using STATA, Excel and SPSS software.


“Backyard Poultry Farmer Survey”

The ICARE Agribusiness Research Group was commissioned to undertake a backyard poultry farmer survey in partnership with the Agricultural Reforms Support Program PIU and World Bank Yerevan Office in the scope of the Avian Influenza Preparedness Project (AIPP CS-07-217). The main objective of the study was to assess the probability of risk marz poultry owners (Arnavir, Ararat, Shirak, and Gegharkunik) of reporting disease incidents to a community or Veterinary State Inspectorate veterinarian. Data also was collected on flock makeup, origin of the birds, housing and water supply, movements, reasons for keeping poultry, sales or trading, disposal of carcasses and contact with wild birds and other animals.

A total of 200 randomly selected farmers with backyard poultry have been surveyed in 20 rural communities. The Agribusiness Research Group experts adapted the participatory epidemiology techniques, reviewed the questionnaire and developed a plan for survey timing. The survey was conducted in 4 days. Collected data was analyzed using SPSS software. A database was prepared in English and in Microsoft Access.

Teaching and Learning Technologies and Student Success in Agricultural Higher Education of Armenia

The objectives of this research were to: Reveal current understanding of student success in the Armenian State Agrarian University. Show the current level of teaching and learning technologies in the ASAU. Clarify the issues involved in student success in Armenian higher education. Reveal the problems that educators face in adopting new teaching and learning technologies.

The research was based on survey. The student and faculty surveys rounded out the picture of academic success and the role of technology in teaching and learning. Total of 100 faculty members and 300 students from the aforementioned institutions were surveyed. Faculty surveys showed what number of tools they use to measure student success. The study broke down student success into specific teaching objectives and ranking them, then revealed what resources agricultural higher educational institutions provide to encourage student success, e.g. existence and usage of computer lab, access to computer technology, library services, e-learning activities, etc. The study also revealed the rating activities in terms of their importance in achieving student success objectives: course preparation activities, training and professional development, and the use of web-based technology. The research study discussed some tools to measure student success, which is another important issue for education...
administrators. The research aimed at revealing the effective university or institutional resources that encourage success and is the most effective for students.


**Casualty Analysis of Rural Women’s Participation within the Federation of Agricultural Associations**

The project analyzed the current problems of women’s participation and representation in FAA, identified areas and mechanisms facilitating advancement of women which need continued strengthening in terms of the structure of FAA, and outlined an action plan on promotion of equal rights within FAA.

Full study can be downloaded at [http://www.icare.am/publications/gender_07.pdf](http://www.icare.am/publications/gender_07.pdf)

**Sustainability of Agricultural Production in Armenia – analysis of the current situation and improvements through farm advice and facilitation of policy action to adapt framework conditions using the RISE (Response Inducing Sustainability Evaluation)**

The research project aims at introducing the RISE evaluation tool into Armenian agriculture as a sustainability assessment and management tool for farmers and decision makers to help overcome the difficulties Armenia faces due to the transition period. RISE can fulfill the necessary requirements through a unique combination of research, extension and education.

Overall Goal: **Improve the sustainability of agricultural production in Armenia.**

Project Objective: **Identify potentials (strengths) and weaknesses (bottlenecks) of the sustainability of agricultural production in Armenia through extensive RISE assessments, and improve the situation through direct advice at farm level and by providing a sound basis for decision-making towards framework conditions fostering sustainable production in Armenian agriculture.**

In the scope of the project 200 farmers from 4 marzes of Armenia have been interviewed using RISE model.

The introduction of RISE to Armenia aims at substantially contributing to a sustainable production of agricultural goods in Armenia covering economic, ecologic and social aspects. The RISE methodology was customized to Armenian conditions and tested on different (typical) farm types. An Armenian "RISE hub" (competence center) was established at the Agribusiness Teaching Center (ATC), promoting the idea of sustainable agricultural production and providing the infrastructure for modern agricultural research to enhance professional qualification. The information gathered through a widespread assessment provides insight into possible adaptations of the framework conditions to accelerate and improve the transition period putting an emphasis on sustainable use of natural resources (Energy, Water, Soil, Biodiversity), management of Emission Potential, Plant Protection, and Waste: Economic Stability and Efficiency, the effect on the Local Economy, as well as the Social Security and Working Conditions.

The international network provided by the RISE platform will further strengthen the competitiveness of the scientists, the ATC and its partners as well as the Armenian agriculture in general.

More information on project and RISE model can be found at [http://www.icare.am/publications/rise.pdf](http://www.icare.am/publications/rise.pdf)
Consultancy for improvement of milk collection and marketing process and governance procedures by milk producers marketing cooperatives in Sisian area

To improve the processes of milk collection, organization and management of milk marketing by milk producers marketing cooperatives in Sisian area, the International Center for Agribusiness Research and Education (ICARE) contracted by ACH started a series of consultancies and training sessions during September – December 2009 for the management, board and members of Tolors, Shaghat, Akhlatyan and Lor milk producing consumer cooperatives. Total of 1 training course was conducted for members of cooperatives and 6 training courses for management/board. In addition, a two-day meeting was organized with chairpersons of the cooperatives in Yerevan, which coincided with the workshop conducted by a consultant and entitled “Strengthening of Organizational capacity of Agricultural Associations” participated by chairpersons of the milk producing marketing cooperatives from Sisian area.

The following topics have been covered: “Rights and responsibilities of members, General Meeting, board, and the chairpersons of cooperatives”, “Some ways to increase incomes of milk consumer cooperatives”, “Working out development projects and assessment of their efficiency”, “The role of production and usage of silage in improvement of dairy production”, “The role of milk consumer cooperatives in the milk producing process in Armenia”, “The idea of association or federation of milk producing marketing cooperatives, applying the existing experience in Armenia (Federation of Agricultural Associations, Union of Legal Entities) and worldwide (Russia, Sweden, Latvia, the U.S.), “The provisions of model bylaws for cooperatives.

“Empowering Rural Women of Shirak Marz”

The project was designed to create an effective environment enabling inclusion and strengthening of rural women’s community participation and development of women enterprises and entrepreneurship. The project aimed at reaching to the required results via a) establishing Women Initiative groups, b) conducting capacity-building trainings and roundtable discussions on gender awareness, women rights, women’s leadership, business communication as well as practical skills enabling women’s community participation, c) developing training materials on gender issues, gender mainstreaming and rural entrepreneurship, d) providing information dissemination activities on national and international mechanisms and instruments of promotion of Women’s Rights.

Four Women Initiative Groups (WIG) in four villages of Shirak marz - Nor Kyanq, Akhuryan, Dzorakap and Voghji - have been established. Seminars and workshops for each group in each village have been organized. Issues related to human rights, women’s rights in Armenia in comparison with Armenian and international best practices, gender equality and related instruments were discussed during the seminars. The participants of WIG were introduced to the principles of cooperatives and the prime cost calculation methods in agricultural transactions. The number of participants was different in each period as the number of each group grew by the time of our project. There were more and more interested women in villages that joined the core participants in groups. There were 26 participants in Voghji, 24 participants in Nor Kyanq, 25 in Akhuryan and 23 in Dzorakap. New contacts were made with women leaders in each village as well as with the heads of village authorities that were ready to support the WIG in their villages. Total of 98 women have participated in project activities and were trained on the topics mentioned above.
Rapid Assessment of Existing Value Chains with Growth Potential in Kapan Area

The objective of this assessment is to identify existing value chains in Kapan area which have the highest potential of growth and recommend on concrete interventions that WVA can implement in order to expand the market for a specific product through better collaboration of market chain actors aimed at improving the livelihoods of the poor.

Within the scope of this assessment the ICARE research team conducted participatory, action–oriented diagnostic with mini-interviews and mapping workshops to identify what’s going on within a selected market or a sector, investigate what Kapan area could best produce for pro-poor benefits and for improving the livelihoods of the poor, especially the women, identify the core competences of local firms, suggest on the concrete steps to promote collaboration between the local stakeholders within the analyzed value chains.

Assessment of the economic and social impact of unsustainable forest practices and illegal logging on rural population of Armenia

Within the Program entitled: “Improving Forest Law Enforcement and Governance (FLEG) in the European Neighborhood Policy East Countries and Russia”

The objectives of the surveys are to provide up to date data of the extent and scale of illegal logging in Armenia and to identify the key drivers, behind the illegal logging activities. The outputs of the survey will be used to support the development of policy and programme recommendations, to be presented to the FLEG working group, in the first quarter of 2011. In addition, the survey will be used to target the IUCN pilot programmes for poverty alleviation and alternative incomes in communities in close proximity to the forest area. The surveys will cover households in communities within a 10km radius of the forest and sawmills.

ICARE closely collaborated with the Illegal Logging (Emily Fripp) and the PE/PSIA (Nils Junge) international consultants (working with the World Bank). As the result of the study, small scale projects will be implemented in the selected communities.

The projects will strengthen local capacity for improving rural livelihood development through sustainable consumption of forest products (timber/non timber) which will reduce pressure on forest resources.
Education

**Academic Training**

**Certificate Program**
February – August, 2003. **University of Guelph, Ontario**
Canada. Ontario Agricultural College, Department of Agricultural Economics and Business.

**Post Doc**

**PhD in Economics**
Post-Graduate Studies, 1999-2002, Department of Theory of Economics, Yerevan State Institute of Economics, Yerevan, RA

**Academic Training**

**Diploma**
1994-1999, World Economics, Department of General Economics, Yerevan State Institute of Economics, Yerevan, RA.

**Experience**

**Adjunct Associate Professor**
February 2010 – Present, Department of Agricultural Economics, Texas A&M University, USA.

**Director, Lecturer, Researcher**
June 2007 – Present, International Center for Agribusiness Research and Education (ICARE), Armenian NGO, founded by Texas A&M University, USA.

**Head of the Agribusiness Research Group**
Lecturing at Agribusiness Teaching Center / Agribusiness Department of the Armenian State Agrarian University and ICARE (in English) - Financial Management (ECTS 5 credit), Financial Analysis: Case Course (ECTS 5 credit), Entrepreneurship (ECTS 4 credit),

**Research** – Coordinating research activities of the Agribusiness Research Group, participation in local and regional research projects.

**Head of the Department Docent**
November 2007 – Present, Agribusiness Department, Armenian State Agrarian University, Yerevan, Armenia.

Responsible for curriculum development, class schedules, hiring relevant teachers and researchers, conducting faculty meetings. Participating in the Scientific Council Meetings of the Armenian State Agrarian University.
Senior Consultant


Providing consultations to the FAA President, Board, Executive Director and Department Managers on program development, fund raising, project management, project budgeting, monitoring and evaluations, training and research, financial auditing, etc.

Supervised and assisted the preparation of the following winning proposals:

- “Organizational Strengthening of FAA Member Farmers’ Organizations” – 54,450 EUR, granted by Agriterra (January – December 2008)
- “Enhancing the Organizational and Technical Capacity of the FAA and its Member FOs” – 183,000 EUR, granted by Agriterra (for the period of January 2009 – December 2010)
- “Organizational Strengthening of Fruit and Vegetable Producer Organizations in Armenia” - 49,627 EUR, granted by NUFFIC and implemented by the Wageningen International (September 2008 – November 2009)

GRAND TOTAL - 378,247 Euro

Consultant/Trainer

September 2009 – January 2010, Consultancy Project

“Consultancy for improvement of milk collection and marketing process and governance procedures by milk producers marketing cooperatives in Sisian area” - Funded by ACH.

Team Leader

Primary Research Investigator

August 2009 – November 2009, Research Project.

“Impacts of the Global Financial and Economic Crisis on the Agro-Food Sector of Central and Eastern European and Central Asian Countries: Evidence from Armenia” - Funded by the FAO.

Technical Reviewer

Grant Projects


Reviewing and evaluating the financial sections and effectiveness of the submitted grant project applications.

Team Leader


Sustainability of agricultural production in Armenia – Analysis of the current situation and improvements through farm advice and the facilitation of policy action to adapt framework conditions using the RISE (Response-Inducing Sustainability Evaluation) model.
Deputy Director
Lecturer, Researcher
Head of the Agribusiness Research Group

April 2005 – May 2007, International Center for Agribusiness Research and Education (ICARE), Armenian NGO, founded by Texas A&M, which pursues charitable, social, scientific, educational, environmental and other generally useful purposes.

Agribusiness Teaching Center – Agribusiness Department, Armenian State Agrarian University and ICARE

Lecturing (in English) - Financial Management, Financial Analysis, Agribusiness Entrepreneurship,
Research – Coordinating research activities of the Agribusiness Research Group, participation in local and regional research projects.

Team Leader
Primary Research Investigator

“Backyard Poultry Farmer Survey” - The main objective of the study was to assess the probability of risk marz poultry owners of reporting disease incidents to a community or Veterinary State Inspectorate veterinarian. Funded by the World Bank PIU.

Researcher

April 2005 – March 2007, Armenian Team Member.
“Supporting the International Development of the NIS Agricultural Sector” – joint research project between University of Plymouth, UK, Katholieke Universiteit Leuven, Belgium, Agricultural Academy of Armenia, Institute of Management and Rural Development, Moldova, Dnepropetrovsk University of Economics and Law, Ukraine. The project was funded by INTAS.

Research Team Leader
Primary Research Investigator

Severe Weather Warning Study – Armenia, funded by the World Bank.

Project Coordinator

Baseline Study for Armenian Food safety System Program. Funded by USDA FAS through CARD.

Project Coordinator,
Primary Research Investigator

June 2006 – July 2006, Research Project
“The Socio-Economic circumstances and impacts of the Avian Influenza panic on the Poultry Chain Actors”. Funded by DAI.

Researcher

February 2006 – March 2006, Research Project
“Conducting assessment in the commercial poultry sector supply chain”. Funded by DAI ASME.

Primary Research Investigator

December 2005 – January 2006, Research project entitled
“Market Assessment and Development for Organically Grown Produce”, funded by SHEN NGO.

Instructor, Researcher, Advisor

Agribusiness Teaching Center (Collaborative project between Texas A&M University, USDA MAP and Armenian Agricultural Academy), Yerevan, Armenia

Lecturing (in English) – Introduction to Agricultural Economics, Financial Management in Agriculture, Financial Analysis, Agribusiness Entrepreneurship,
Researcher – Participation in local and regional research projects,

Primary Research Investigator

December 2003 - September 2004, Research project entitled “The Impact Assessment of the “Village Wells”, funded by USDA MAP.


Primary Research Investigator March - December 2002, Research project entitled “The Socio-Economic Impact of Village Wells Project on the Villages”, project funded by USDA MAP and FARA.

Trainings, Fellowships

United Nations Institute for Training and Research (UNITAR), UNEP, UNCTAD. Certificate of Completion of the online course on “Successful Organic Production and Export”, from November 2 to 27, 2009.


Fellowship to participate in the Marie Curie Summer School on Agrarian Reform and Rural Development – Changes in Institutions and Organizations, Communication and Governance Structures, hosted by Corvinus University Budapest, Hungary, from July 21-30, 2007.


Fellowship to participate in the XXII International Cooperative Alliance Cooperative Research Conference, hosted by the National Cooperative Association (GNC) France, from 19th to 22nd October, 2006 and present the papers entitled “The Role of Producer-Owned Cooperatives in Dairy Supply Chain: Evidence from Armenia” and “The Cooperative Enterprise Model in Armenia: Case Study of The Federation of Agricultural Associations”.


The Fifth Autumn School and Graduate Seminar entitled “Theories and Practices on Rural Research” which was held on 14-21 September, Lodz, Poland. Organized by the University of Łódź, the Finnish Centre for Russian and East European Studies, Czech Agricultural University Prague.

Fellowship to participate in the XXI International Cooperative Alliance Cooperative Research Conference, hosted by the Center for Cooperative Studies, University College Cork, Ireland, from 11th to 14th August, 2005 and present the paper entitled “Rural Credit Institutions in Armenia: Credit Clubs”.

 Academic Honors and Awards

- **Certificate of Completion** – Course of training in “Leadership and Educational Administration”, June 13 – June 27, 2008. Department of Agricultural Economics, Texas A&M University, USA.

- **Certificate of Docent** – Awarded by the Scientific Council of the Armenian State Agrarian University and approved by the Supreme Qualifying Committee of the Republic of Armenia (# 01556, December 14, 2007).

- **Certificate of Completion** – Course of training in the programs of finance/risk management and agribusiness, February 8 – August 8, 2003. International Program on Economics, Agribusiness and Management through the University of Guelph, Ontario, Canada

- **Certificate of Appreciation - from John Evans, US Ambassador Extraordinary and Plenipotentiary to Armenia, “In Recognition of hard work, professionalism and extraordinary dedication during the service to USDA MAP.”** March 18, 2005.

- **Certificate of Appreciation and Monetary Award – from John Ordway, US Ambassador Extraordinary and Plenipotentiary to Armenia and USDA, “For superb work at the Agribusiness Teaching Center and remarkable efforts in advising and assisting the ATC students.”** Dec 2, 2002.

Publications


Working Papers


Paper/Poster Presentations


Membership

- International Food and Agribusiness Management Association (IAMA)
- International Association of Agricultural Economists (IAAE)
- European Association of Agricultural Economists (EAAE)
- European Research Network on Agricultural Cooperatives (ERNAC) – Liaison Scientific Officer for Armenia
- International Cooperative Alliance Research Committee (ICA RC)
Editorial Board of the “Agroscience” Journal – Armenia
Board of Trustees – Georgian Center for Agribusiness Development (GCAD), Tbilisi, Georgia
Investment Committee – Fund for Rural and Economic Development of Armenia (FREDA)
Young Professionals’ Platform for Agricultural Research for Development (YPARD)

Language Skills
- Armenian – native
- English – fluent
- Russian – fluent

Computer Skills
Microsoft Word, Excel, Power Point, Quick Books, PhSTAT, SPSS.

Farming: 12 hectares of wheat, barley and 0.3 ha of apples.

Date of Birth – November 1, 1977
Dr. ARMEN A. ASATRYAN

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Phone: (direct) +(37410) 63 28 61
Phone: (mobile) +(37494) 67 20 69

Dr. Armen Asatryan, brings 14 years of practical experience in economic research, extension, and livelihood development in 7 countries including the USA, Central Asia and Caucasus Regions. Positions held include regional director, director of operations, principal research investigator, and project coordinator. The primary work focus has been towards food security development in general; supported by practical on the ground experience in participatory value-added market lead development, livelihood systems approach, consortium project management, human resource improvement, and rural development planning in subsistence based farming areas. This is complemented by a wide range of technical disciplines such as crop improvement, especially basic grains and horticulture (production and marketing), livestock health, natural resource based farming, farmer lead research planning, agriculture economics, and community outreach.

Dr. Asatryan has strong project management experience, including supervising remote field offices, covers all steps in the project cycle. Experience has been gathered while working in a multi-cultural environment for a wide range of organizations including the Congressional Budget Office’s VISTAA and the Armenian Technology Group (ATG), USDA’s Marketing Assistance Project in Armenia, and USAID contractors Development Alternatives Incorporated (DAI) and Winrock International.

Dr Asatryan has been exposed to teaching, research and extension in various settings and, with his extensive experience of having lived and worked in the Caucasus and Central Asia regions, he has a good grasp of the type of system that has the greatest potential to work. He also spent several years on the Texas A&M University campus, the home of one of the most highly recognized agricultural extension systems in the United States.

PROFESSIONAL EXPERIENCE

Name of Project: Agribusiness Teaching Center, Armenian State Agrarian University
Years: December, 2010 – Current
Position held: Head of the Master of Agribusiness Program (MAB)
Location: Yerevan, Armenia
Activities performed:
✓ Duties include providing for student and faculty success by developing innovative programs and increasing support for the scholarly and creative activities of MAB faculty members. The Agribusiness Teaching Center is a joint program implemented by the partnership of the governments of Armenia and USA and is technically supported by the Texas A&M University.

Name of Project: Armenian Information Technologies (IT) Industry Research
Years: July – August 2010
Client: Development Alternatives Incorporation (DAI)
Position held: Individual Consultant
Location: Yerevan, Armenia
Activities performed:
✓ Analyzed IT industry in Armenia and helped to develop strategy for USAID’s Enterprise Development and Market Competitiveness (EDMC) program proposal.

Name of Project: USAID-funded Stamping Out Pandemic and Avian Influenza (STOP AI) Project
Years: May 2008 – June 2010
Client: USAID
Position held: Director for Central Asia Region (CAR)
Location: Bishkek, Kyrgyz Republic
Activities performed:
✓ Directed the daily operations of a 2 year 3 million dollar 10 person regional staff food security risk management project, implemented by DAI/Winrock International partnership, aimed at enhancing the capacity of the governments of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan and local commercial poultry operations to prevent and respond to Avian Influenza.
✓ Designed the projects plan of operations including establishing technical advisory groups in the 5 participating countries.
✓ Acted as liaison between the local governments and poultry industry, which eventually turned into industry led public private partnerships.
Oversaw the design and directed four regional Training of Trainers programs focused on practical aspects of Surveillance, Biosecurity, and Outbreak Response related to AI virus and included comprehensive simulation and field activities. Poultry industry biosecurity component package was focused on biosecurity-profitability causal linkage to ensure the sustainability of project.

Trained, in collaboration with variety of the World Bank, FAO, and WHO and local NGOs, more than 2,500 veterinary and health specialists including 63 Master Trainers in the CAR region at national, province, and district levels.

Prepared detailed guidelines and evaluation criteria for the development of local-level demand driven inter-agency response plan for zoonitic diseases. Provided direct technical assistance to the republican and province level Inter-Agency Task Forces of Kazakhstan and Kyrgyzstan to develop and defend their plans (which also included detail epidemiological maps and material and human resource calculations specific to their regions).

The master trainers continue close professional network among them providing technical assistance for the local governments and the other donor programs in the region.

Developed a number of press releases and success stories that were published on the USAID site. Prepared numerous debriefings to USAID and presentations for regional conferences.

Prepared the final project report. AID project indicators were met or exceeded ahead of schedule.

Name of Project: USAID-funded AI Project
Years: 2006-2007
Client: USAID
Position held: Avian Influenza Project Coordinator
Location: Yerevan, Republic of Armenia
Activities performed:
- Led a 1 year 2.2 million dollar USAID-funded food security risk management Avian Influenza prevention project implemented by DAI Inc. in Armenia.
- Directly supervised 2 technical specialists at project headquarters.
- Designed and implemented two nationwide field surveys to provide baseline information for the startup of the project.
- Provided consulting government officials to increase their awareness about AI specifics and reduce overreaction associated with AI.

By the end of the one and half year effort the Government of Armenia had gone from no formal program for combating Avian Influenza to a comprehensive national emergency plan. Highlights:
- Over 1,500 trained community based human and animal health specialists;
- Tested national communication system;
- Improved bio-security practices in the poultry industry; central laboratory staff fully trained and lab equipped, etc.

USAID and the World Bank used the Armenia AI project as a model for other countries in the region.

Name of Project: USAID-funded Evaluation of US Government Agriculture Sector Activities in Armenia
Years: 2006 April/May
Client: USAID
Position held: Agricultural Livelihoods Consultant
Location: Yerevan, Republic of Armenia
Activities performed:
- Served as the livelihood adviser for an assessment team aimed at analyzing USG assistance to Armenian agriculture and agribusiness in terms of effectiveness, sustainability and market impact.
- Designed and implemented the evaluating and analyzing activity indicators for USG policy and projects related to agriculture, assisted in reporting main findings, provided recommendations for the future policy direction of the USG programs of Agricultural assistance to Armenia.

The following is the link of the final report:

Name of Project: Sustainable Rural Community Development Project
Years: 2004-2005
Clients: US State Department and Armenian Diaspora
Position held: Director of Operations
**Location:** Yerevan, Republic of Armenia  
**Activities performed:**

- Directed ATG’s Armenia’s multimillion dollar project designed to enhance the food security of low income farming communities Armenia and Karabagh.
- Managed a variety of operations including a field staff team of more than agricultural 20 specialists. The aim was to work with poor farmers to improve and stabilized their food security through improved production and post harvest management. This was achieved through building on their existing farming system with facilitation of access to better technologies and farming inputs. The projects ranged from income generating grape vine rootstock to high quality grain seed production for household consumption.
- Revitalized the local Seed Producers Support Association to ensure that Armenia got a sustainable supply of high quality certified seeds to the local market.
- Assesses the potential of establishing sustainable win-win linkages between the Seed Producers Support Association and other agricultural unions, including the Water Users Associations, in Armenia.
- Enhanced collaboration between ATG and the donor community (including USDA, ACDI/VOCA, DAI, etc.) supporting agribusiness development in Armenia to expand the outreach of our projects.
- The main achievements were: boosting grain cultivation of Armenia by providing new class of private farmers with high-quality seed and developed sustainable agricultural communities. Today, about 40 percent of the wheat seed sown in Armenia is generated through, or originates from, ATG's Seed Multiplication Program.
- The Ministry of Agriculture of Armenia now uses ATG as a main advisory group on policy issues ranging from environmental and sustainability challenges such as soil erosion, ground water pollution, and drought protection via adopting new technologies (zero till farming) and field management system.

**Research Assistant, Texas A&M University, College Station, TX** (September 1999-December 2003).  
Received funding from United States Department of Agriculture (USDA) for obtaining PhD degree in Texas A&M University- one of the leading US Universities in the field of Agriculture and Mechanization. Successfully completed required credits at the school and took a number of non-required courses from the departments of Mathematic, Computer Science, Statistics, Sociology, Finance, and Marketing. Analyzed the U.S. meat industry by combining the economic theory with data mining tools. Created and empirically tested a three-step sample selection adjustment model to account for zero consumption in the demand system. Within the framework of the model have conducted the following activities:
- extracted knowledge about key socio demographic, attitudinal, health, and nutritional drivers affecting the decision to eat and the actual intake of the pork products and the effects of price changes on the consumption of the pork products,
- prepared numerous presentations to the National Pork Board,
- successfully defended the dissertation based on proven, tested, and applied innovations in econometric analysis.

**Director of USDA Marketing Demonstration Center in the City of Gyumri, Armenia, USDA Marketing Assistance Project (MAP)** (November 1997–August 1999).  
USAD MAP was a multimillion dollar long term program assisting Armenian food industry in improving marketing activities and providing loans for expansion. I was responsible for managing MAP’s operations in the North-West of the country. Specific activities included the following:
- Evaluated the business potential of the local agribusinesses and provided technical and managerial assistance to them to improve production, processing, and marketing of agricultural products.
- Provided guidance to the local producers and current borrowers of USDA-funded monies in Armenia in entering the regional markets.
- Provided technical assistance in development business and marketing plans to our client agribusiness enterprises.

The main achievements of the project were: improved dairy herd health, nutrition, and breeding; increased food health and safety through improved cleaning and sanitation procedures; variety of new products developed, often for import substitution; increased fruit and vegetable, dairy, and meat production; a number of milk and meet processing technology transfers to local agribusinesses; etc.


**RESEARCH AND TEACHING**
Lecturer: Principles of Macroeconomics, Agribusiness Teaching Center of the Armenian State Agrarian University, Yerevan (September 2010-Current).
Designed and developed a teaching module based on the agricultural and food safety policies and policy instruments applied in the world in the last two centuries. Teach the course to the group of 32 senior level undergraduate students from Armenia and Georgia.

Lecturer: Agricultural Policy, Agribusiness Teaching Center of the Armenian State Agrarian University, Yerevan (February 2008-May 2008).
Designed and developed a teaching module based on the agricultural and food safety policies and policy instruments applied in the world in the last two centuries. Special attention is given to the Armenian agricultural policies and its relations with its neighbors as well as with the World Trade Organization (WTO), FAO, USA, and EC. Taught the course to the group of 35 senior level undergraduate students from Armenia, Georgia, and the Netherlands.

Lecturer: Agricultural Price Analysis, Agribusiness Teaching Center of the Armenian State Agrarian University, Yerevan (September 2007-December 2007).
Developed a teaching module based on econometrics and applied economics specifically designed for the local environment. Taught the course to the group of 35 senior level undergraduate students from Armenia and Georgia.

Designed an input-output model to assess the magnitude of existing relationships in the IT sector of Armenia. Based on the experience of the countries with similar economic indicators and development trails, created further progress forecast for IT sector companies in Armenia. Selected the best mathematical representation of the model based on the assumptions underlying the model and the accuracy of out of sample forecast, prepared and presented the final report to client-company.

Led a team of researchers conducting research on Migration trends in Armenia, funded by CRRC-Armenia (joined project of Eurasia Foundation and Carnegie Foundation). Recognizing dependence of Armenia on emigrants and remittances sent back home, Government of Armenia and international organizations are encouraging policy recommendations in this field. Designed a research methodology to study factors affecting the decision to emigrate in the region, coordinated the work of three researchers, developed policy recommendations based on the research results, and was responsible for presenting and defending the final papers. The data analysis was done using SPSS and STATA statistical packages.

Principal Investigator – “Socio-Economic Implication of Avian Flu Scare in Armenia”, International Center for Agribusiness Research and Education (ICARE), Yerevan (February, 2006-April 2006).
Led and monitored the everyday work of 10 researchers and field workers in research ordered and financed by DAI ASME program.. Designed the research methodology to investigate the psychological and the socio-economic effects of Avian Flu panic in Armenia, coordinated the fieldwork, which included organizing focus group interviews, consumer and farmer surveys, and in-depth and expert interviews. Prepared and presented the final report including policy recommendations.

Two Phase Contract -- Training and Consultancy on Business Plan Development and Market Research Techniques, VISTAA (founded with the support of ACDI/VOCA and USAID), Yerevan, Armenia (October 2005 - March 2006 two phase contract).
Training of Trainers: Prepared an intensive training module of business plan development and market research techniques to advance the knowledge of the experts of Regional Business Centers in Armenia. The experts have provided further consulting and advisory services on these topics to local entrepreneurs and businesses owners. The project had great impact on development of small and medium enterprises in regions of Armenia and received very positive feedback from local communities.

VOLUNTARY SERVICE

Member of the Board of Trustees, Agribusiness Teaching Center (ATC), Armenia (May 2005 to present). This project is supported by Texas A&M University, USDA, and Armenian State Agrarian University. In cooperation with two other members of the board have developed main strategic development directions (including monitoring and evaluation mechanisms) of the ATC, particular attention has been put to increasing the quality of education, to training and preparation of lecturers in Armenia and
Georgia. By the efforts of the board and staff ATC is now one of highly appreciated educational centers of Armenia that supplies Armenian and Georgian Agribusiness Markets with highly skilled knowledgeable professionals.

EDUCATION
Ph.D. degree, Agricultural Economics, Texas A&M University, 2003
M.B.A. degree, Business Administration, American University of Armenia, 1997
B.S. and M.S., Engineer of Wine and Fermentation Technologies, Armenian State Agrarian University, 1993

LANGUAGES
Armenian, English, and Russian (proficient); French (basic)

CONTACT INFORMATION
Armen Asatryan, MBA, Ph.D.
Dzrvez, Banavan Building 7, Apt. 15
Yerevan, Armenia, 0089
Phone: (direct) + (37410) 63 28 61
Phone: (mobile) + (37494) 67 20 69
Email: armarmen@yahoo.com

REFERENCES
1. David Tardif-Douglin
Chief of Party, STOP AI Project
7600 Wisconsin Avenue, 6th floor
Bethesda, Maryland 20814
Phone: (direct) 301.771.7893
Phone: (mobile) 301.385.2630
Fax: 301.771.7777
Email: David_Tardif-Douglin@dai.com

2. Alisa Pereira
Senior Public Health Advisor
Global Health Bureau, Avian Influenza/Other Emerging Threats Unit
USAID/Washington
Tel: 202-712-5221
Cell: 202-997-9966
E-mail: apereira@usaid.gov

3. Christin Hutchinson
Program Officer, Winrock International
2121 Crystal Drive, Suite 500
Arlington, VA 22202, USA
Tel office: 703.302.6547
Tel main: 703-302-6500
Fax: 703.302.6512
E-mail: chutchinson@winrock.org
www.winrock.org

4. Mr. Gary D. Kilmer,
Senior Advisor, DAI Inc.
7600 Wisconsin Avenue, Suite 200
Bethesda, Maryland 20814 USA
Phone: 301.771.7600
Email: garwenkilmer@hotmail.com
gary_kilmer@dai.com

5. Dr. John Nichols
Head of the Department of Agricultural Economics, Texas A&M University
College Station, TX
Phone: (979) 845-8491
Email: jpn@tamu.edu

6. Kairat Davletov, MD, MPH
Project Management Specialist
Health and Education Office, USAID/CAR
Park Palace Building
41 Kazbek Bi Street, 050010
Almaty, Kazakhstan
Phone: 7(7272) 50-76-12/17, ext 6434; fax: 7(7272) 50-76-35/36
Email: kdavletov@usaid.gov

7. Nelson L. Jacob, PhD
International Agricultural and Youth Development Consultant
U.S. Contact Information:
3806 Lake View Drive
Pearland, Texas 77581
Phone: 979-575-4633

Brazil Contact Information:
Av. Mar Negro, 76, Apt. 602
Edif. Cayo Largo
Intermares - Cabedelo - PB 58310-000, Brazil
Phone: 55-83-3248-1812
Preferred contact method: E-mail at njacob@ag.tamu.edu

8. Paul Sommers
Adviser Food Security and Livelihoods
760-8154998
armsurf52@hotmail.com
KEY QUALIFICATIONS: A specialist in energy efficiency policy in CEE&CIS with 16 years of experience. Over the past 10 years has managed energy efficiency planning and legal reform efforts, market assessment and identification of potential for promotion of energy conservation and efficiency in various sectors of economy. This includes energy saving potential assessment and economic modeling skills, climate change and investment climate for energy efficiency in countries in transition, design of innovative energy efficiency financing schemes, policy reform and capacity building.

COUNTRIES OF WORK EXPERIENCE: Albania, Armenia, Bosnia and Herzegovina, Bulgaria, Georgia, Kazakhstan, Latvia, Macedonia, Moldova, Poland, Russia, Serbia, Ukraine.

WORK EXPERIENCE
10/2004 – present ALLIANCE TO SAVE ENERGY

Position: Senior Regional Program Manager for CEE&CIS
Responsibilities: Design and implementation of policy and technical research on urban heating restructuring trends in CEE&CIS under USAID Municipal Network for Energy Efficiency (MUNEE) Program. Work responsibilities also include design and oversight of MUNEE programs in Armenia, Georgia, Ukraine and Moldova aimed at national policy reform on energy efficiency (EE) and heating, training of municipal officials on energy planning and management, awareness building on EE issues among condominium associations. Most recently managed a research effort and acted as the principle author of a multi-country urban heating policy assessment, policy review of 22 countries’ energy efficiency laws, conducting EE institutional and legal capacity stocktaking for the European Energy Community, advised the Macedonian, Georgian, Armenian and Moldovan Governments on policy development in the energy efficiency and heat sectors. Presently serving as Senior Energy Efficiency Planner and Task Leader for Energy Efficiency in Public and Residential Buildings under USAID/IRG Regional Energy Security and Market Development Program providing technical assistance to the European Energy Community through regional and country-specific activities in transposition of EU energy efficiency directives, development of national energy efficiency action plans for buildings, capacity building, awareness raising and municipal energy planning. Currently also leading the home-owner associations support task under Ukraine Municipal Heating Reform Program.

Accomplishments: Established revolving funds assisting housing associations in implementing residential energy efficiency projects. Has acted as principle author for a number of research papers on energy efficiency laws and regulations, urban heating and renewable energy, as well as managed legal reform and lobbying of heating, energy efficiency and renewable energy laws in a number of countries.

10/01–2004 ALLIANCE TO SAVE ENERGY, YEREVAN BRANCH
YEREVAN, ARMENIA

Position: Armenia Country Director, USAID Municipal Network for Energy Efficiency Project
Responsibilities: Preparation, design, management and the implementation of energy efficiency activities; Facilitate forum among energy stake-holders to pursue policy reform; Organizing energy efficiency seminars, training and workshop activities on energy planning and management; financial mechanisms of small-scale energy efficiency investments; Assist appropriate departments of the City Administration in developing a strategy for overall energy efficiency project implementation.

Accomplishments: Establishment and facilitation of the Armenian Energy Efficiency Council; Development and implementation of condominium energy efficiency training program; Publishing educational materials/leaflets on the economic and financial benefits of energy efficiency; Management of development of Energy Saving and Renewable Energy Law and respective National Program; Negotiation and management of WB/JSDF seed funded low-income heating assistance project.

09/01 – present AGRIBUSINESS TEACHING CENTER, USDA MAP
YEREVAN, ARMENIA
**Position:** Lecturer, Environmental and Natural Resource Economics, *part-time*

**Responsibilities:** Develop curriculum and reading package covering the science and politics of all problematic areas of environmental protection, including sustainable development, biodiversity, desertification, population growth, climate change, water resource management, energy efficiency etc.; design and implement study tours to environmental sites within Armenia; supervise research assignments, develop, conduct and grade midterm and final examinations.

06/00 – 12/01  **PACIFIC NORTHWEST NATIONAL LABORATORY**
WASHINGTON, DC
Advanced International Studies Unit, Battelle Memorial Institute/US DOE

**Position:** Research Associate

**Responsibilities:** Provided research assistance with several US EPA and USAID projects on energy efficiency, environmental management and climate change in the FSU region; Implemented research assignments covering energy efficiency investment climate assessment in Kazakhstan; Economic assessment of the Russian nuclear cities power sectors; Analysis of the uncertainty assessment for GHG Inventory of Poland and Ukraine; Organization and management of energy modeling training for foreign experts; Fuel cell market assessment in Russia

10/97–08/99  **MINISTRY OF NATURE PROTECTION**
YEREVAN, ARMENIA

“Armenia -Country Study on Climate Change” UN Development Program/Global Environmental Facility Project, under the Department of Atmosphere Protection

**Position:** GHG Inventory Workgroup Expert

**Responsibilities:** Assisted in Greenhouse Gas Inventory development; Participated in the preparation of the mitigation measures for the First National Communication of the Republic of Armenia; Conducted data processing and presentation, and networking contacts with local and foreign experts; Created Greenhouse Gas Emission Database for Armenia; Supervised the regular updating and maintenance of the database.

10/98–05/99  **MINISTRY OF NATURE PROTECTION**
YEREVAN, ARMENIA


**Position:** Workgroup Assistant, *part time*

**Responsibilities:** Assisted in edition/translation of the project documents; Participated in the preparation of the inception report; Conducted data processing, translation and presentation, and contacts with foreign experts; Assisted with the organization of workshops and conferences

12/97-07/99  **ARMENIAN INSTITUTE OF APPLIED CHEMISTRY**
YEREVAN, ARMENIA

“Biosynthesis of Physiologically Active Compounds” International Scientific Technical Center Project

**Position:** Manager Assistant, *part time*

**Responsibilities:** Assisted in the preparation of monthly and in-term reports; Conducted data processing and presentation, and contacts with foreign experts; Assisted in the organization of conferences and workshops

02/96-11/97  **NATIONAL ENVIRONMENTAL ACTION PLAN**
YEREVAN, ARMENIA

World Bank Project

**Position:** Air Quality and Monitoring Workgroup Economic Assistant

**Responsibilities:** Assisted in preparation of monthly and in-term economic reports; Implemented data processing and presentation, file making; Participated in the organization of conferences and workshops; Provided contacts with foreign experts interpreting and written translation

06/95-01/96  **“JRMBAR” STATE ENTERPRISE OF SPECIAL ASSIGNMENT**
YEREVAN, ARMENIA

Reservoir Reconstruction and Rehabilitation Project
Position: Deputy Director

Responsibilities: Developed quarterly reservoir status reports; Assembled rehabilitation plans and conducted economic analysis; Assisted in preparation of project proposals and business plans for reservoir rehabilitation

CONSULTANCY ASSIGNMENTS

04/08-07/08 MINISTRY OF NATURE PROTECTION
YEREVAN, ARMENIA

Position: National Building Energy Efficiency Expert, part-time

Improved Efficiency of Municipal Heat Supply Project, UNDP/GEF

Responsibilities: Analyze the potential for energy efficiency and GHG mitigation in the Armenian urban building stock, identify the institutional and legal barriers and propose policy reform and restructuring measures for the utilization of this potential, provide overview of international best practices in building retrofit programs for potential replication, etc.

03/08 – 05/08 WORLD BANK
YEREVAN, ARMENIA

Position: National Expert, part-time

National Energy Efficiency Capacity Assessment

Responsibilities: In conjunction with a WB expert, conduct a bottom-up assessment of the energy efficiency potential in the Armenian industrial and power sector, assess the cost-effectiveness and financial viability of investments in private-sector energy efficiency projects, identify the barriers to those investments and propose recommendations to the Armenian Government for the promotion of such investments.

8/06-10/06 EUROPEAN COMMISSION TECHNICAL ASSISTANCE FOR ARMENIA, AZERBAIJAN, GEORGIA AND MOLDOVA WITH RESPECT TO THEIR GLOBAL CLIMATE CHANGE COMMITMENTS

Preparation of CDM HANDBOOK for Armenia

Position: National Expert, part-time

Responsibilities: Conduct an assessment of the Armenian financing market for potential to finance climate change / projects under UNFCCC/Kyoto clean development mechanism

04/03-07/06 MINISTRY OF NATURE PROTECTION
YEREVAN, ARMENIA

Position: National Expert, part-time

i. National Capacity Needs Self-Assessment Project, UNDP/GEF

Responsibilities: Analyze the national capacity needs for development and implementation of climate change mitigation and technology transfer in the field of energy efficiency and renewable energy;

ii. Regional Project for GHG Inventory Capacity Building, UNDP/GEF implemented by REC

Responsibilities: Development of GHG Inventory capacity building workplan for Armenia; Analysis and recommendations for development of legal framework for a sustainable GHG Inventory process.

EDUCATION

09/99-05/01 BROWN UNIVERSITY
PROVIDENCE, RI

Center of Environmental Studies

Degree: Master of Art in Environmental Management

Concentration: Environmental Policy and Economics

Thesis topic: Climate Policy in Countries in Transition

09/94-06/99 STATE INSTITUTE OF ECONOMICS
YEREVAN, ARMENIA

Department of International Economics

Diploma with Honors

Concentration: International Economics and Management

Thesis: International Economic Relations in the Field of Environmental Protection
Publications and Papers


Languages
Armenian (native); English (fluent); Russian (fluent);

Skills
EXPERIENCED COMPUTER USER: WINDOWS, OFFICE, VENSIM MODELING PACKAGE, INTERNET, ADOBE PRODUCTS.

Awards
EDMUND MUSKIE GRADUATE FELLOWSHIP FOR 1999-2001 (USIS SCHOLARSHIP FOR FULL TUITION AND STIPEND)
Cambridge Yerevan Sister Cities Educational-Cultural Exchange Scholarship

MEMBERSHIPS
Board Member, Renewable Resources and Energy Efficiency Fund (R2E2)
Member and Consultant, International Interdisciplinary Environmental Association, Assumption College, U.S.A.
Volunteer Coordinator, Yerevan Cambridge Sister Cities Association
Founder, “E-cube” energy, environmental and economic research and policy development NGO
Board Member, “Harmonious Development” Environmental, social and cultural NGO

SPECIALIZED TRAINING:
USAID. 2006. Workshop Training on USAID Credit Guarantees
Lawrence Berkeley National Laboratory (LBNL)/USAID. One-week training on “Proform” Software. April 2004. Armenia
EuropeAid/TACIS. 2005. One-week Training on Climate Change and Clean Development Mechanism (CDM). Armenia

References Available upon Request
Karen Darbinyan
Mazmanyan 5 apt. 13
0088 Yerevan, Armenia
Mobile: (374 93) 179- 001
Home: (374 10) 348 - 476
E-mail: garen@cheezler.com

PROFILE:

Expertise: My main areas of expertise are in Management and Marketing.

Personal Strengths: Ability to lead, as well as, follow. Excellent team worker.

Skills: Strong presentational skills.
Highly creative and innovative.
Excellent verbal and written communications.
Advanced computer skills (MS Office, SPSS, CorelDraw, Web Design, Adobe Photoshop, Internet, E-Mail,)
Advanced language skills (Armenian, English and Russian)

PROFESSIONAL EXPERIENCE:

02/2009- present Lecturer of marketing – ATC (Agribusiness Teaching Center, www.icare.am), Yerevan, Armenia
Responsibilities include:
• Deliver lectures in Marketing of Agricultural Products
• Develop course plan and prepare teaching materials and outline for courses
• Develop and grade exams and quizzes
• Serve on committees involved in the subject curriculum revision

03/2005 – present General Director – CheeZLer LLC (www.cheezler.com) Aragatsotn region, Armenia
Responsibilities include:
• Craft and implement company’s both long and short term strategies
• Manage company’s cheese making operations
• Install new cheese making technologies
• Maximize companies profit growth
• Supervision and analysis of sales
• Supervision of milk procurement

03/2002 – 05/2010 Business Development Manager – KturShen LLC, Yerevan Armenia
Responsibilities included:
• Conduct primary and secondary market research on different domestic market sectors
• Make competitive analysis
• Contact and negotiate with potential customers
• Draw feasibility analysis
• Prepare final business and marketing plan

04/2003 – 04/2004 Marketing Manager - Marketing Department, Hovnanian International LTD, Yerevan Armenia
Results achieved:
• Developed “go and find” instead of “sit and catch” company marketing strategy
• Designed and promoted membership terms and regulations for company owned Ararat Valley Country Club
• Conducted market research on local real estate and entertainment markets
• Designed and launched TV Ad campaign

EDUCATION:

MBA: American University of Armenia

Concentration: Marketing / Management

BBA: Institute of National Economy at Yerevan
Concentration: Finance

PROFESSIONAL TRAINING:

04/2010 – 05/2010 Business link program – PUM Program, The Netherlands

**Business-Related Themes**
- Cheese production on farm and industrial level
- Sales and marketing of cheese in the Netherlands
- Cheesemaking equipment for small and medium producers

07/2008 – 08/2008 Milk processing and packaging industry of USA – SABIT program, US Department of Commerce, Washington DC, USA

Covered Topics:
**Business-Related Themes**
- Business and strategic planning
- Project management
- Sales and marketing
- Customer service
- Relationships with suppliers
- Distribution and logistics management


Covered Topics:
- **Quality management**
  - Quality management systems
  - Hygienic quality of products and the hygienic condition of the processing plant
  - HACCP standards

- **Business administration and marketing**
  - Specifications of business strategy and operations management in agribusiness (dairy sector)
  - Marketing strategies and practices of dairy products in Holland


Covered Topics:
- Total Quality Management
- Management Information Systems
- Forecasting of Operations
- Capacity Management
- Technology Management
- Operational Planning
- Productivity Issues


Covered topics:
- Marketing in the new economy
- Corporate governance
- Management

11/2004-12/2004 Hands-on training in marketing and management (“Community Connections” program funded by US State Department) – Fitchburg State Collage, Massachusetts, USA

Host companies:
- Fitchburg Economic Redevelopment Authority
- Worcester Business Journal
- Wal-Mart
- Integrated Marketing Source Inc.
- Boutwell, Owens & Co., Inc.
- Central Massachusetts Chamber of Commerce
- MIT

Covered topics:
- Marketing and promotion strategies
- Business development and start up
- Organizational structure and strategy crafting
Business training on marketing practices of ELTB – “Business practices of Edinburgh and Lothian’s Tourist Board”, ELTB, Edinburgh, Scotland, UK

Covered topics:

• Marketing campaigns
• Customer service
• Membership issues
• Convention bureau
HEGHINE MANASYAN

Education:
Main/Basic

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<tr>
<th>INSTITUTION:</th>
<th>Moscow State Academy of Management</th>
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<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>May 1992-September 1995</td>
</tr>
<tr>
<td>DEGREE(S) OR DIPLOMA(S) OBTAINED:</td>
<td>Diploma of a Doctor of Economics</td>
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<tr>
<th>INSTITUTION:</th>
<th>Scientific Research Institute of Gosplan of the Republic of Armenia</th>
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<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>May 1971- May 1974</td>
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<td>DEGREE(S) OR DIPLOMA(S) OBTAINED:</td>
<td>Diploma of a Candidate of Economics - PhD</td>
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<tr>
<th>INSTITUTION:</th>
<th>Yerevan State University, Department of Economics</th>
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<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>September 1966 - June 1970</td>
</tr>
<tr>
<td>DEGREE(S) OR DIPLOMA(S) OBTAINED:</td>
<td>Diploma of Economist (with honorary distinction)</td>
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Professional Training, Workshops and Fellowships

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<tr>
<th>INSTITUTION:</th>
<th>European Union, European Social Survey project, 9th ESSTRAIN</th>
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<tbody>
<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>7-8 August, 2010, Training on “Accuracy of survey estimates: sampling, weighting, variance estimation and design effects in cross-sectional surveys’, Ljubljana, Slovenia</td>
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<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>May 31- June 3, 2010, Conference and thematic workshop on “Migration and Remittance Peer-Assisted Learning Network (MIRPAL - Armenia, Belarus, Kyrgyz Republic, Moldova, Russia, Tajikistan, Kazakhstan, Ukraine, Uzbekistan) meeting; Moscow, Russia</td>
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<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>26-27 April, 2010, Training on “Paradata in Social Survey Research” Mannheim, Germany</td>
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<td>DVV International and European Association of Education for Adults</td>
<td>7-15 September, 2009, “Think Tank Adult Education (AE) – Caucasus” Telavi, Georgia</td>
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<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
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<tr>
<td>European Union, European Social Survey project, 3rd ESSTRAIN</td>
<td>10-11 March 2008, Training on “Sampling in Cross-National Surveys” Mannheim, Germany</td>
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<td>INTAS Project 05-1000008-7803 “Youth transitions and their family household contexts in the South Caucasus” in cooperation with the Caucasus Research Resource Centers (CRRC)</td>
<td>17-18 September, 2007, training on “Introduction to Event History Analysis and Sequence Analysis Using SPSS and TDA</td>
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<tr>
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<td>Certificate of the CRRC</td>
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<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
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<tr>
<td>EU COST (Technical Committee for Social Sciences and Humanities</td>
<td>22-24 April 2005, Workshop on “Growing up in Europe between diversity and equality - a common path towards scientific cooperation in the enlarged Europe” Zagreb, Croatia</td>
</tr>
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<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
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<tr>
<td>New Economic School (NES, Moscow, RF) in cooperation with the Russian-Armenian University</td>
<td>August 2004, Summer school on “Teaching of Elementary course of Econometrics”, Yerevan, Armenia</td>
</tr>
<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>Certificate of the NES</td>
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<tr>
<td>Columbia University (New York, USA)</td>
<td>January 2000 - May 2000</td>
</tr>
<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
<td>Certificate of USIA Regional Scholar Exchange Program administered by ACTR/ACCELS. Title of proposal: Non-observed economy in Armenia: principles, shapes, problems of measuring.</td>
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<tr>
<td>Moldova Economic Academy, Chishinau (in framework of Economic Trends Tacis Project)</td>
<td>October (1-14) 2000 and October (16-30) 2001</td>
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<td>DEGREE(S) OR DIPLOMA(S) OBTAINED:</td>
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<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>OBTAINED:</th>
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<tbody>
<tr>
<td>Central European University, Summer University (Budapest, Hungary)</td>
<td>July 1999</td>
</tr>
<tr>
<td>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</td>
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<tr>
<td>DEGREE(S) OR DIPLOMA(S) OBTAINED:</td>
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</table>
Language skills: (Mark 1 to 5 for competence)

<table>
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<tr>
<th>LANGUAGE</th>
<th>READING</th>
<th>SPEAKING</th>
<th>WRITING</th>
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<tbody>
<tr>
<td>Armenian (native)</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Russian (~native)</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English (proficient)</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>

Membership of professional bodies:

- Economic forecasts platform of the Central Bank of Armenia (www.efp.am), Independent Expert, since 2008;
- RA President's Prize Award Committee member (since November 2008);
- Adult Education and Lifelong Learning Association, Armenia, member since 2009
- Organizational committee and Editorial Board member of the International Scientific Conference on “Social and Demographical Costs of Transition (Karapetyan’s Readings)”, 2008
- Organizational committee member of the International Conference on “Social State: Concept, Armenian Realities and Prospects, 2006
- Armenia International Policy Research Group (Washington, since 2003; since 2007- Executive Board member);
- Editorial board of the Armenian Public Policy Journal; Managing Editor, 2004-2009;
- Association for Comparative Economic Studies (Arizona, USA; in 2000-2002);
- American Economic Association (Nashville, USA; in 2000-2004);
- American Chamber of Commerce (Armenia, 2004-2005, board, observer);
- Global Development Network (UK, member since 2001);
- Association of UNDP national experts (Armenia);
- Association of Armenian Economists (board member);
- Scientific Board of Expertise of Dissertations in Economics and Finances at the Economic Research Institute under the Ministry of Economics and Finance (Armenia, 2000-2005, member);
- Scientific Board of Expertise of Dissertations in Economics and Finances at the Institute of Management and Economic Reforms (Armenia, 2005-2006, member);
- Scientific Board of Expertise of Dissertations in Economics and Finances at the Armenian Agricultural Academy (Armenia, 2005-2009, member);
- Association for Sustainable Human Development (Armenia, board member, 2001-2006)

Other skills: (e.g. Computer literacy etc.)


Present position:

Country Director, Caucasus Research Resource Center-Armenia, Eurasia Partnership Foundation

Years within the firm: 8 years

Key qualifications are diverse and include the following:

- Education Projects’ Management
- Social Monitoring and Analysis,
- Labor Market, Labor Migration and Remittances,
- Youth Transition and Employment,
- Public Policy Design and Analysis (Transition Economies),
- Poverty issues and Inequality,
- Macroeconomics (National Accounts and Output by sectors),
- Privatization and Corporate Governance
Specific Eastern Countries experience:

<table>
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<tr>
<th>COUNTRY</th>
<th>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</th>
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Professional Experience Record:

**Full Time**

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<th>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</th>
<th>August 2002 to date</th>
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<tr>
<td>LOCATION:</td>
<td>Yerevan, Armenia</td>
</tr>
<tr>
<td>POSITION:</td>
<td>Country Director</td>
</tr>
<tr>
<td>DESCRIPTION:</td>
<td>Developing and implementing the program plans and research resources of the CRRC-Armenia Center, focusing on providing comprehensive access to resources supporting research and policy analysis in the fields of economics, sociology and demography. In consultation with the CRRC Program Director, designing and managing implementation of Center programs, including a reading room with interdisciplinary research materials, an IT laboratory and training facility, a series of local and regional methodological training activities, a regional data initiative, a fellowship program, and a mentorship program. Assures quality and usefulness of fellowship research and research products. Working with Center staff and the Local Advisory Committee members to oversee selection process for all Center trainings, and other program areas. Assuring adherence to Foundation practices which maintain a transparent selection process in all admissions to programs which operate on a competitive entry basis. Assuring quality control of recruited trainers and assures support to local beneficiaries. Representing the CRRC initiative and carrying out liaison with local NGOs, academic institutions, and governmental agencies and with relevant US, NIS and international agencies and institutions. Establishing partnerships and local funds for the sustainability of CRRC-Armenia. Establishing and managing relationship between the Center and its host university, and actively promoting positive public image and reputation for CRRC and its activities. Managing and monitoring the Center budget within approved levels. Working in close collaboration with the local EPF Finance Manager to ensure expenses and authorities are consistent with the CRRC Financial Management Procedures. Initiating and overseeing financial expenditures for CRRC-Armenia, overseeing staff procurement of equipment and materials, etc. and assuring adherence to Foundation accounting policies and procedures. Approving all financial forms (bank wires, payroll reports, tax documents); assuring administrative coordination of all Center staff with appropriate Foundation staff members. Assuring effective monitoring and evaluation of CRRC-Armenia’s program and budgets. Initiating and directing local fundraising efforts among local prospective donors, carrying out donor cultivation and appropriate follow-up activities. Working in cooperation with the CRRC Regional Director and with EPF development staff, keeping them fully apprised of all project developments and funder contact history. Developing and overseeing regular production and updates of CRRC-Armenia program reporting, outreach and PR materials. Recruiting, appointing, and overseeing training for local Center staff. Other duties as assigned.</td>
</tr>
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<table>
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<tr>
<th>DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)</th>
<th>December 1997 – February 2002</th>
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<td>LOCATION:</td>
<td>Yerevan, Armenia</td>
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**Contractor:** “Planistat Europe” (France, up to August 2000) and “Synthesis S.A.” (Greece, since September 2000 to February 2002)

**POSITION:** Long Term Local Expert

**DESCRIPTION:** Collecting and analyzing data on Labor Market, National Accounts and Output of Armenia; Maintaining and updating corresponding database; Preparing sections on Macroeconomic Developments (GDP and Output by Main Branch) and developments in Labor Market for Armenia Economic Trends quarterly publications (in Armenian, English and Russian).

| LOCATION: | Yerevan, Armenia |
| COMPANY: | Yerevan State Institute of National Economy |
| DESCRIPTION: | Teaching courses on Economic Strategy, Microeconomics, Transition Economy, etc. |

**DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)**
- July 1970-December 1980

**LOCATION:** Yerevan, Armenia

**COMPANY:**
- Institute of Economic Research under the Ministry of Finances and Economy of the Republic of Armenia
- Institute of Economic Research under the Ministry of Finances and Economy of the Republic of Armenia

**POSITION:**
- Junior and Senior scientific researcher
- Junior and Senior scientific researcher

**DESCRIPTION:** Preparation of analytical reports on different issues of Armenian Economy, elaboration of the concepts and drafting Social-Economic Development Programs

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**Part Time**

**DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR)**
- August 2009 – September 2010
- August 2008 – to date

**LOCATION:** Yerevan, Armenia

**COMPANY:**
- EUROPEAN COMMISSION
  - Employment, Social Affairs and Equal Opportunities DG
  - Social Protection and Integration
  - Inclusion, Social Policy Aspects of Migration, Streamlining of Social Policies
- EPF-Mobilization Action Against Corruption (USAID Project) contract

**POSITION:**
- Project Director and Research Consultant

**DESCRIPTION:**
- Moderate meetings, reviewing drafts, developing some pieces of the report, maintaining external communication
- Directing 2008 and 2009 Armenia Corruption Household Survey (survey design, sampling, questionnaire adjustment, fieldwork coordination, etc) and dissemination of Survey Findings through presentation and training series, as well as exploratory research fellowship supervision.
| LOCATION: | Yerevan, Armenia |
| COMPANY: | Agribusiness Teaching Center |
| POSITION: | Professor |
| DESCRIPTION: | Teaching International Trade: Basis for trade; theory of absolute and comparative advantage; determination of product and factor prices; gains from international trade; commercial policy and its implications for income distribution. |

| DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR) | February 2007 – March 2007 |
| LOCATION: | Yerevan, Armenia |
| COMPANY: | International Organization of Migration-Armenia Project “Survey on the Profile of Potential Work Migrants in Armenia” in framework of the IOM project “Informed Migration-an Integral Approach to Promoting Legal Migration Through National Capacity Building and Inter-Regional Dialogue Between the Sought Caucasus and the EU” |
| POSITION: | Project Coordinator |
| DESCRIPTION: | Designing the Methodology of the Survey, adjusting the Questionnaire, recruitment and management of the local team and the fieldwork, as well as editing the analytical report of the project’s findings. |

| DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR) | September 2006 – to date |
| LOCATION: | Yerevan, Armenia |
| COMPANY: | EU INTAS Project “Youth transitions and their family-household contexts in the South Caucasus” |
| POSITION: | Country Team Leader |
| DESCRIPTION: | Sharing the macro-coordination responsibilities; recruitment, training and management of the local team and the fieldwork, as well as analysis and local dissemination of the project’s findings. |

| LOCATION: | Yerevan, Armenia |
| COMPANY: | Ministry of Finances and Economy of the Republic of Armenia |
| POSITION: | Expert on Strategy for PRSP |
| DESCRIPTION: | Preparation of a subchapter on “Growth and poverty reduction” for PRSP |

| LOCATION: | Yerevan, Armenia |
| COMPANY: | Institute of Economic Research under the Ministry of Finances and Economy of the Republic of Armenia |
| POSITION: | Group leader |
| DESCRIPTION: | Elaboration of thematic concepts, scientific coordination and edition of analytical reports (prepared by the group) of research projects on topics: “Post-privatization Corporate Governance” (1998-2001) and “Competitive Environment as Growth Determinant” |

<p>| DATE: FROM (MONTH/YEAR) TO (MONTH/YEAR) | March 2001 - March 2002 |
| LOCATION: | Yerevan, Armenia |
| COMPANY: | EERC, Russia |
| POSITION: | Team leader |</p>
<table>
<thead>
<tr>
<th>DESCRIPTION:</th>
<th>Contributing to the Project: “Explaining Growth in Armenia” (Data collection, analysis and comments/report preparation).</th>
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<tbody>
<tr>
<td>Location:</td>
<td>Yerevan, Armenia</td>
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<tr>
<td>Company:</td>
<td>UNDP</td>
</tr>
<tr>
<td>Position:</td>
<td>Team leader, National Expert, Group leader, Coordinator</td>
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<td>Description:</td>
<td>Contributing to Projects:</td>
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<td>- “Creation of Social Monitoring and Analysis System /ARM 01/002/”; Developing Report</td>
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<td></td>
<td>- “International Millennium Development Goals: Armenia”, (Food security);</td>
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<td></td>
<td>- “Women Status Report” (Expert on women employment);</td>
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<td></td>
<td>- “Human Development Report-1998” (Expert on Macroeconomics);</td>
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<td>- “Informal Sector Survey”(group leader);</td>
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<td></td>
<td>- “Poverty: education and health”: Coordinator of Subcontract on “Public awareness (TV/Radio Programs, articles)</td>
</tr>
<tr>
<td>Date: From (Month/Year) To (Month/Year)</td>
<td>September 1996 - June 1998</td>
</tr>
<tr>
<td>Location:</td>
<td>Yerevan, Armenia</td>
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<tr>
<td>Company:</td>
<td>Yerevan State University</td>
</tr>
<tr>
<td>Position:</td>
<td>Professor of the Chair of Business and Management</td>
</tr>
<tr>
<td>Description:</td>
<td>Teaching course on Transition Economy</td>
</tr>
<tr>
<td>Date: From (Month/Year) To (Month/Year)</td>
<td>January-May 1998</td>
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<tr>
<td>Location:</td>
<td>Yerevan, Armenia</td>
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<tr>
<td>Company:</td>
<td>World Bank</td>
</tr>
<tr>
<td>Position:</td>
<td>Local consultant</td>
</tr>
<tr>
<td>Description:</td>
<td>Directing and Contributing to a Study on reforms in agricultural sector of Armenia</td>
</tr>
<tr>
<td>Date: From (Month/Year) To (Month/Year)</td>
<td>October 1992-August 1994</td>
</tr>
<tr>
<td>Location:</td>
<td>Moscow, Russian Federation</td>
</tr>
<tr>
<td>Company:</td>
<td>Permanent Representation of the Government of RA in RF</td>
</tr>
<tr>
<td>Position:</td>
<td>Advisor in the Economic Department</td>
</tr>
<tr>
<td>Description:</td>
<td>Preparing Analytical Reports on Developments of Russian and Armenian Economy, drafting and expertise of intergovernmental agreements in economic field</td>
</tr>
<tr>
<td>Date: From (Month/Year) To (Month/Year)</td>
<td>October 1990-May 1992</td>
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<tr>
<td>Location:</td>
<td>Yerevan, Armenia</td>
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<tr>
<td>Company:</td>
<td>“Consultant” Ltd.</td>
</tr>
<tr>
<td>Position:</td>
<td>Consultant</td>
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<tr>
<td>Description:</td>
<td>Auditing, Consultancy and Preparation of Privatization Documentation Packages</td>
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Selected Publications/Working papers

• Problems of the demographic information in Armenia in Proceedings of the International Conference on “Social and Demographical Costs of Transition”, pages 149-155 (October, 2008; co-author - Yeganyan Ruben)

• “Remittances and Migration”, slide show presented during the AIPRG Conference “Looking Forward: Global Competitiveness of the Armenian Economy” (May 17-18, 2008),


• “Research Resources and the Progress”, Economic Policy and Poverty Periodical, #1 (May 2003), p.22-23

• “Components of Economic growth in Armenia”, Journal Finances and Economics (in Armenian), #9, 2002, 16 pages

• “Explaining Growth in Armenia: Pivotal Role of Human Capital” WP (co-author T. Jrbashyan), EERC/GDN, Moscow, 2002, 82p


• “Poverty of the State and Education System”. “Hayatsq tnesutyany” (weekly) 5p.


• “What about are telling National Accounts of Armenia and not only those” in “Tntesaget” (Economist). Yerevan, 1999, May

• “The Role of the State”. Zhamanak (Time), 1999, April 6


• “Non-observed economy in Armenia: principles, shapes, problems of statistical measuring” Journal “Voprosi Statistici” (Issues of Statistics), Moscow 1997, # 10, p 11-16 (co-author - T. Terlemezyan)


• “Armenia” (a shop in Moscow) should be returned” in Weekly “Finansner ev banker” (Finances & Banks), 1997, #7

• “Public Policy in Transition Period: Methodology and Analyses (case of Armenia)” Monograph, "Dela" (Business),
Moscow, 1995, 240p (co-authors - M. Gevorgyan, M. Mkrtchyan)

- "Public Policy in Armenia and its impact on Economy". Monograph "Tntesaget" (Economist), 1994, 180p. (Co - author – M. Gevorgyan)
- "Public Policy in Transition to Market Economy", Daily "Hajastani Hanrapetutjun", Yerevan, 1994, April, 21
- "The history and problems of collapse of the ruble zone”, Weekly "Azatamart", Yerevan 1994, # 8,9
- "The lack of Russian vouchers”, Weekly "Azatamart", Yerevan, 1993, # 36
- "International Economic Relations as a Factor of Structural Adjustment”. Materials of conference: "The Economic reforms in Russia” State Academy of Management, Moscow, 1993
- "Intergovernmental Relations in Problems of Armenian Economy", Journal "Economika" (Economics), Yerevan, 1993, #11-12
- "How to start business in Armenia?”, Journal "Zakon" (Law), Moscow, 1993, #7
- "The collisions of Privatization (Armenia)” in "Rossijskij economicheskij journal", (Russian Economic Journal), Moscow, 1992, # 9
- Etc (over 100 starting from 1971)

Conferences: (over 80)

REFERENCES
LARA TCHOLAKEAN  
HR MANAGER, VIVA-CELL MTC, PHONE: 374 93-600-100 (Cell); 37410 568 777 (office)  
laratcholakian@yahoo.com

GEVORG TER-GABRIELYAN  
EPF-ARMENIA DIRECTOR; PHONE 374 10 58-60-95 (EXT 330), 374 91-017-391 (Cell); GTergab@aol.com

VACHE GABRIELYAN, CBA, DEPUTY CHAIRMAN; 37410 58-96-11; 37491-40 57 05; vache@cba.am
Key qualifications:

- Teaching Preparation of Financial Statement, Financial Accounting and Audit, Financial Accounting in banks in Yerevan State University, from September 2007 to present
- 12 years experience in teaching Financial Accounting Framework and Financial Accounting in IATC Educational Fund
- Teaching Financial Accounting, Managerial Accounting, State Agrarian University of Armenia, Agribusiness Teaching Center (ATC) from September 2003 to present (language of instruction English)
- Long-term experience (30 years) in carrying out scientific researches, National Academy of Sciences of the Republic of Armenia, Institute of Economics.
- Accountant

Education:

June 2002 Completed Professional Part 1 of the ACCA examination.

University/Institution Tempus (Tacis)-Project JEP 21203-2000 Wageningen University
Duration 2002 (September-November)
Degree/Qualification Certificate
Location: Wageningen, Netherlands

University/Institution International Accountancy Training Center (IATC) - Training of Trainers
Duration April 1998 – July 1999
Degree/Qualification Certificate
Location: Yerevan, Republic of Armenia

University/Institution American Councils for International Education ACTR/ACCELS - Regional Scholar Exchange Program, Leventhal School of Accounting, University of Southern California
Duration 1999 (August – December)
Degree/Qualification Certificate
Location: Southern California, USA

University/Institution “Tacis” Work Attachment Program, KPMG London, Retraining courses
Duration 1999 (June – July)
Degree/Qualification Certificate
Location: London, UK

University/Institution Institute of Economics of National Academy of Sciences of the Republic of Armenia, Post-Graduate School
Duration 1977 – 1980
Degree/Qualification PhD. In Economics, awarded in 1990
Location: Yerevan, Republic of Armenia
University/Institution: Armenian Agricultural Institute
Duration: 1972 – 1977
Degree/Qualification: Diploma in Accounting
Location: Yerevan, Republic of Armenia

Work experience:

Company/Institution: Yerevan State University, Economical department
Duration: 2007
Position and description: Docent
- Financial Accounting and Audit
- Preparation of Financial Statement
- Financial Accounting in banks
Location: Yerevan, Republic of Armenia

Company/Institution: Armenian Agricultural Academy, The Eurasia Foundation Grant Y03-5051
Duration: 2004 – 2006
Position and description: Accountant
Location: Yerevan, Republic of Armenia

University/Institution: International Center for Agribusiness Research and Education (ICARE). Agribusiness Teaching Center State Agrarian University of Armenia
Duration: 2003 (September – present)
Position and description: Teacher of Accounting course (Financial Accounting., Managerial
Location: Yerevan, Republic of Armenia

Company/Institution: State Agrarian University of Armenia, Economical department (Financial Accounting and Audit)
Duration: 2002 -2007
Position and description: Docent
- Financial Accounting Framework
- Financial Accounting and Audit
- Financial Accounting in banks
Location: Yerevan, Republic of Armenia

Company/Institution: International Accountancy Training Center (IATC) Educational Fund
Duration: 1998 – present
Position and description: Trainer
- Providing training on Financial Accounting
Location: Yerevan, Republic of Armenia

Company/Institution: Independent Economic and Social Research Foundation
Duration: 1998 – 2004
Position and description: Executive Director
Location: Yerevan, Republic of Armenia

Company/Institution: National Academy of Sciences of the RA
Duration: 1995 – 2007
Position and description: Senior researcher
Location: Yerevan, Republic of Armenia

Company/Institution: National Academy of Sciences of the Republic of Armenia, Institute of Economics
Duration: 1980 – 1995
Position and description: Senior Economist, Junior Researcher, Researcher, Senior Researcher
Location: Yerevan, Republic of Armenia

Company/Institution: Armenian Agricultural Institute
Duration: 1971 – 1978
Position and description: Laboratory Assistant, Accountant, Senior Accountant, Senior Economist
Location: Yerevan, Republic of Armenia

Membership in professional bodies:

Organization: American Accounting Association
Duration: 1999 – present
Status: Member
Location: USA

Organization: Center for Development of Civil Society
Duration: 1998 – present
Status: Member
Location: Yerevan, Republic of Armenia

Organization: Association of Women with University Education
Duration: 1997 – present
Status: Member
Location: Yerevan, Republic of Armenia

Organization: Society of Economists of Armenia
Duration: 1996 – present
Status: Member
Location: Yerevan, Republic of Armenia

Publications:

2. “Standardization in Accounting“ Problems of Sustainable Socio-economic Development of the RA 2011 2 (10)
3. “Man and the nature: The negative influence of anthropogen factor on ecosystem” Bulletin of State Agrarian University of Armenia, Yerevan 2 (08) 2008 (in Russian)
5. “Armenian Accountants Accept the Challenge of the Transitional Economy” (in English), News from the Leventhal School of Accounting, LA, USA, 2000, #1.

Participation in Conferences:

1. “Treatment specifics of grants” International Scientific Conference devoted to the different problems of agrarian sectors and dedicated to the 75th anniversary of the establishment of State Agrarian University of Armenia, Bulletin of State Agrarian University of Armenia, Yerevan, 2006 (in Russian)
2. “Distinction between expenditures and expenses in accounting” International Scientific Conference devoted to the different problems of agrarian sectors and dedicated to the 75th anniversary of the establishment of State Agrarian University of Armenia. Bulletin of State Agrarian University of Armenia, Yerevan 6(14), 2005 (in Russian)
7. “Intensification of the Non-Production Industry Circle as an Important Term of Accelerating the Social-Economical Development of the Country. All Union of Young Scientists and Professionals Scientific Conference, Yerevan, 1987
8. “Rental Relations and Improvement of the Economy Mechanisms “, (in Russian) Young Scientific Economists Union School, Moscow, 1984

Study Manual:

Computer literacy:

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<th>Level</th>
<th>Word</th>
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<th>PowerPoint</th>
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Language skills:

<table>
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<tr>
<th>Speaking</th>
<th>Writing</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Language</td>
<td>Level</td>
<td>Level</td>
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</tr>
<tr>
<td>Armenian</td>
<td>Native</td>
<td>Native</td>
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<tr>
<td>Russian</td>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>English</td>
<td>Good</td>
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QUALIFICATIONS


Research: Teaching and Learning in Higher Education: Mentoring; Teacher Training, Curriculum Development, Course Design and Teaching Methods; Second/Foreign Language Vocabulary Acquisition and Instruction; Language Culture and Communication; Impact of Individual Learner Differences; Applied Linguistics; EFL Teaching Methods, Course Design, Curriculum Development, American Culture and Education

EDUCATION

1999 – 2007 Ph.D., Yerevan State Pedagogical University (Courses taken and audited for Ph.D. research: Stephen F. Austin University, TX and University of Colorado at Denver, USA)

1996 – 1997 TEFL Graduate Diploma, American University of Armenia EFL Teaching methods, Course Design, Curriculum Development, American Culture and Education, Linguistics

1976 - 1981 Graduate Diploma (M.A.), Yerevan State University Department of Romance-Germanic Languages - English, EFL, English and American Literature teaching, English philology, translation/interpretation

GRANTS (Training, Research and Teaching)

November, 2010 Propell Workshop for TOEFL iBT, Global Division, ETS, Paris France

2003–2004 Visiting Faculty at College of Education, Stephen F. Austin State University, TX, USA. Courses audited and taken: Composition Pedagogy; Research Methods; Technical Writing; Academic Writing; Literature-based Writing; Creative Writing, ESL Teaching Methodology.


1999 – 2000 Visiting Faculty at School of Education, University of Colorado at Denver. Research: (a) English Education, English for Specific Purposes and English for Academic Purposes; (b) Teaching and Learning, Curriculum and Faculty Development

Courses audited and taken: Business Communication; Academic Writing; Techniques for Teaching English as a Second and Foreign Language; Language and Literacy Acquisition (MA); Leadership and Innovation in Higher Education; Pro-Seminar in Higher Education (Ph.D.)
July, 1998  Soros Fellowship for the academic program for University professors, administrators, professionals in Central European University, Budapest, Hungary: "Educational Policy and Reform: Connecting Research and Practice" – focused on faculty and curriculum development, course design, and innovation in teaching and learning in higher education (particularly English Education)

WORK EXPERIENCE

2010 September - present  Eurasia International University, Chair of Foreign Languages Department. Teaches: Business English; EFL Teaching Methodology; Analytical Writing; Theory of Translation.

2007 – present  Extension Programs, American University of Armenia. Teaches: Business Communication, Academic Writing, TOEFL iBT; GMAT/GRE Verbal Section. Translation/Interpretation; Public Speaking

2005 – present  Agribusiness Teaching Center, Yerevan State Agricultural University and Texas A&M University. Teaches: Business English; Technical Writing

2002 - 2010  Yerevan Gladzor University, Chair of Foreign Languages Department. Taught: EFL Teaching Methodology; Academic Writing; English and American Short Fiction; Research Methods; Language Acquisition and Translation; Interpretation/translation; Theory of Translation; Translation and Culture.

1996 - 2002  Yerevan Hrachia Acharian University, Associate Professor, Departments of International Relations, Romance-Germanic Languages (English). Courses taught: EFL Teaching Methods and Course Design, English for Academic and Specific Purposes, Academic Writing, Theory and Practice of Translation (in English)

1999 – 2000  Visiting Faculty at School of Education, University of Colorado at Denver, USA. Research and teaching: English Education, ESP and EAP and Teaching and Learning, Curriculum and Faculty Development. Taught: EFL methodology

1996 -1999  American University of Armenia. Instructor of English

1990 – 1996  Head of English Department at Professional Pedagogical Institute of H. Manandian. Established the department. Courses taught: Academic Writing; Analytical Writing; Theory and Practice of Translation; EFL Teaching Methodology

1995 – 1998  College “Manager” Initiator and Instructor of ESP: Business English

1994 - 1997  Ministry of Nature Protection. ESP instructor for the staff of the Ministry, Translator- Interpreter; Coordinator of International RAMSAR Convention of Waterfowl Habitats, World Bank

1990 – 1996  Head of English Department at Professional Pedagogical Institute of H. Manandian
1989 – 1996
College SCHOOL-LEAVER
Instructor of English

1983 - 2000
The Armenian National Academy of Sciences, Institute of Zoology.
Instructor of English at Intensive Courses for Post-graduate Students,
Researcher-translator/interpreter (English, Russian, Armenian)

1992 – 1994
Armenian National Academy of Sciences, Center of Biophysics, Scientific
Secretary for International Relations, interpreter-translator

1992-1993
The American University of Armenia, translator at “Birds of Armenia”
Project

PUBLICATIONS
Antonian, Louisa (2006 summer) Constructivist Classrooms: Knowledge Construction, Not
Information Technologies and Management. 4. pp. 229-234.
2006. pp. 245-249.
Antonian, Louisa & Davis, Alan "Re-Claiming Vygotsky: Innovation in Teaching and Learning in
Post-Soviet Universities". Journal of Eurasian Research. American Councils for International
Teacher Education Practice (Spring 2004) Rev. Louisa Antonian et al., The Journal of the Texas
Association of Colleges of Teacher Education. Volume 17, No. 2. Texas: Scarecrow Education
Antonian, Louisa A. "Armenia: Problems and Perspectives". International Higher Education. The
Antonian, Louisa “Higher Education: Is It Ever To Become Interdisciplinay Endeavor in
Armenia?” Arakial. #1, 2 [34]. February 2000: 2.

PROFESSIONAL CONFERENCES
November 26- 29, 2010     TESOL France Conference, Paris, France
March 11-14, 2009      Annual Conference: National Council of Teachers of English, San Francisco, CA, USA
November, 1999      Association for the Study of Higher Education 24th Annual Conference, San Antonio, Texas, USA
October, 1998      TESOL Armenia Conference, Yerevan, Armenia

MEMBERSHIP
• National Council of Teachers of English, USA
• TESOL Arabia, Dubai, UAE
• TESOL France, Paris
• Ex-member (now in the process of renewing membership) of the United States Association for the Study of Higher Education, USA

LANGUAGES
Fluent in English, Russian, Armenian, French (intermediate)

COMPUTER SKILLS
Microsoft Word, Windows, Excel, PowerPoint
DAVID SARGSYAN  
PARTNER, LEGAL PRACTICE  
AMERIA GROUP OF COMPANIES

KEY QUALIFICATIONS

Mr. David Sargsyan possesses in-depth experience and knowledge in the field of legal advice and analysis. He is one of the leading specialists in Armenia in the fields of civil code, labor code, securities legislation, privatization, energy, banking and corporate governance. As a co-director of TACIS/PLS RAMBOLL, Armenia Civil Service Development Project, Yerevan, Armenia, was responsible for the legal and institutional analyses of the civil service in Armenia; management of the office in cooperation with the foreign co-director; dealing with the Armenian authorities; and making preparations and presentation of reports to the home office and government counterparts. He supported elaboration of draft legislation on local securities market. Mr. Sargsyan has an experience in cooperating with international technical assistance projects working in the fields of privatization, transport, energy and accounting reforms. He provided legal and technical assistance to the Government of Armenia, as well as advice to numerous foreign experts visiting Armenia. He has worked with TI Armenia on development of anti-corruption initiatives, particularly the National Integrity System country report for Armenia in 2003.

EDUCATION

Yerevan State University, Yerevan, Armenia  
Candidate of Juridical Sciences, International Criminal Law  
American University of Armenia, Yerevan, Armenia  
MA, Political Science and International Affairs  
Notre Dame Law School, University of Notre Dame, Notre Dame, Indiana  
LLM,  
Yerevan State University, Yerevan, Armenia  
Graduate Diploma in Jurisprudence  
Polish-USSR Trade Chamber, Warsaw, Poland  
Certificate in Management

PROFESSIONAL EXPERIENCE

2004 to Present  
Partner, Ameria Group of Companies  
Head of Legal Advisory Services, Ameria CJSC  
Legal Advisor to CEO of Ameriabank CJSC (since 2008)  
Ongoing legal consultations and advice. Legal support in corporate and civil legislations. Legal advisory services for the clientele. Provision of legal advice to the Ameriabank CEO

2002–2004  
Legal and Regulatory Team Leader, Legal Specialist, IBM Business Consulting Services, Yerevan, Armenia  
Responsible for legal review and legal assistance under the requirements of the project goals. Main areas of assignments include the RA legislation governing issues of securities market regulation, investment funds, corporations and companies, banking and non-banking financial organizations, privatization, taxation. Work closely with relevant public officials and private sector players.

2001–2002  
Bankruptcy Lawyer, Chemonics/USAID Armenia Rule of Law and Commercial Law Project, Yerevan, Armenia
Responsible for the legal review and drafting of the legal instruments on the bankruptcy regulation and related issues; dealing with the Armenian officials enrolled in the legislative drafting activities; provision of in-house expertise as required.

**2000–2001**  
**Co-director, TACIS, Armenia Civil Service Development Project, Yerevan, Armenia**  
Responsible for the legal and institutional analyses of the civil service in Armenia, including and not limited to the procedural review of the issues of local-self governance, budgeting [on national and local levels], organizational, legal and financial structure of marzpetarans, management of the office in cooperation with the foreign Co-director, dealing with the Armenian authorities, preparations and presentation of the reports to the home office and government counterparts.

**2000–2001**  
**Freelance Legal Expert, PricewaterhouseCoopers, Armenia Project, Yerevan, Armenia**  
Responsible for provision of legal analyses and reviews on the issues of the securities related legislation, privatization and corporation laws, conduct of in-house legal evaluations and reviews, preparation of comments on the drafts submitted by the Securities Commission, provision of legal advice to the foreign experts and team/project management.

**1998–2000**  
**Head of Legal Unit/Senior Lawyer, PricewaterhouseCoopers, Armenia Project, Yerevan, Armenia**  
Responsible for the legal analysis, legal information and drafting of the legislation in the field of the securities, budgetary issues, privatization and joint stock companies. Participated in the legislative development of the securities market in Armenia. Conducted training of the staff of Securities Market Inspectorate on the securities and joint-stock company legislation. Provided assistance to the foreign experts on the issues of the Armenian legislation. Participated in several meetings with the relevant Armenian officials from the National Assembly and Government (Ministry of Finance and Ministry of Privatization) on the issues of the development and drafting of the securities legislation. Worked on the SRS project aimed at the privatization of the state residual shares through the professional participants of the securities market. Co-operated with other projects in Armenia, working in the field of privatization, energy, and accounting reform.

**1998**  
**Program Officer, Eurasia Foundation, Caucasus Regional Office, Yerevan, Armenia**  
Responsible for grant analysis, review, and implementation control in the fields of rule of law, public administration, non-governmental organizations, mass media, and electronic communication. Drafted general policy papers and competition proposals in these fields.

**1997–1998**  
**Legal Intern, Office of the Prosecutor, International Tribunal for Former Yugoslavia, Hague, the Netherlands**  
Did general research in the areas of international and national law, with particular focus on issues relating to the possibility to subpoena a country and state officials as well as issues of discovery and disclosure of the witness statements; was included in the Team dealing with the Croatian war criminals, in particular analyzed and summarized evidence in Kordic and Alexovski cases, including witness statements, various documents and reports.

**1995 – 1996**  
**Legal (Protection) Assistant, Yerevan Liaison Office, United Nations High Commissioner for Refugees, UNHCR, Yerevan, Armenia**  
Duties: Legal assistance and protection of refugees; negotiations and discussions with Armenian authorities and officials; negotiations and discussions with international delegations, representatives of international delegations and governments visiting Armenia; grant review of legal related project proposals; evaluation of projects funded by UNHCR in Armenia; co-ordination of legal/protection activities with UNHCR Field Office; organization and conduct of seminars and workshops on legal issues in CIS countries; performance of the duties of the Legal Officer during the absence of the latter from Office (for 5 months). Activities: Participated in Sub-Regional Meeting of the CIS (NIS) Conference on Refugees, Internally Displaced Persons and Migration in Tbilisi, Georgia (July 1995). Participated in the Seminar on Refugees in Batumi, Georgia (August 1995). Assisted in the

1995

**Legal Codificator, Legal Department of the Supreme Soviet (Parliament) of the Republic of Armenia, Yerevan, Armenia**

Duties: Codification and amendments of current legislation; legislative statistics; statistics on the legislation of other ex-Soviet Republics and decisions of the Government and Ministries of Armenia.


**PUBLICATIONS**

Handbook on Ethics at Local Level (2003)

**PROFESSIONAL MEMBERSHIPS**

Member of Armenian Bar Association
Member of American Graduates Association

**LANGUAGES**

Armenian, Russian, and English
Pamela J. Karg
Temporary Address: 53 Tigranian St., #11, Yerevan, Armenia 0037
Permanent Address: E10627 County W, Baraboo, Wisconsin 53913
Cell in Armenia: +374-93-312-503 – Email: states@usagnet.com

Work Experience

May 2010-Present
Rural Co-op Support Foundation, Yerevan, Republic of Armenia – Assist in developing this new foundation – that is focused on education, communication and research – to become the national council for cooperatives across Armenia.

April 2009 & 2010
International School of Economics, Tbilisi, Republic of Georgia – Short-term instructor conducting English preparation courses in Yerevan, Armenia, for local students who plan to take the ISET entrance examinations.

October 2009-July 2010
Cavendish College, Yerevan – Conduct iBT TOELF and conversational English classes.

March-May 2009
State Architectural and Engineering University of Armenia, Yerevan – Short-term instructor of English to graduate and post-graduate students, as well as faculty members who want to improve grammar, vocabulary, speaking and comprehension.

May-December 2008
Office for Democratic Institutions and Human Rights, Organization for Security and Co-operation in Europe, Armenian Agricultural University, Yerevan – Observe and file objective reports as a trial court monitor on the Armenian legal process for cases stemming from March 1, 2008, civil demonstrations.

February-April 2008
American Bar Association/Central European and Eurasian Law Initiative, Yerevan – Monitor and file objective reports on polling activities during national presidential elections; observe voting procedures of Armenian Chamber of Advocates’ annual meeting under the ABA’s Rule of Law Initiative.

September 2008-Present
Castle Learning Center College, Yerevan – As a native English speaker, conduct conversational classes for students.

September 2007-December 2009
Gladzor University, Yerevan – Inspire students to use and improve their English skills, teaching abilities, and creativity by instructing them in Public Speaking, Listening and Speaking, and English for Translators classes. Develop and implement curriculum based on each class’ needs, level of English, and career interests and objectives.

March 2007-Present
The Training Center, Yerevan – Assist the staff in honing their English listening, speaking, and comprehension skills at this Center that was established by the U.S. Treasury and World Bank. The goal is to prepare staff so they feel empowered by their English to fully participate in global video-conferences or travel to international conferences in their specialties of finance, accounting, project management, procurement, gender budgeting issues and other governmental functions.

October 2005-Present
Private Tutor, Yerevan – On a selective, individual basis, provide English or TOEFL classes for private students who want to improve their language skills in areas such as business, education, healthcare, agriculture, construction and political science.

September 2005-Present
Agribusiness Teaching Center, Armenian Agricultural University, Yerevan – Instruct Armenian and foreign (Georgian) students in Public Speaking, Business Management Ethics, and Agricultural Cooperatives courses in a department established by Texas A&M University in the Armenian State Agricultural University with funding from the U.S. Department of Agriculture. Continually revise and update educational materials to ensure they reflect current challenges or trends within their respective industries as well as the South Caucasus geo-political region. Advise the student cooperative. Mentor students and alumni preparing for and applying to U.S. and European master’s programs.

January 2003-May 2004
Vern’s Garden Barn & Landscape Techniques, Baraboo, Wisconsin – Plant/transplant and care for a variety of plants (from annuals to perennials) in this medium-scale greenhouse operation, as well as assist in customers service and sales.

May 1995-Present
Karg Communications, Baraboo, Wisconsin – Full-service communications consultant providing award-winning writing, photography and editing, as well as development and implementation of strategic planning, effective media relations and
training, public relations coaching, and targeted communication projects through audience-appropriate media. Some clients have included:

**USAgNet LLC**, Wisconsin, USA – Online editor of daily agribusiness news for 14 U.S. states at [www.usagnet.com](http://www.usagnet.com).

**Choices magazine (published by Agriculture and Applied Economics Association)**, Wisconsin, USA – Starting in 2011, subcontracting to technical editor, who plans to retire in 2012 and turn the project over to Karg Communications.

**Economic Research Development Center**, Armenia – Editor of economic policy and poverty periodical published with support from the U.S. Agency for International Development.

**U.S. Department of Agriculture-Rural Development, Cooperative Services**, Washington, D.C. – Field editor of award-winning international magazine focused on cooperatives and their role in rural development; special issues published included rural electrification of America; bridging the digital divide; and cooperative development’s benefits to extremely poor rural farmers of color, Native Americans, women, and niche product farmers.


**Wisconsin Farm Report with Pam Jahnke** – While Jahnke was travelling overseas, record markets and agricultural news for out-of-state member radio stations, and do live markets, news and interviews on her morning show.

**Marx Creative**, Wisconsin – On-site account representative in the marketing department of Ho-Chunk Casino, Bingo, Hotel & Convention Center -- the fourth largest Native American casino in America. Also provided worksite mentoring and training in digital photography, writing, media and community relations, employee communications, Web site and maintenance, and appropriate business skills and etiquette.

**Discover Wisconsin Productions**, Wisconsin – Producer and writer of award-winning weekly TV news programs focused on the dairy industry for the state’s major urban TV stations, as well as producer and writer of half-hour TV programs on tourism sites.

**Wisconsin Livestock Identification Consortium**, Wisconsin – Develop effective marketing communication strategies especially in media relations and state legislative support for a grassroots program that became a model for farmers and non-farmers to register their livestock premises in anticipation of a national food trace-back system.

**The Cooperative Foundation**, Minnesota, USA – Develop effective media releases to assist the Foundation in creating better awareness of its mission of assisting rural people in their efforts to start cooperatives, and develop its online presence ([www.thecooperativefoundation.org](http://www.thecooperativefoundation.org/)).

**Minn-Dak Farmers Cooperative**, North Dakota, USA – Guide communication department through succession planning, as well as assist it in developing a strategic planning that tied directly into the cooperative’s overall mission; Write sugar beet farmer, employee and executive staff features and news stories for various internal publications that echoed the organization’s overall strategic goals; and speech-and script-writer for executive staff and board chairman at cooperative’s annual meeting.

**Professional Dairy Producers of Wisconsin** – Facilitate the organization’s top-level strategic planning and communications sessions that included farmers, elected officials, corporate CEOs and other vested parties that resulted in my writing its exclusive “white papers” that set the tone and direction for statewide University, governmental and industry initiatives; train staff and dairy farmer-members in effective media relations; and write annual business conference features as a liaison with non-agricultural media.

**Wisconsin State Farmer** – Writer and photographer on agricultural and business issues.

**Wisconsin Milk Marketing Board** – Train dairy farmers on communication topics identified by this producer-funded commodity marketing board, including effective media relations, media release writing, event planning and execution, and results-oriented local marketing and promotions. As dairy ambassador with the Sauk County Dairy Promoters, Inc., mentor local dairy farmers and agribusiness employees in developing and executing award-winning promotional, advertising and educational efforts to increase nutritional awareness and Wisconsin dairy product consumption; engage other county-wide agricultural groups in forming collaborative efforts to develop a comprehensive agricultural literacy program for young people (kindergarten through high school).

**AGP, Inc.**, Nebraska, USA – Writer and photographer of value-added soybean products for award-winning magazine.


**Land O’Lakes, Inc.**, Minnesota – Special assignment photographer.

**Agri-View**, Wisconsin – Writer and photographer on agricultural and business issues, as well as key writer for special tabs published throughout the year by the newspaper.


**St. Clair Hospital and Health Services**, Wisconsin – Writer and photographer on broad range of healthcare issues.

**Circus World Museum**, Wisconsin – Develop and implement multi-media marketing campaign and media relations for this international museum and attraction.

**WRPQ Radio & PAX 43 TV**, Wisconsin – Interview, write, audio/video record, online audio/video edit and produce news and features for local hometown radio and TV station; write, edit, design and voice local government access channel to increase citizen involvement in city hall; and produce and on-air co-host of weekly “DARE on the Air” kid’s radio/TV program with local Drug and Alcohol Resistance Education (DARE) school-police liaison officer and students.

**Baraboo School District**, Wisconsin – Writer, photographer and designer of annual performance report to the community; Consultant to administrator and executive staff on developing and implementing strategies on special projects such as referenda, community engagement and prioritization, grant-writing, fundraising and a University/public school collaborative program for underserved students to increase their awareness of post-secondary educational options.

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**May 1995-March 1997**

**Wisconsin Association of School Boards**, Madison, Wisconsin – Manage and market one of the top 10 trade shows and the major fundraiser of nearly $500,000 for the state association’s lobbying, educational and training programs; Write, edit and
coordinate production of specialty books and advisories for locally elected and appointed school officials; and coordinate special services, including the executive search service provided on a fee basis to Wisconsin’s 426 local school districts.

May 1985-May 1995
Foremost Farms USA Cooperative, Baraboo, Wisconsin – Assist executive staff and board in developing and implementing strategic plans for this Fortune 500 milk processing and marketing cooperative owned by 7,500 dairy farmers across 10 Midwestern states. Implement cost-efficient and action-effective marketing/communications plans and tactics directed at internal and external stakeholders. Write and photograph award-winning monthly magazine distributed internationally, as well as write and edit targeted internal newsletters, media releases, and audio-visual programs. Train executives and dairy farmer-members to serve as advocates with the media for their cooperative and industry. Supervised college internship/mentor program to develop the next generation of dairy/agricultural communicators. Work with other departments on effective employee communications and training in the areas of safety, health, continuing education, performance expectations, personal investing (401(k)) and the cooperative form of doing business. Serve as a spokesperson for the cooperative with media. Invited speaker to high school and university agricultural and communication student groups, young farmer cooperative training programs held regionally and nationally, and professional communicator organizations. Managed a budget of $225,000.

February 1982-May 1985

September 1979-June 1981
Denver Clarion – University of Denver – Feature and news writer for twice-weekly student newspaper, then selected by faculty advisory committee to advance to editor based on skills demonstrated as a reporter and in the classroom, as well as experience gained through internships. Supervised a staff of 25 students and managed a budget of $60,000.

Summer 1978 & Summer 1979

Recent Publications
- USAgNet, Wisconsin – Write/edit up to 84 agricultural/rural life stories daily for 14 states’ websites (www.usagnet.com)
- Armenian Missionary Association of America, New Jersey – Feature about K-8 school in Bangladesh area of Yerevan.

- USDA Rural Cooperatives Magazine, Washington, D.C. – Feature and sidebar about Farm Credit Armenia and an ACDI/VOCA Farmer-to-Farmer volunteer.
- Wisconsin State Farmer newspaper – Features about organic farming operations, agribusinesses and associations.
- Professional Dairy Producers of Wisconsin – Media releases featuring presenters at Annual Business Conference.
- Association of Cooperative Educators, Minnesota – Feature about Agribusiness Teaching Center in Armenia.
- Environmental Mining Management, England – Feature on gold-mining operations in southern Armenia.
- Michigan State University Extension newsletter – Feature about experts consulting in Armenia.
- AGAPE newsletter, Yerevan & North Carolina, USA – Feature on Karabagh humanitarian operations.
- The Interpreter, New York City – Feature about Wisconsin and Ohio United Methodist volunteer teams serving in Armenia.
- Cooperative Communicators Association newsletter, Pennsylvania – Columns about cooperatives.

Community Service & Experiential Learning
2007-Present – Yerevan International Women’s Club – Board member and public relations coordinator, as well as website writer and photographer.

2007 & 2008 – Armenian National Spelling Bee, organized by U.S. Peace Corps – Judge and announcer of annual event that brings together the top 7th through 11th grade spellers from the Republic for a contest in English.

2006-Present – Habitat for Humanity/Armenia (now The Fuller Center for Housing) – Coach young people and staff in public speaking; write media releases; edit newsletters and promotional pieces; participate in house building.

2004-Present – United Methodist Committee on Relief NGO, Yerevan – As a self-funded volunteer, mentor national staff on public relations and media relations, strategic planning and implementation, donor research, grant writing, report editing, photography and Web site writing/editing. Conduct workshops in rural communities on topics such as women’s empowerment, cooperatives, business planning, effective marketing/communications, and volunteerism. Work with teams of American volunteers traveling to Armenia or Georgia on short-term missions to identify, evaluate, coordinate and monitor construction, education and health-care projects at facilities such as orphanages, public schools and village clinics.
2003-2005 – Sauk County Chapter of Salvation Army – Red Kettle bell-ringer coordinator, increasing community giving by 20% through a variety of communications mechanisms and motivational tactics with volunteers.

1985-Present – Cooperative Communicators Association – Member, past board of directors, past president of international organization of 400 professional communicators who work on behalf of all types of cooperatives; annual professional institute planning committee chair (twice); mentor to new members/new co-op communicators.

1983-Present – Baraboo High School FFA, FFA Alumni, Ag Education Advisory Committee – Coach students to prepare for speaking contests; 1 of 4 women to start Alumni organization to support FFA activities; past member and secretary of the Advisory Committee, which recommends to the school board curriculum changes necessary to ensure students have opportunities to learn the skills needed in today’s dynamic ag marketplace.

1983-2004 – Baraboo High School Marching Band – Coach students involved in the band’s flag corps on routines, presentation and marching for regular football games as well as The Great Circus Parade, staged by Circus World Museum. Chaperone band trip to New Orleans, as well as to other locations around the Upper Midwest.

1999-2006 – Southwest Badger Resource Conservation and Development Council, Inc., Natural Resources and Conservation Services, USDA – Sauk County citizen rep to 13-county, grassroots organization dedicated to developing viable, sustainable economic solutions in rural areas through the responsible use of natural resources. Public Relations Committee chair, Economic Development Committee member. Developed multi-county communications strategy to increase local Council’s visibility with its key governmental stakeholders, as well as facilitated strategic planning sessions that helped the council evolve with the changing needs across the rural areas it served. Council rep to Wisconsin Association of RC&Ds and its PR advisor, facilitating its strategic planning process and helping to implement various components; also led workshops in developing effective media releases for state- and regional-level projects.

1999-2004 – USDA Farm Service Administration Sauk County Committee, – Member of board of directors to 13-county, grassroots organization dedicated to developing viable, sustainable economic solutions in rural areas through the responsible use of natural resources.

1998-2006 – Town of Baraboo Planning and Zoning Commission – Coordinator, including organize meetings, post agendas, publish legal notices to ensure compliance with state Open Meeting laws; handle all inquiries by individuals/developers on land use and zoning rules, procedures and plans; research and write initial drafts of laws and procedures for town attorney and town board review and adoption; serve as a liaison from the township to a localized inter-township land-use committee and a county-wide land-use committee. From 2003-2005, appointed by the town board to chair the Citizen’s Comprehensive Town Planning Committee that included township-wide visioning, stakeholder interviews, surveys, research analysis, draft ordinances and a final proposal for a new Smart Growth land-use planning and zoning document. It was unanimously adopted and implemented by the town board.

1972-Present – The United Methodist Church, Wisconsin – As a certified Lay Speaker since 2004, help lead worship services and preach the sermon at churches across Wisconsin and the Upper Midwest. Topics have centered mostly on calls, service, forgiveness and mission work. Since 2005, have served as a member of the Wisconsin conference’s International Volunteers in Mission committee. From 2000-2005, was a member of or a team leader for United Methodist Volunteers in Mission teams to the State of Georgia, Jamaica and the Republic of Armenia. Since 2004, have served as an Individual Volunteer in Mission from the Wisconsin conference. In my local churches in North Freedom and Denzer, served as director of the handbell choir as well as a member of the choir, served as a member of the vacation Bible school teaching team, served as a lay reader and speaker, and was a volunteer for fundraising activities organized by the youth group. A member of The United Methodist Church since being confirmed in 1972.

Professional & Community Service Awards

Baraboo Education Association School Bell Award – Volunteer service to students/staff, first person to receive this award.

Baraboo High School FFA – Honorary FFA Chapter member, the highest award given to a non-FFA person.

Cooperative Communicators Association – Writing; photography; and special projects, including strategic planning, annual report and multi-media campaign awards; CCA Michael Graznak Award – Outstanding co-op communicator under age 35

Friends of Sauk County 4-H (1984 & 2004) – Sustained support of, promotion for and involvement with 4-H youth.

International Association of Business Communicators – Special communications projects (annual report and multi-media).

National Agricultural Communicators of Tomorrow – 2001 Honored Professional Award for Support of Students.

National Milk Producers Federation – Writing, photography, special communications projects.

Public Relations Society of America – Special communications projects.

Sauk County Board of Supervisors – Recognition for service to the Southwest Badger RC&D Council.

Town of Baraboo – Recognition for outstanding service as chair of Citizen’s Comprehensive Town Planning Committee.

Wisconsin Association of School Boards – Newspaper series on teenage drug use, and sustained quality in education reporting.

Wisconsin Council on Developmental Disabilities – Outstanding newspaper reporting on people with disabilities.

Wisconsin Education Association – Sustained quality in education reporting for small weekly newspapers.

Wisconsin Newspaper Association – Outstanding Special Section writing, editing and design.

Wisconsin School Public Relations Association – Outstanding Annual Report and newsletters to the community.
Formal Education

2011 – i-to-i – Teacher of English as a Foreign Language online education and certification program, United Kingdom.
2004-2005 – Advanced Lay Speaker, The United Methodist Church, Wisconsin conference.
2004 – Laubach Literacy Method, Sauk County Literacy Council, Baraboo.
1985-Present – Cooperative Communicators Association – Annual international communications institute and workshops, as well as online webinars.
1987 – Dale Carnegie Human Relations & Communications Training (3 time award-winner determined by class peers or instructor).
1979-1981 – University of Denver, Denver, Colorado – Major: Mass Communications; Minor: Sociology. Other areas of interest for study included religion, geology, women’s studies, English and music.
1977-1979 – University of Wisconsin-Milwaukee – Major: Journalism, but transferred to the University of Denver to complete degree.
ALEXAN SIMONYAN, Ph.D.
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alexansimonyan@yahoo.com
Home: 37410-22-26-12
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Mobile: 374 95-42-26-12

PROFESSIONAL EXPERIENCE

Academic Experience:
Specialist in the area of probability and statistics, reliability testing, quality assurance, and production and operations management. Has taught courses in the following areas: Engineering Statistics, Business Statistics; Quality Assurance and Management; Design and Analysis of Experiments; Reliability Engineering; Computer Applications in Business; Production and Operations Management; Marketing Research; Management Information Systems; Statistics for Applied Linguistics; Advanced Mathematics, Probability, Statistics and Econometrics.

American University of Armenia, College of Engineering, 1997 to present
School of Business and Management and Department of
English Programs

Associate Professor

International Center for Agribusiness Research and Education, 2001 to present
Agribusiness Teaching Center

Instructor

Armenian State Agrarian University, Chair of Statistics and Biometrics, 2007 to 2009

Russian University of Armenia, Department of Applied Mathematics, 2002 to 2003
Visiting Associate Professor

National Academy of Sciences of Armenia, Institute of Mathematics, 1998 to 2004

Senior Researcher

Yerevan State University, Department of Mathematics, 1997 to 1998

Associate Dean

Yerevan State University, Department of Mathematics, 1991 to 1992

Associate Dean
Yerevan State University, Department of Mathematics 1972 to 2003

Associate Professor

Awards:

*Educational Ambassador of American Statistical Association (ASA)* 2009 to present

*U.S. Fulbright Scholar* 1995 to 1997
Supported by Fulbright Grant, U.S. Office of Naval Research Grant and U.S. Air Force Office of Scientific Research Contract

University of North Carolina at Chapel Hill, North Carolina, USA

Courses taught:
Graduate and undergraduate courses in Probability and Statistics, and Stochastic Processes

Stanford University, California, USA

Courses taught:
Statistical Methods in Engineering and the Physical Sciences course lectures for Master’s Degree and Ph.D. students were also broadcast by television to enrolled employees of local companies such as Lockheed Martin Missile and Space, Hewlett-Packard and Tandem Computer. Videotapes of the lectures were produced for future broadcast by the Stanford Instructional TV Network.

*Swedish Institute Grant* 1984 to 1985

University of Lund and Royal Institute of Technology, Sweden

Selected Collaborative and Consulting Engagements:

**Central Bank of Armenia,**
Courses: Advanced Mathematics, Probability, Statistics and Econometrics 2010 to present

**United Nations Population Fund,**
Sampling Design and Data Analysis Expert 2008 to 2009

**Yerevan State Medical University after M. Heratsi,**
Course taught: Statistics for Biomedical Sciences Course June – July 2007

**CRRC – Caucasus Data Initiative 2007,**
Sampling Design and Data Analysis Expert April – May 2007

**United States Department of Agriculture, Yerevan, Armenia**
August 2005

**Center for Agribusiness and Rural Development Foundation (CARD) -- Conducted statistical analysis of dairy data for Dairy Production Project**

**UNICEF, Yerevan, Armenia** June-July 2005
Conducted Training Course on computerized statistical methods for social sciences

United States Department of Agriculture, Yerevan, Armenia 2002 to 2004
Marketing Assistance Project (MAP) – Responsible for consulting statistical measurements and analysis, and design of experiments

United States Department of Agriculture, Yerevan, Armenia 2002 to 2004

Marketing Assistance Project (MAP) -- Conducted Statistical Training Course for agricultural researchers

Armenian-German Cooperation Program 1987 to 1988
University of Jena and University of Rostok, Germany

University Service:
University-wide Admission Committee member at American University of Armenia
Turpanjian and Akian Scholarship Committee member at American University of Armenia
Research and Scholarship Task Force member at American University of Armenia

PUBLICATIONS


Selected Publications:


A. Kh. Simonyan, M. R. Leadbetter. Discretization and reconstruction of Gaussian random fields in terms of metric entropy. – Proceedings of the Conference on Computer Science and Information technologies, National Academy of Sciences of Armenia, 1999, 109-112. (in English)


EDUCATION

Ph.D.
Statistics, Moscow State University, Moscow, Russia

Graduate Degree
Probability Theory and Mathematical Statistics
Moscow State University, Moscow, Russia

Master of Science in Mathematics
Mathematics, Yerevan State University, Yerevan, Armenia
KAREN KIRAKOSYAN, Ph.D
Phone (Mobile): + 091 524140
E-mail: k.kirakosyan@hotmail.com

EDUCATION:
2004 Economic Research Institute - has been awarded the degree "Doctor of Economics"
Topic of thesis: "Development trends of RA insurance system in market economy"
1981 Yerevan Institute of National Economy - Specialization: Economist

PROFESSIONAL QUALIFICATION:
1998 • Audit of enterprises
2007 • Internal auditor of insurance companies
1991 • First Category Consultant of tax service

EXPERIENCE:
2007– present Instructor of Insurance; ICARE Foundation; Agribusiness Teaching Center
Individual entrepreneur
• Evaluation of actives and liabilities for organizations
• Consultancy in management, calculation of taxes and accountancy standards
• Provision of accountant services
Coordinator Insurance Education, Armenian State Agrarian University ASAU
1998–2009 • Teaching Insurance Business (Theory, Market, Reinsurance, etc.)
• Coordinator of teaching of insurance specialty
Chief Economist at the Insurance Department, the RA Ministry of Finance
1996-98 • Development of normative acts and draft laws
• Development and teaching of insurance programs
Chief Economist, Maralik factory of electric lights equipment
1994-96 • Planning and analysis of the economic activities of the organization
• Work with tax inspection and other controlling agencies
1990-94 Head of Ani Regional Tax Inspection, RA
1983-90 Director, Maralik branch of Ardshinbank

AWARDS/HONOURS:
2004 * Award from the Rector of ASAU for development of standards for Insurance specialty

MEMBERSHIP:
2000 * Member, Association of the Armenian Auditors and Accountants

LANGUAGES: Fluent in Armenian and Russian, fair in English


PUBLICATIONS:
2011 "Insurance Business" textbook,
Published by ICARE Foundation, Yerevan, Armenia
2004 "Development of agricultural insurance in the context of globalization processes",
Conference on Siberian Village, Omsk, Russia
2004 "Necessity of introduction of mutual insurance and ways of introduction",
Gladzor Management University, Yerevan, Armenia
2003 "Insurance Business" textbook,
Published by the Armenian Agricultural Academy, Yerevan, Armenia
2000 "Development trends of agricultural insurance" [coauthor with Mr. A.Bayadyan],
AgriScience magazine, Yerevan Armenia
1998 "Insurance and investments"
Research Institute of Economics collection of articles, Yerevan Armenia
AGASSY MANOUKIAN
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SUMMARY

Ten years of experience in technology business development, R&D management, policy development, project management, internal monitoring and evaluation of technical projects/programs, consulting, teaching, etc.

PROFESSIONAL EXPERIENCE RECORD

March 2002 to February 2010 President, CEO – H₂ ECOномy, CJSC (Yerevan, Armenia; Minneapolis, MN)
- Define and develop the company’s vision, goals, strategic directions and outcomes.
- Generate investments for company operations
- Develop business and marketing plans.
- Make R&D direction and product line keep/drop decisions.
- Hiring/firing decisions.
- Other executive tasks.

October 2006 to April 2010 Director (Board of Directors) – Cascade Bank, CJSC (Yerevan, Armenia)
- Strategy Development
- Participating in board’s decision making processes
- Overseeing bank’s financial performance

July 2001 to March 2002 Head of Fuel Cell Department – SolarEn, LLC (Yerevan, Armenia)
- Defined and developed company’s vision, goals, and strategies as technology incubator.
- Compiled business plans for the technology incubator.
- Prepared for spin off and establishment of Fuel Cell company - H₂ ECOномy

- Develop National Environmental Action Plan.

September 1995 to August 1998 Research Associate – American University of Armenia
- Conducted different research projects related to deforestation, air and water pollution.
- Worked on the program related to the development of Geographic Information System for Armenia.

ACADEMIC WORK EXPERIENCE

Winter 2011 – American University of Armenia (Yerevan, Armenia)
College of Engineering
Courses: Engineering Economy

September 2004 to date Lecturer – Agribusiness Teaching Center (Yerevan, Armenia)
Joint initiative of Texas A&M University and Agricultural Academy of Armenia
Introduction to Management, Marketing Analysis (2007-2011)

September 2001 to 2004 Lecturer – State Engineering University of Armenia (Yerevan, Armenia)
Courses: International Business, Entrepreneurship

EDUCATION

- **Ph.D. candidate in Manufacturing and Technology Management**, The University of Toledo, 2000-2001; 2010 – present
  Grant proposals: Seeking 500k project funding from National Science Foundation to fund a research on technology Management
- **Master of Business Administration**, The University of Toledo
- **Master of Science in Industrial Engineering**, American University of Armenia
  Major: Industrial Engineering, 1996
- **Bachelor of Science in Mechanical Engineering**, Engineering University of Armenia
  Major: Manufacturing Technologies, 1994

Training courses
- International Business, **Engineering University of Armenia**, Yerevan, Armenia 1994
- Environmental Management, **Central European University**, Budapest, Hungary 1997
- Business Education, **Central European University**, Budapest, Hungary, 2003
- Project Management, **Californian Institute of Technology**, Pasadena, CA, 2006
- Business Training Program, **Civic Research and Development Fund**, Kiev, Ukraine, 2006
- Innovation Forum Presentation, **Civic Research and Development Fund**, Cleveland, OH 2006
- Business Training Program, **Civic Research and Development Fund**, Moscow, Russia, 2006
- Innovation Forum Presentation, **Civic Research and Development Fund**, Washington, DC 2007

Honors and Memberships
- Edmund Muskey Fellowship, State Department USA1998
- Dean’s List, the University of Toledo, 1999, 2000
- Outstanding Muskey Award, US Embassy, 2001
- American Graduate Association, Vice President, 2003 to 2008

SELECTED PUBLICATIONS

EDUCATION
1980-1984  Brown University, Providence, RI
           B.A., Theatre Arts.
1988-1991  New York University, New York, NY
           M.F.A., Acting
2005-2007  American University of Armenia, Yerevan, Armenia
           M.A., Teaching English as a Foreign Language

EXPERIENCE
2002-present  American University of Armenia, Yerevan, Armenia
              Lecturer, Department of English Programs
              Teach TEFL and English for Special Purposes to graduate-level students
              and professionals. Organize extra-curricular debate and theatre projects.
2009-present  Shahkhatun NGO
              President
              Shahkhatun was founded by the wives of Armenia’s political prisoners to
              raise awareness of the problem of political repression and provide legal and
              other support for its victims. It is a member of the South Caucasus Network
              of Human Rights Defenders.
2002-2007  Hetq Online, Yerevan, Armenia
           Translation Editor
           Select and edit articles for the weekly English language version of the
           Internet journal published by the Investigative Journalists of Armenia.
1998-present  Yerevan, Armenia
              Freelance Editor and Translator
              Edit and write Armenian-to-English translations of professional journals,
              literature, films, etc. (Gulbenkian Foundation, PEN Armenia, Shoghakat,
              UNDP, Versus Studio, and others)
1999  Nickelodeon’s Nickellenium, Yerevan, Armenia
      Producer
      ▪ Produced the Armenian segment of the millenium broadcast, which
        featured children throughout the world discussing their vision of the
        future.
      ▪ Scouted, cast, and interviewed Armenian children for the production.
      ▪ Hired and supervised production crew.
1997-1998  UN Department of Public Information           Yerevan, Armenia
           Instructor, English Writing for Journalists
           Designed and taught three-level ESP course.
1991-1996  Berlitz School, New York, NY
           Instructor, English as a Second Language
           Received training in the Berlitz Method
           Taught group and individual lessons to students from a range of
           backgrounds and nationalities.
1985-1991  New York, NY
           Actor
           Appeared in film (Philadelphia, Poison), television (Law and Order), and
           theatre.
VOLUNTEER
Co-founder, Yerevan-Yonkers Community Theatre

EDUCATION

1980-1984
Brown University, Providence, RI
B.A., Theatre Arts.

1988-1991
New York University, New York, NY
M.F.A., Acting

2005-2007
American University of Armenia, Yerevan, Armenia
M.A., Teaching English as a Foreign Language

LANGUAGES
English (native); Armenian, French.
**WORK EXPERIENCE**

September 2001 to Present  **American University of Armenia, Yerevan**

English Instructor

Extension Program
Instructor of English Language Classes (intermediate – advanced level groups)
Designed syllabus for and instructed: *Advanced English Writing, English for Office Staff, Legal English, Communication for Business, Advanced Business English, Business Writing* (for USAID)
Provide feedback and advice on Extension Program course materials

Department of English Programs (September 2002 – 2006)
English Instructor in the *Intensive English Program* teaching *English for Academic Purposes* (written and oral)
Designed and instructed *English 200*, an ESP course for Engineering and Computer Science graduates

August 2002 to present  **Freelance Editor**

Save the Children – *Early Childhood Development in Armenia* (Aug 2002)

August – December 2001  **USAID Privatization Project in Armenia, Yerevan**

Senior Administrative Consultant
Taking lead responsibility for drafting monthly, quarterly and final reports to USAID and the contractor, ensuring submission by the stipulated deadlines

September 1998 - June 2001  **Hrachya Acharian University, Yerevan**

English teacher and discussion facilitator (absolute beginners – advanced level)
Trained and supervised students doing teaching practice in schools

September 1998 - July 2001  **Team Leader**

**International Fellowship of Evangelical Students** in Armenia

Supervised team of 4 staff to facilitate establishment and direct growth of Christian Student Union of Armenia

**PROFESSIONAL QUALIFICATIONS**

Oral Examiner for University of Cambridge FCE and BEC Examinations, February 2004

RSA/Cambridge CELTA (Certificate in English Language Teaching to Adults), Grade B
September 1997, St. Giles College, London, UK

**EDUCATION**
B.Sc. in Geography (2:1) from the University of Bristol, UK (1993-96)

INTERESTS

(Creative) writing, art & crafts, mountain hiking, tennis

REFERENCES

Varoozhan Harikian
Dean of Extension Department
American University of Armenia
Marshal Baghramian 40, Yerevan, Armenia
Email: vharikian@aua.am

Armine Halajyan
UN DPI Information Officer
UN Headquarters in Armenia
14 Petros Adamyan St, Yerevan, Armenia
Email: armine.halajyan@undp.org
EDUCATION:
1994-1996 MBA, College of Business Administration, American University of Armenia
1987-1992 Diploma in Computer Science, Computer Science Department, Yerevan Polytechnic Institute

WORK EXPERIENCE:
April 2005 – present Deputy Director. Lecturer: Agribusiness Teaching Center, ICARE Foundation (International Center for Agribusiness Research and Education)
Basic responsibilities include: managing daily operations, keeping supervisory, financial, and official records, playing a key role in policy development and institutional relations.
Lecturing (in English): Business Ethics

October 1999 – April 2005 Education Project Assistant: Agribusiness Teaching Center, USDA MAP

March 2004 – December 2005 Project Director: Career Placement and Counseling Center (Grant received from Eurasia Foundation and The Cafesjian Family Foundation)

July 1999 -September 1999 Translator/Project Assistant, Tomato Disease Investigation Project, USDA MAP

March 1999 -July 1999 Translator/Project Assistant, EFL Project, USDA MAP
Assisted the EFL teacher in organizing English sessions at the Armenian Agricultural Academy

September 1998 -December 1998 Translator/Project Assistant, Product Development Project, USDA MAP
Assisted in developing and test marketing of new products. Performed statistical analysis for evaluation of those products

March 1998 -September 1998 Procurement Assistant, Coca Cola Bottlers Armenia
Assisted in organizing the local and international procurement needed for the Company

October 1997 -March 1998 USDA MAP, Armenian Export Promotion Project
Conducted market research for the newly developed product "Harmony" (Dried Apricots with Walnut Dipped in Chocolate). Participated in the Fancy Food Show in San Francisco, USA, and helped to exhibit the "Harmony" and other Armenian products at the Show

July 1997 -October 1997 Administrative Assistant, “Gyout” Freight Forwarding Company

March 1997 -May 1997 Translator, International Executive Service Corps (IESC)

December 1996- March 1997 Cooperated with Volunteers in Oversees Cooperative Assistance (VOCA), business plan/loan proposals development

GRANTS:
March 2004 Eurasia Foundation, grant received for establishing a Career Placement and Counseling Center at the Armenian State Agrarian University

August, 2003 DAAD/ Group Study Visit to University of Hohenheim, Germany
TRAININGS, CONFERENCES ATTENDED
October 2009 “Educational Resource Development Training”, Texas A&M University, USA

August 2005 Certificate of Attendance, “The Future of Rural Europe in the Global Agri-Food System”, XIth EAAE Congress, Copenhagen, Danmark


November 2003 Training at the Texas A&M University Career Center, USA

March 28 – April 9, 2003 Certificate of Completion/Completed a course of training “International Program on Agribusiness Education and Curriculum Development”; Texas A&M University, USA

January 22 – February 6, 2002 Certificate of Completion/Completed a course of training “Agribusiness Development and Industry Case Studies”; Texas A&M University through USDA Cochran Fellowship Program

February 1998 Training and Fancy Food Show in San Francisco, USA

AWARDS
March 18, 2005 Certificate of Appreciation in recognition of job professionalism and extraordinary dedication during service to USDA Marketing Assistance Project

June 30, 2003 Certificate of Appreciation for superb performance in completing operational, educational and day-to-day management duties at the Agribusiness Teaching Center, USDA MAP

2000 – 2001 Certificate of Appreciation for Work and Dedication to USDA MAP

October 1997 -March 1998 Certificate of Appreciation for Development and Introduction into the Yerevan Market of the Chocolate "Harmony"

PERSONAL/ACADEMIC PROFILE:
Languages: Armenian, Russian, English
Computer Skills: Word Processing & Layout, MS Word, MS Excel, PowerPoint, SPSS, Citizenship: Armenian
References: Recommendations upon request