

Accreditation Status Report

July 2005

**Compiled by
Office of Institutional Research & Assessment
(OIRA)**

Accreditation Status Report

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Accreditation Status Report

Chapter I: Mission

1. **Recommendation 1.** The AUB Mission Statement has been rewritten, translated into Arabic and made more visible on campus and in the community at large.

Progress/Status

A new mission statement has been drafted and has gone through several renditions. It is hoped that it will be approved by the BOT in their November 2005 Meeting.

2. **Recommendation 2.** All academic programs & departments have a mission statement aligned with the University mission statement, particularly with regard to the strategic learning goals of integrity and leadership and the Liberal arts and academic values. These should be publicized and shared with all stakeholders.

Progress/Status

All Faculties have a mission statement aligned with the University mission. These mission statements are published in the annual catalogue.

Additional Actions required:

- Confirm the alignment between the Faculties' mission statements and the mission of the University, its strategic learning goals of integrity, leadership, liberal arts and academic values
 - Revise departmental mission statements in light of departmentally developed learning outcomes.
 - Confirm availability of mission statements of all academic programs and departments, and their publication in the annual catalogue.
3. **Recommendation 3:** The AUB and departmental mission statements should be articulated into clear goals/objectives/outcomes statements. Academic and administrative heads should improve the education of staff concerning the meaning, formulation, and use of these statements and should engage them in the development of their unit's statement.

Progress/Status

Organizational work on this project will begin in summer 2005 with follow-up the next two years.

Chapter II. Planning

1. **1. Recommendation 1:** Appoint a consultant(s) whose primary role would be to review the building blocks already in place, to identify and strengthen others that are necessary, and to pull together and coordinate the various strategic choices that emerge so as to form a cohesive long-term plan of AUB authorship.

Progress/Status

A new in-house unit, the Office of Institutional Planning and Process Improvement (IPPI), was created to oversee institutional strategic planning. This unit developed a guide for academic and administrative strategic plans were developed. This guide is being used by four institution-wide committees and seventeen academic and administrative units to develop their strategic plans, in alignment with the broad university level strategic objectives already articulated.

Additional Actions Required

The four institution-wide committees and the seventeen units are expected to complete their plans by the end of 2006

2. **Recommendation 2:** Form the following bodies:
 - BOT subcommittee for "Strategic Planning Oversight"
 - "Strategic Planning Steering Committee" chaired by the President
 - "Institutional Planning Office"
 - "Strategic Planning Teams" at faculties, major units, etc

Progress/Status

Done.

3. **Recommendation 3:** Communicate a university-wide strategic plan and a broad-based "Academic Strategic Plan" that covers the various aspects of scholarly activity, both with clear implications for budget allocations.

Progress/Status

In progress.

Additional Actions Required

Upon completion of the seventeen academic and administrative strategic plans, a consolidation effort will be undertaken by IPPI to produce the above mentioned institution-wide and academic strategic plans. Expected completion by end 2006.

4. **Recommendation 4:** All service departments should prepare strategic plans and all academic units, if they have not done so, should establish medium- and long-term goals. Departmental budgets should be based on these and not on historical allocations.

Additional Actions Required

The seventeen academic and administrative units will be developing and articulating their plans according to a common planning process and outline. The planning process provides for linkages with the annual budgeting process.

5. **Recommendation 5:** Introduce Mechanisms for gaining more input from the academic sector (faculty, Board of Deans, and University Senate) in developing the operating and capital budgets of the University have been introduced.

Progress/Status

The strategic planning process provides for linkages with the annual operating and capital budgeting processes

Chapter III. Resource Allocation.

1. Recommendation 1: Continue fundraising efforts to decrease dependence on tuition revenues and to finance the ambitious capital investments required for implementation of the Campus Master Plan.

Progress/Status

Tuition dependence higher than ever,

Unprecedented support for capital projects as per following figures:

	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Tuition	46,593	51,153	57,189	61,553	67,657	72,266	77,402
Financial Aid	(6,621)	(7,050)	(8,014)	(9,249)	(11,141)	(11,629)	(12,101)
	39,972	44,103	49,175	52,304	56,516	60,637	65,301
Total Unres. Revenues	100,632	108,324	111,558	118,790	124,610	130,544	139,523
Invest Income	4,269	5,260	5,968	6,311	5,918	5,459	4,954
Hospital rev	57,168	56,619	54,539	53,845	57,447	63,082	66,620
MDDF				2,188	2,151	1,200	1,600
Financial Aid	(6,621)	(7,050)	(8,014)	(9,249)	(11,141)	(11,629)	(12,101)
Rev Excluding AUBMC & NY	45,816	53,495	59,065	65,695	70,235	72,432	78,450

Tuition / Total Rev.	39.72%	40.71%	44.08%	44.03%	45.35%	46.45%	46.80%
Tuition/ Total Revenues excluding AUBMC & NY	87.24%	82.44%	83.26%	79.62%	80.47%	83.72%	83.24%
Financial Aid to Tuition	14%	14%	14%	15%	16%	16%	16%

Total Unres. Revenues	100,632	108,324	111,558	118,790	124,610	130,544	139,523
Gifts	6,179	7,542	10,475	12,056	12,444	11,330	12,018

**** (Note: these are gifts in hand but not full amount of pledges)**

- 2. Recommendation 2:** Invest over the next decade in developing a full-blown, integrated university-wide Building Management System and associated sub-systems, starting with setting up better mechanisms and software for collecting and managing data for maintenance management.

Progress/Status

Several software systems have been either expanded or initiated.

- 1. Computer Aided Maintenance Management System (CAMMS)**

The CAMM's for Plant Engineering has been upgraded with new software, MP2, which has over 95% of AUB's maintainable assets now on its database. It is used to produce & record planned maintenance tasks, log & monitor service calls and service requests and produce monthly status reports. The old CAMM's system is now being used by Custodial Services for planned maintenance tasks in their jurisdiction.

- 2. Building Management System (BMS)**

- A. College Hall: although this building had a BMS it has been expanded to incorporate additional functions.*
- B. Jafet Library + West Hall: has had a system installed to control and monitor space conditions.*
- c. Irrigation systems: some have been automated and are now controlled via the BMS.*
- d. External lighting: is now all controlled via the BMS photo-electric cell.*
- e. Internal lighting: over 300 classrooms / laboratories / bathrooms are now automatically controlled.*
- f. Main pumping station: materials have been ordered to enable automatic control of water pumping; the project will be completed this summer.*

***The creation of a full BMS is being planned*

- 3. Recommendation 3:** Develop significantly increased technical electronic instructional facilities through providing 1) more public areas for student academic computing outside of course sessions; 2) specialty software packages; 3) accessible public computers to the AUB community at large, and 4) upgraded Internet (external connection) bandwidth to allow full campus-wide & AREC access to multimedia.

Progress/Status

***Computer labs are being expanded and updated on a continuous basis, but the main achievement in this area has been to make AUB a wireless campus in 2004-05.*

CNS Report

The CNS provided list of following labs on campus

Faculty/Department	Lab Name	No of PCs	Comments
A&S	Biology Lab	2	
	Chemistry Lab	9	
	Computer Science Dep.	150	60 new
	Education Lab	22	
	English Lab	23	
	Language Lab	21	
	Physics Lab	9	
	Sbs Lab	4	
CAMS	Ibnsina Lab (http://www.cams.aub.edu.lb/computing/ibnsina_about.html)	8	Mathmatical Applications
	Alkhayyam Lab (http://www.cams.aub.edu.lb/computing/alkhayyam_about.html)	6	Mathmatical Applications
CNS	Van Dyke Lab	40	
Dorms	Dorm Lab-Bustani Lab	7	
	Dorm Lab-Juwet Lab	5	
	Dorm Lab-Kerr Hall Lab	11	
	Dorm Lab-Murex Lab	6	
	Dorm Lab-New Women	5	
	Dorm Lab-Penrose Lab	7	
FAFS	Agriculture Lab	20	
	Nutrition Lab	8	
FEA	Fea Shared Labs (6 Undergrad.& 3 Graduate)	230	
	Fea Dedicated Labs (2 ECE, 1 CE, 1 ME,1 Arch)	133	63 new
FHS	Open Lab For Students	25	
	Research Labs	21	
FM	Human Morphology Lab (Neuro Software)	14	14 new PCs (Neuro-science software)
	Bio-Informatics Lab (Bio-Informatics Software)	25	Bio-informatics software
Jafet	Jafet Library Electronic Class Room Lab	27	
	Jafet Library Engineering Lab	12	
	Jafet Library Main Lobby Lab	20	
	Jafet Library Micro Film Lab	50	15 new
	Jafet Library Stacks	14	
	Jafet Library Science Lab	9	
SML	Saab Medical Lab	22	
SOBS	School Of Business Lab-SB-CI1 Lab	36	
	School Of Business Lab-SB-CI2 Lab	16	
	School Of Business Lab-SB-Garoom	8	
	School Of Business-Lab SB-CEC Lab	40	
Total		1065	

- 4. Recommendation 4:** Allocate resources toward maintaining and improving the 1) AUB museums, including the provision of adequate centralized space for housing, displaying and expanding the collections and 2) addressing short-term physical and human resource needs of the AUB libraries.

Progress/Status

- 1) *The AUB Archeological museum main display area is being completely renovated. The development office is seeking donations to renovate a space for the post herbarium; in the meantime staff training for the post herbarium occurred in summer 2004 and will reoccur as needed.*
- 2) *A plan is in place for consecutive training in masters of library science degree for young qualified staff in the libraries. Three persons have been sent and several more will be sent the next several years until the goal of 15 professional librarians has been met. The Science library space was cosmetically improved in 2004.*

- 5. Recommendation 5:** The University should provide human and material resources and facilities to support the effective implementation of its educational offerings through 1) establishing and updating research facilities for the humanities and social sciences, 2) increasing visibility and financial support for the activities of educational centers within existing faculties, 3) actively heightening the profiles of all academic centers, 4) establishing a writing center to support students' academic writing, and 5) supporting the effective implementation of the general education components of its educational offerings.

Progress/Status

- 1) *The Mellon Foundation awarded AUB a three year grant to support conferences and workshops in the humanities. Space is short but is also being adjusted to supply more to the humanities and the social sciences. For example, a new research lab in psychology has been funded. Endowed programs, such as the Anis Makdisi Program in Literature or the Walid bin Talal Center for American Studies and Research or the Isam Faris Institute of Public Policy and Research have been endowed.*
- 2) *A new research center in biodiversity has been officially established (IBSAR); other centers (CAMS, the Energy Research Group. The Computer Engineering Group) has successfully attracted significant external funding or donations. Development continues to help in this endeavor.*
- 3) *A Writing Center was established in fall 2004.*
- 4) *A Strategic planning Group in General Education met from December 2004 until June 2005; its draft report will be considered by the Strategic Planning Steering Committee in the fall.*

- Recommendation 6:** Increase, as necessary, monetary resources devoted to assessment to generate a more active focus on effectiveness & supply the resources that will best enable faculty members to make use of available student learning assessment data.

Progress/Status

OIRA

OIRA's budget has nearly doubled in the last two years with more funds allotted to assessments of learning outcomes (CAAP, Essay writing) and satisfaction and process surveys (faculty, staff, student, alumni). In addition, acquisition of two servers to host OIRA data base and faculty load information is a valuable resource, in addition to enriching OIRA staff capabilities with two new additions, the University Statistician and the Data Management Specialist.

Chapter IV. Governance

Recommendation 1: a) Revision & periodic reviews of the following bylaws: corporate bylaws, Senate bylaws, Faculty bylaws & student governance; b) Should also include changes to the process of evaluating the performance of senior officers & the evaluation of the president & c) revisit the issue of tenure at AUB.

Progress/Status

- a) *The project is being prepared for, but will go into full swing in the academic year 2007-8.*
- b) *Guidelines for this were circulated to the members of the Senate, who discussed them.*
- c) *It has been discussed frequently in faculty-administration meetings and at the BOT meetings. It was recommended to form a committee of trustees, administration and faculty to study retirement funding first to ascertain whether this was sufficient, since faculty not retiring should tenure be established is a major Trustee and administration concern. A subcommittee from the administration is preparing the necessary data and information needed by any formal committee.*

Recommendation 2: Enhance communication & coordination through 1) increasing the number of deans invited to attend BOT meetings to enhance communication between Trustees and Deans, 2) increasing the number of BOT members who are AUB Alumni from middle eastern origin, 3) more involvement of the President in the Affairs of the University Senate, 4) Clarifying the role and strengthening the effectiveness of the University Senate as the principal legislative body for academic affairs and faculty self-governance, and 5) developing strategies for enhancing broader participation of faculty in the governance structures and decision-making processes of the institution

Progress/Status

- 1) *This is a difficult question to answer since its response may vary from one faculty member to another. However, issues involved are clearer due to more discussion and beginning strategic planning, but other than this no formal measures have been taken.*
- 2) *17 members of the BOT are alumni and around the same number are from the Middle East. The total BOT has 34 members.*
- 3) *This has not occurred due to reasons beyond the President's control (illness in his family).*
- 4) *This will be worked on formally in 2007-8. But preliminary discussions are occurring.*
- 5) *Same answer as above.*

Recommendation 3: Academic heads of departments should be more empowered in their jobs, in particular with regard to external hiring and budgeting & senior administrators should delegate more authority with regard to hiring, budget control, revenue generation, purchases and expenditures, etc.

Progress/Status

School of Nursing:

The School of Nursing falls under the Faculty of Medicine. All decisions regarding external hiring and budgeting have to go formally for approval to Dean FM before being processed.

Faculty of Engineering & Architecture (FEA):

It has been the practice in the FEA since 2000 to empower Academic heads of department with the tasks of external hiring and budgeting.

Faculty of Health Sciences

For the past two years, the Administrative Committee of FHS, composed of department chairs and chaired by the dean, has been meeting regularly once a month to consider all administrative matters including budgeting. The Executive Officer attends these meetings, takes minutes and ensures follow-up. The budgeting process is totally transparent and chairs participate in the budget planning process and are responsible for implementation.

External hiring begins with the chairs discussing their needs with the dean, who in turn discusses needs with the provost. Once a position is approved for recruitment, the advertisement, review and recommendation to the dean is in the hands of the chair.

Faculty of Agriculture and Food sciences

Dept. Chairs have been given more empowerment in budgeting and budget preparation

Faculty of Arts & Sciences

Biology *Nothing has changed during the last year concerning hiring and budgeting. External hiring concerns the department as a whole and Decisions are by majority votes. The chair does not vote but can express his/her opinion as departmental recommendations are transmitted to the Dean. The Chair has control over expenditures within the departmental budget, but has no say in the sum of the budget.*

Economics *To a great extent academic heads of departments were more empowered in terms of recruitment and budgeting. Most hiring decisions are implemented at the Department level.*

Education *There were no changes in the procedure for hiring and budgeting in the Department, even though the Department has significant control over the hiring process.*

English *The English Department is heavily involved in the recruiting process. In 2002, I went to the MLA, with the Dean, to interview candidates; in 2005, I went to TESOL to recruit instructors for Communication Skills. Anytime it seems advisable to go to a conference for recruitment or to ask candidates to come to Beirut for a presentation, the Dean's Office supports our requests.*

As for budgeting, all the requests made by the Department have been

approved. Needless to say, the requests we make are usually reasonable. Sometimes, we go over budget in certain supplies, and the Dean's Office always provided us with emergency funds to cover our needs.

- Geology* *Recommendations to the Dean for external hiring of Faculty members are usually made by the Geology Chairperson based on thorough evaluation by Geology Faculty and after careful Discussions in Departmental meetings. Budgeting: after discussions in Departmental meetings and based on departmental needs of teaching and research equipment and materials, the Chairperson sends Departmental recommendations on budget to the Dean. Decisions on the budget are usually made by the Dean.*
- History* *Academic heads of departments were not more empowered in their jobs. No new regulations changing academic heads of departments prerogatives regarding external hiring and budgeting were introduced.*
- Mathematics* *Academic heads of departments are fairly empowered in their jobs, but not to the required extent.*
- Philosophy* *I believe it varies from department to department. In our department, the Chair has some authority in hiring, though all hires must be approved by the administration. As for budgetary matters, our department has little say in the budget allocated to it, or even how the budget allocation is divided among different categories (travel, supplies, minor equipment, etc.).*
- Physics* *Based on a Departmental vote, the Head of Departments submits to the Dean a prioritized list of suitable candidates for vacancy in the Department, with a short justification and the CV for each candidate. The Head of Department writes his/her own report and assessment of the candidates and of the Departmental recommendations. Regarding budgeting, the Head of Department discusses with the Faculty their needs and agrees with them on a prioritized list of items and projects that will be submitted to the Dean.*
- PSPA* *Under the direction of the Chair and Acting Chair in 2004-2005 the department collectively recommended a short list of candidates to the Dean for three positions in 2004-2005. This process included Department review of and vote on the pool of applicants. Three of the short listed candidates were personally interviewed by the Dean, while a third was personally interviewed by the Chair and the Dean. A fourth was interviewed collectively by the Acting Chair and the Department. In each case the Chair and Acting-Chair had the flexibility to create and implement an interview process, in accordance to FAS guidelines, which met the needs of the Department.*
- SBS* *The Dean is very good at involving the Chair. Chair involvement in interviews outside AUB needs consideration to enhance even more recruitment effectiveness.*

Olayan School of Business (OSB)

The Role of Track Conveners in Strategic Direction-Setting

Strategic direction setting at the Olayan School of Business is a flexible, though all-encompassing, process underscoring the importance of quality assurance and continuous improvement. It results in overarching, yet focused statements of direction that set general objectives for 5-year periods and allow great leeway to participants, in particular, Track Conveners, in the ways they contribute toward the school's mission.

Track Conveners now play a critical, more comprehensive role in running their Tracks, including academic planning, setting future faculty requirements, faculty compensation, and executive education.

In addition, Track Conveners are critical members of OSB's Advisory Committee, responsible for conceptualizing, voting on and approving major critical-path decisions pertaining to the future of the School. Following the establishment, in September 2000, of the Olayan School of Business as the sixth faculty of the University, the development of a clearly defined and well thought-out school mission statement became a top priority. This project, led by the Dean and the former Department Heads at OSB (the title was later changed to Track Convener), took the better part of two-years to complete—the final version of the mission statement was introduced in the fall of 2002—following discussions and deliberations with a wide range of internal and external stakeholders. The mission currently reads as follows:

The Vision of the Suliman S. Olayan School of Business ("OSB") is to become:

"The Preeminent Business School between Europe and South East Asia¹"

The School's mission statement is:

"To prepare future regional business leaders through world-class undergraduate and graduate education, research and professional service in a vibrant learning environment conducive to the pursuit of excellence."

The overall strategic positioning of the School is linked to both its vision and mission. OSB's mission statement plays a clear role in connecting the actions of different stakeholders including students, faculty, alumni, the International Board of Overseers and the Board of Trustees. The collective effort of these stakeholders is critical in fostering a vibrant learning environment conducive to the pursuit of excellence.

- *Faculty members have a clear role to play through research, professional service and continuing professional development*

¹ Includes all countries of the African Continent and the Middle East (including Turkey).

- *Students are critical in fostering an interactive, dynamic environment conducive to knowledge exchange and learning, through in-class discussion and extra-curricular, school-sponsored activities*
- *Alumni, Employers and International Educators, through the School's International Board of Overseers, the Middle East Advisory Board and AUB's Board of Trustees, closely monitor progress and provide critical input and feedback to OSB's strategic planning process*

Consistent with the mission's intention of encouraging the pursuit of excellence in a vibrant learning environment, OSB abandoned the traditional internal organization along departmental lines and adopted a more permeable type of organization around learning (or focus) tracks. There are currently three Tracks in the School:

- I. Finance, Accounting and Managerial Economics*
- ii. Management, Marketing and Entrepreneurship*
- iii. Business Information and Decision Systems*

The boundaries between Tracks are intentionally permeable, allowing for close interaction and idea/knowledge exchange between various track members. The Track structure empowers Track Conveners to assume accountability in mining and attracting young faculty talent. In addition and as mentioned above, Track Conveners are key members of the School's Advisory Committee which shapes the strategic direction, 5-year objectives and resourcing plan for OSB.

A formal review process for the School's mission statement and strategic objectives is planned for Academic Year 2007 - 2008 and will be spearheaded by a newly formed Strategic Planning Committee ("SPC"), involving key members of the various stakeholder groups mentioned above and soliciting school-wide participation through planning sessions and off-sites. This initiative will be initiated primarily by the Track Conveners.

The Role of Track Conveners in Faculty Hiring

OSB actively recruits qualified faculty members through:

- *Advertising in academic journals and online publications both regionally and in the US, Europe and Australia*
- *Partnering with international academic associations to advertise and disseminate information about available academic positions at OSB*
- *Qualified referrals from Track Conveners*

Faculty members selected for interviews go through a rigorous recruitment/screening process at both the School and University levels. The candidate is usually interviewed by the Dean, the Track Convener, the School's Advisory Committee and the Provost. In addition, the candidate

must present his/her research portfolio in a public forum to the faculty members in the Track to which he/she is applying and field inquiries as appropriate. Based on this, the Track Convener makes a recommendation to the Dean. The Dean has the delegated authority to appoint academic staff to the School upon recommendation from the Track, the Track Convener and the School's Advisory Committee, subject to the approval of the Provost, the President (or his nominee) and the Board of Trustees.

Based on OSB's recent recruitment campaigns, typically, a maximum of 20% of a particular applicant pool is extended fulltime offers in any one year. Of the offers extended, approximately 50% are accepted (approximate yield). The School's Track Conveners have made the drive for gender and demographic diversity a top priority in faculty recruitment, second only to qualification and merit.

Recent additions (totaling 5), recruited through Track Convener referrals/recommendations, to the faculty complement (to begin in fall 2006) are as follows:

- I. Finance, Accounting and Managerial Economics Track: 1*
- ii. Management, Marketing and Entrepreneurship Track: 1*
- iii. Business Information and Decision Systems Track: 3*

The Role of Track Conveners in Budgeting

Track Conveners are actively involved in the budgeting and resource allocation process at OSB. At the beginning of the AUB budgeting cycle, each Track Convener submits to the Dean the recruitment needs for the following academic year. These requests are reviewed by the OSB Advisory Committee, the Dean and the Provost and are presented to the Board of Trustees for approval at its March meeting. Track Conveners and administrative directors also present their requests regarding capital requirements.

The Advisory Committee at OSB combines the aforementioned requests and prioritizes them. These budgets are then presented to the Budget Committee (composed of the President, Provost, Vice Presidents, Financial and Budget Planning Officer, Comptroller, and Auditor) for approval.

VP for Administration

- 1. Senior administrators are directly involved in the hiring process of management and senior positions. A search committee is formed in each case which includes the director of the unit who has an active role in the selection of the most suitable candidate from the short-listed applicants.*
- 2. The finance function devolution has taken place between AUBMC and Campus; AUBMC now has an organizational design and high level process description for devolution of financial processes between Campus and AUBMC.*

3. *Revision of the hiring process in the non-academic policy manual will clear up any ambiguity regarding responsibilities; greater freedom has been given to hiring authority at AUBMC.*
4. *Approval authorities on the automated purchasing system have been changed to allow for an increase in the upper limit of low value purchases to \$300, thereby speeding up the approval process and giving more autonomy to a larger segment of the workforce.*

Chapter V. Administration

1. **Recommendation 1:** The University should improve personnel administration through a) adopting a uniform policy regarding the maintenance and documentation of departmental organization charts, b) maintaining complete and up-to-date job descriptions by Personnel Dep't, c) providing each staff member with a copy of his/her job description and having it discussed regularly with his/her supervisor, & d) recording minutes for all departmental and staff meetings.

Progress/Status

- *The HR Policy Manual for Non Academic personnel has been revised in many sections and policy provision has been made in the draft for maintenance and documentation of departmental organizational charts university-wide. Expectations are that a revised non-academic policy manual will be approved and issued prior to year-end 2005.*
- *Job description database exists in HR Campus and Hospital with new employees given a copy of the database and current employees may request a copy. Hospital has recently purchased competency management software which will allow access to Hospital employees not only to their job description but also to their performance appraisal by end 2005. Campus will be adopting this approach during 2006.*
- *All HR Committee, HR Transformation and HR Strategic Planning meetings are formally documented via agendas/ minutes*
- *In addition, HR Campus has now made available self-service employee vacation scheduling/vacation look-up on the AUB website.*

2. **Recommendation 2.** Changes in the structure of the Office of Protection.

Progress/Status

The structure is still the same; however, a job family is in process of being formalized. The Chief of Protection reports directly to the VP for Administration and weekly meetings are in session to follow-up on all progress of security issues on and around campus and the medical center. There is an authorized increase in FTEs in order to minimize overtime hours incurred by the current employees.

Chapter VI: Integrity

Recommendation 1: Increase efforts to emphasize the concept of integrity at all levels at AUB through 1) encouraging concrete steps on the part of administrators, faculty, students, and staff to adhere to their roles in a manner congruent with the University's mission, policies, and procedures; 2) reinforcing the newly introduced Student Code of Conduct by employing new communication strategies and by developing policies and procedures to address accountability ;3) considering the development of a faculty code of conduct.

Progress/Status

The Student Code of Conduct rules has been actively disseminated. A new on-line plagiarism test for all students was developed; an on-line plagiarism detection program (Turn-it-in) was distributed for faculty use. Expectations were clarified for faculty members.

New processes in faculty promotion have been instituted, including the inclusion of a Due Process Monitor in all promotion meetings in order to confirm that all processes are followed.

Faculty members now receive a written annual evaluation from their departmental chairs.

Recommendation 2: Review the policies pertaining to freedom of expression in student clubs and other venues with the goal of bringing policies and actual practices into alignment, encourage freedom of expression as well as objective criticism; and adhere to equity in the treatment of problems.

Progress/Status

- a. Policies pertaining to freedom of expression in student clubs and other venues were finalized last summer by establishing by-laws defining the rights and responsibilities of these clubs. This summer, one of the priorities on the agenda of the Office of Student Affairs is to examine the workability of these by-laws based on the experience of the previous year.*
- b. AUB and the Office of Student Affairs encourage freedom of expression and objective criticisms by avoiding as few policies as possible that restrict such freedoms. Students run Outlook, the student newspaper and Campus Yearbook with virtually no interference. Likewise the Student Representative Committees from Each faculty meet frequently with no university interference to discuss all issues students wish to place on their agenda. Overall, it is possible to say that a culture of freedom of expression prevails.*
- c. The Office of Student Affairs considers equity as the core foundation of its treatment of students and student organizations. Bylaws and policies are made to apply for all. For example, we are working to standardize the by-laws of the SRCs to ensure that all student organization operate within the*

same framework. Ironically it is the students who often haggle for more rights for their own organizations under the guise of 'unique requirements'. For these reasons, we still have not achieved standardization in SRC bylaws. In the area of student discipline, we apply standard actions to deal with specific violations based on the Student Code of Conduct. In other words all efforts are made to ensure that two students receive the same disciplinary measures for the same violation.

Recommendation 3: Improve the University's relationship with the community. Make explicit, to all constituents in the University and especially to students, the close and essential relationship between AUB and its mission of service to the communities, nationally and regionally; link this relationship to the student's learning process.

Progress/Status

Student Affairs:

The Community Service Program has been fully operational in the academic year 04-05 and some conclusions about its work are now available. The Program has coordinated work with various NGOs and humanitarian groups so that AUB students during the last year have participated in activities ranging from caring for orphans to acting as election observers in the recent parliamentary elections. The AUB community and especially students have been regularly notified of the existence of the Community Service Program through email, posters and through reporting in the student media. In addition, workshops and seminars have been organized that have highlighted the value of these activities and their relevance to the mission statement of the AUB. Although AUB does not offer credits or official recognition for community service work, every effort is made to educate students through the means above about the learning value of participating in community service. To a large extent it is possible to say that volunteers are offered no rewards aside from the self-educational experience.

School of Nursing:

At the School of Nursing, community service is an important part of the school's work. Faculty put a great deal of emphasis on serving the community through lectures, seminars, and by serving on boards of community centers and schools. The students at the SoN put emphasis likewise on community service during their educational training. They are known to have contributed to a number of community projects such as anti-smoking campaigns, blood pressure and diabetes control, among others. Their community training includes working in community centers, elementary schools and high schools, as well as centers for the care of mother and child.

Regionally the SoN faculty has been involved in helping develop a College of Nursing in Al-Khobar, Saudi Arabia.

Faculty of Engineering & Architecture (FEA):

An ad-hoc integrity committee has been formed in FEA during 2004-05 charged with the task of promoting academic integrity to become a culture at FEA in specific and AUB in general. The committee has drafted two manuals, one for students and another one for faculty and teaching assistants, which have not been approved yet.

Faculty of Health Sciences (FHS)

The relationship with the community is an important component of activities of faculty and students at FHS both in undergraduate and graduate programs, and particularly for the MPH program which involves a practicum training component. FHS is emphasizing its relationship with the community in teaching, research and public health practice.

Faculty of Agriculture and Food Sciences (FAFS))

The relationship with the community has been and still is good. No change felt in the relationship between students and community.

Faculty of Arts & Sciences (FAS)

Biology

Community development programs are not applicable to the Biology department where the work is more of a basic nature. The mission of the University is still unclear to faculty and students. Only faculty who participated in the accreditation task force teams became aware of the mission.

Economics

a- The Department established strong relationships with the community through the hosting of a series of public lectures, workshops and external seminars. Presenters included international, regional and local academics as well as practitioners from both the private and public sectors. These seminars allowed an excellent interaction between students and policy makers.

b-c- The department of economics is actively engaged in creating and promoting awareness for academic integrity. Committed to the philosophy of liberal arts education, which is to develop academic, social, and professional excellence, our faculties discuss with students the importance of good citizenship skill in academia and social systems. We tell students that liberal arts education provides both a responsibility and a privilege. The privilege is that students have substantial control over their academic curriculum. This privilege, however, becomes worthless if students lack professional maturity or undermine it through dishonest behavior. Any violation of the AUB codes of student conduct is avenged severely. Cheating, plagiarism, and dishonesty typically result in a push down of the grade or, in severe cases, report to the disciplinary committee. We also require students violating AUB codes of academic integrity to write a multi-page report about the value of good citizenship skills and integrity in academic and other social communities. Similarly, good citizenship skills in classroom such as punctuality, constructive participation, and professionalism in class discussions are awarded with a raise. The department of economics also conducted a small

survey in the Spring 2005 semester exploring AUB students' attitude towards citizenship skills. The survey was conducted in a WebCT based course. The results suggest that AUB has a slight problem with academic integrity. It also shows that AUB students lack "citizenship skills awareness.

- Education*
1. *The Department has historically had very strong ties to the community in general and the education community in Lebanon and the region more specifically. These ties are manifested in the conferences and workshops the Department and one its units, SMEC, organize and in the community service in which the students are involved (Examples of these activities included the National Science, math and Technology Fair and the Reading Day, among other activities). Many of the Department programs are field based and consequently provide an opportunity for students to see the relationships between their university work and community needs. It is important to note that there were no significant changes in this respect in response to the accreditation report. We continue doing these as we have done in the past.*
 2. *Faculty members in the Department were encouraged to include a statement on plagiarism in their course syllabi. Moreover, students were encouraged to fill out the required plagiarism exam.*
- English*
- The English department maintains close ties with the professional community in Lebanon and the Arab region through regular contacts with school administrators and coordinators of English programs and through a variety of development activities carried out through REP. We stress to our students the importance of having these ties with the professional community, especially when we send them to observe classes or to conduct research work for their papers or theses. We offer consultation to institutions on English language programs and we conduct teacher training workshops in Lebanon and the region. Our experiences are usually shared with the students in our classes*
- Geology*
- Service to the community and the University's relationship with the community has been emphasized by the President and by the Dean. Most Faculty members contribute to such service to the community. At the Geology Department, we provide scientific tours to hundreds of school students visiting the Geology museum annually, and give seminars (for example on earthquakes and tsunamies) to groups and associations who request so. Some of our students are members and volunteers in the Red Cross, and some provide services as volunteers at the Children's Cancer Hospital, and read for the blind.*
- History*
- Community service: AUB-funded archaeological fieldwork (Tell Fadous-Kfarabida, Tell Burak) and class trips (to Akkar, to South Lebanon, to the Northern Biqa', to Mount Lebanon) to visit ancient sites as well as traditional pottery, glass, weaving, and silk workshops, developed students and community awareness for the importance of cultural heritage, its management and preservation. In this fashion, the relationship between AUB and its mission of service to the communities was linked to the students' learning*

process.

- Mathematics* *As a new chair, I do not have enough information to answer this question.*
- Philosophy* *I am not familiar enough with this area of the University's activities to make a judgment. My department is one that has few opportunities for service to the community; although it takes full advantages of what opportunities arise (such as contributing to local conferences). As these opportunities are limited, it seems unlikely that they play a significant role in altering the community's perception of AUB.*
- Physics*
- PSPA* *Numerous PSPA faculty provided analysis on the political situation and elections in the Lebanon for local, regional, and international print, radio, and television media during 2004-2005. The Department also created a space on its website communicating the expertise of each faculty member. This webpage is currently being updated to include all the interviews (in all media formats) conducted by the faculty. This information will be available to the community, as well as used by faculty to encourage discussion and comment in the classroom.*

SBS

Olayan School of Business (OSB)

OSB's mission statement, which is highly congruent with AUB's mission statement (explained in Section II.1.b below), influences decisions regarding lifelong learning, innovative research and professional service initiatives in the region, with the aim of contributing to the intellectual capital base of the Middle Eastern community. It is in this way that OSB contributes to community development in Lebanon and the Middle East. A sample of recent initiatives aimed at community development is provided below.

Life-Long Learning and Research

On May 5, 2005, OSB launched a unique corporate governance program, sponsored by the National Bank of Kuwait. This program is the first of its kind in the Middle East and Africa acting as an innovative think-tank through which Western governance best-practices can be effectively applied in the Middle Eastern context. The program is built around three foci:

- **Student Education:** *Development of specialized coursework to be integrated into the core requirements of undergraduate and graduate degree programs along with the provision of corporate governance “sub-concentrations.”*
- **Executive Life-Long Learning:** *Corporate/Executive training provision to Middle East businesses.*
- **Regional Thought-Leadership:** *Creation of a Middle East-focused research center; the first initiative therein being a study of SME structures in Lebanon and Kuwait.*

Professional Community-Based Consulting Initiatives

OSB faculty members make significant contributions to AUB’s Office of Regional and External Programs (REP), which offers services to over 75 private, public and non-profit organizations throughout the Middle East region. OSB faculty members actively engage in short term consulting assignments/executive education seminars which stimulate professional contributions and translate into a wealth of useful and practical input in the classroom. Whereas the School is still at the incubation stage in the area of research (because of its youth), the University (through REP) has reached the brand recognition/growth stage with respect to executive/professional education provision and advice. As such, OSB continues to capitalize on AUB’s growing brand equity through related initiatives (the Executive MBA and the Corporate Governance Program discussed above).

Faculty Member Research Contributions

OSB’s mission statement is reflected in the profile and qualifications of its members. The pursuit of excellence in education cannot be realized without devoted, high-caliber faculty. OSB has been successful in attracting a growing number of highly qualified full-time faculty members, with the numbers growing from a mere 10 in 2000 to over 38 full-time faculty members in 2005. Many are Ph.D. graduates of top US and UK institutions.

Value-added academic research, which is key to community development, has likewise increased both in number and in quality. Whereas faculty contributions to refereed academic journals were 4 in 1999-2000, they grew to more than 38 publications in 2004-2005. In the last five years, OSB’s faculty complement has published approximately 135 articles in refereed academic journals and has averaged approximately 2.5 Intellectual contributions per FTE per year in the last 5 years.

Student Learning and Community Impact

Students are expected to engage in class-related strategic case analyses and presentation competitions before leading professionals in the region.² These are designed to strengthen confidence and communication skill by promoting student interaction with, exposure to and evaluation by regional business leaders. More importantly, the events often result in innovative inputs leading to the revitalization of business practice (and in effect community development through innovative/effective business best-practices) in Lebanon and the region.

- a. Efforts were made to make explicit, to all constituents in the University and especially to students, the close and essential relationship between AUB and its mission of service to the communities, nationally and regionally*

As the embodiment of the strategic goals and objectives of OSB, the School's mission statement has a wide-ranging span of influence across most of the School's activities and interactions with internal and external stakeholders. OSB's mission, which flows directly from AUB's mission, is consistently underscored, emphasized and widely disseminated to all constituents within the School. It is consistently referred to by the Dean and key administrators as a guiding foundation for the School's existence and as a statement of its strategic intent. However, the very recent adoption of the mission in 2002 means that the conversion of its underlying principles into the School's programs is being undertaken progressively, particularly in the areas of academic curriculum content, research development and executive education.

When OSB's new facilities³ are completed (planned for academic year 2007-2008) the mission statement will have a prominent place in the design structure. A spot that will be visible to all participants, members, and would-be visitors to OSB has been allocated to the mission statement and has already been reflected in the new facility's design schemes.

The Parallel between AUB and OSB Mission Statements

OBS's mission is highly congruent with that of AUB. The AUB mission reads as follows:

The American University of Beirut (AUB) is an institution of higher learning in Lebanon founded primarily to serve the peoples of the region. Its mission is to promote excellence in education, to participate in the advancement of knowledge through research, and to provide quality service to society. Basing its educational philosophy, standards, and practices on the American model of

² Recent examples of graduate case competitions include: British Bank of the Arab Countries (BBAC) sponsored competition on the Lebanese Banking Sector, L'Oreal-sponsored marketing case competition and Meatel-Nokia sponsored technology and strategy case competition. For more information, refer to Exhibit A.

³ Please refer to the responses to Standard 5 for more information on OSB's new facility planned for occupancy in Academic Year 2007-2008.

higher education, the University believes deeply in and encourages freedom of thought and expression and seeks to foster respect for diversity, tolerance, and dialogue. It aims to graduate men and women committed to scholarship, critical thinking, life-long learning, civic responsibility, personal integrity, and leadership.

The AUB mission statement is explicitly descriptive in tone at the beginning but also articulates core values (2-4) and focuses on desired outcomes in graduating students (lines 9-11).

OSB's mission statement mirrors the core values reflected in that of AUB. AUB's mission statement focuses on serving the peoples of the region and there is a clear parallel emphasis in OSB's mission statement on the preparation of future regional business leaders. AUB and its newest born School, OSB, both recognize the regional role and impact that they are expected to assume and hence the obligation and responsibility of catering to a regional audience. AUB and OSB are the top choice par excellence not only for Lebanese students but also for many students of the region. This has in turn been reflected in the both the University and the School's respective inclination to cater to an audience that is regional in scope.

AUB's mission statement emphasizes:

- 1. Promoting excellence in education*
- 2. Participating in the advancement of knowledge through research*
- 3. Providing quality service to society*

The same set key of themes is present in OSB's mission statement, which emphasizes:

- 1. World-Class undergraduate and graduate education*
- 2. Research, and*
- 3. Professional service*

The promotion of excellence is implicit in OSB's use of the term "World-Class" in its mission statement. The pursuit of excellence is also explicitly mentioned at the end of the OSB's mission statement 'in a vibrant learning environment conducive to the pursuit of excellence.' Moreover, there is a clear emphasis in both AUB's mission statement and that of OSB on research and the rendering of professional services to society.

Therefore, the alignment is observed in the respective mission statements in relation to core substantive issues, relating specifically to a regional orientation and the promotion of excellence in education, research and professional service.

It should be noted that while OSB's mission statement was established in 2002, it was subject to review soon after its introduction during the University's Middle States Accreditation process, which took place in 2003 and 2004. However, no changes were made to the original OSB mission statement, considering that it was still relatively new, appropriate for targeted students and congruent with AUB's overall philosophy and orientation to education.

b. This relationship (in b above) been linked to the student's learning process?

The close and essential relationship between AUB and its mission of service to the communities, nationally and regionally is clearly linked to student learning processes at OSB.

As explained in Section II.1.a above, students, as part of their curriculum, engage in a variety of required class-related studies and presentations to the professional community designed to contribute to the enhancement and development of Lebanese/Middle Eastern businesses.

In addition, the creation of a career placement center at OSB and a mandatory 1-credit summer internship requirement for all junior undergraduate business students reflects the OSB mission statement's commitment to preparing future business leaders through professional service while contributing cost-effective student know-how to local and regional businesses.

Lastly, students contribute to their communities through extra-curricular activities. For example, the OSB's Entrepreneurship Society is designed to link the University environment to local, start-up businesses – two years ago OSB held a national business plan competition designed to encourage, back and establish novel value-added business propositions.

Chapters VIII & IX. Admission & Student Services

Recommendation 1: Changes in the following processes: student admissions criteria and processes, financial aid criteria and processes, enrolment management, academic advising, & customer services in the University Health Services.

Progress/Status

A unified admissions committee was established and is completing its first year; no changes in financial aid, a strategic planning committee on enrolment management has met all year and has completed its draft plan for consideration by the steering committee; the University is working to outsource its health services.

Recommendation 2: Changes in the structure of the following offices: Student admission, Office of Protection, the Office of Student Affairs- Athletics, Counseling Center, Housing, International Student Services, Orientation Program, Placement Services, Student activities, & Student government.

Progress/Status

With regard to structure of Office of Student Admission, an additional student recruiting officer is being hired; more open fairs will be attended to widen the enrolment pool and attract potential graduate students from abroad.

With respect to the Office of Student Affairs, no changes have been made to the structure of the Office of Student Affairs in the past year. An analysis however was undertaken by the Human Resources Department and its conclusions are currently being examined.

Chapter X. Faculty

Recommendation 1: Increase efforts and resources to recruit, support, and retain more diverse faculty and students.

Progress/Status

Provost: *This awaits the completion of strategic planning.*

Recommendation 2: Provide increased resources for the acquisition of assets to support teaching, including classroom and laboratory equipment. Continue to provide workshops& training to improve teaching.

Progress/Status

Associate Provost

I believe we can report considerable progress in regard to the teaching and learning environment.

*I refer to the various seminars, workshops, and forums that have been developed and offered in the past few years. These activities have become more 'formalized' with the establishment of the Center for Teaching and Learning (CTL) at AUB last November (see the message of the Provost, Nov. 3, 2004 announcing the establishment of the CTL). A good source of information on the teaching and learning activities at AUB is the website of the CTL <http://staff.aub.edu.lb/~webteach/>. This site incorporated within it the earlier teaching and learning reports and activities that were included in the website established by the Mellon funded Task Force on Teaching Excellence. Recent teaching and learning activities that are reported on the CTL website include: **Developing Learning Outcomes; Assessment at course and Program Levels; Academic Advising; Developing a Teaching Portfolio; Forum on Faculty Mentoring; Faculty Seminar on Teaching and Learning Excellence; Mellon Summer Seminar: Creative Use of Resources in Course Design***

School of Nursing (SON)

The SoN does not have a place of its own yet. Nursing classes are held now in DTS and FHS to replace the old accommodations which was the lobby of Issam Fares Hall and building 56. The skills lab is still problematic; the location as well as equipment is still old and outdated. No investment has been made yet awaiting the completion of the new building which is planned for 2007. No separate computer lab is available for nursing students due to space problems. Nursing students share the DTS computer labs of DTS and FHS.

Faculty of Engineering & Architecture (FEA)

All classrooms in the Faculty have been equipped with LCD projectors. All faculty members have been given Laptops. Over a million dollar per year is spent on new Laboratory equipment and computers.

Faculty of Health Sciences (FHS)

The teaching environment has been largely improved at FHS. All classrooms now have a ceiling-mounted LCD with supporting computer. The Van Dyck Auditorium

is currently being renovated and will be ready at the beginning of the AY 2005-06. One large discussion room will be furnished with an LCD during the coming academic year.

We have completed this year renovation of the Labs in Van Dyck. They are at present satisfactory in terms of lab equipment for teaching.

Faculty of Agriculture and Food Sciences

Improved with purchase of new teaching materials and Lab equipment. All Classrooms have been equipped with LCD projectors and automatically operating screens.

Faculty of Arts & Sciences (FAS)

Biology *The resources may have increased but still the time needed to acquire these assets is very long (around 2-3 years)*

Economics *To a great extent resources have been swiftly mobilized such that most classrooms at AUB are furnished with the necessary state of the art technology to insure the best possible learning outcomes.*

With the support from the academic computing center, the Department of Economics introduced WebCT for various courses. This technology has proved particularly useful for large sophomore courses, such as Economics 211 or 212. In fact, the economics department was the first department at AUB to introduce WebCT on a large scale, administering more than 400 students on one WebCT platform.

WebCT provides an online platform through which lecture notes and problem sets are made accessible to students. Students have also the opportunity to communicate among each other through email and discussion board postings. WebCT allows further for online testing. Exams on WebCT consist typically of multiple choice questions. We designed for each module of the course a questions database. The questions and problem sets in each dataset are carefully selected and have a similar difficulty level. In the exam, each student receives a certain amount of randomly selected questions from the datasets linked to the individual testing modules. This has the effect that each student receives essentially a different exam. Although the introduction of WebCT on a large scale is associated with considerable set up costs, its long term benefits are obvious. Copy costs and paper consumption have become zero. Since WebCT exams are graded automatically, faculty gain extra time for research. Most importantly, however, cheating opportunities have become eliminated. This underlines the department's commitment to enforce fair play and to create awareness for good citizenship skills, which will be favorable to students' academic and personal growth.

Education *The computer laboratory of the Department was equipped with new computers, new server, and a new LCD projector. In addition, new faculty members received computers and the computers of a number of current*

	<p>faculty members were changed. The Department also received a number of overhead projectors.</p> <p>In addition to equipment, faculty member order a significant number of books that were added to Jafet Library and SMEC Library received new math and science textbook series.</p>
English	<p>The English Department has, over the last few years, acquired many resources that are used to serve the teaching process and enhance the quality of education. Thus, we maintain two up-to-date computer-assisted language learning labs, a library for CELRT, and a video room. We also have two seminar rooms that are used for meetings and graduate classes. We also have a good number of overhead projectors. Needless to say, we also have access to some of the “smart” rooms in Nicely Hall for some of our classes.</p>
Geology	<p>The Dean has supported many of our requests concerning laboratory equipment and teaching tools. This has helped us in improving the teaching environment.</p>
History	<p>1- Teaching environment</p> <p>Substantial resources have been allocated to equip classrooms with audio-visual equipments and computers for teaching purposes.</p> <p>The History and Archaeology department added to its already available equipment (LCD projector, Overhead projector, slide projector, T.V., video and DVD) a laptop, a new slide projector, a new LCD and a new digital camera to photograph manuscripts and old books.</p> <p>Faculty attended Web CT workshops to improve their teaching skills.</p>
Mathematics	<p>FAS needs more lecture halls for big lectures and examinations.</p> <p>Some classrooms in Nicely need better blackboards.</p>
Philosophy	<p>Ours is a department that doesn't require laboratory equipment, and requires only little in the way of classroom teaching equipment. However, technology-enabled classrooms have been placed at our ready disposal, and several members of the Department take advantage of these.</p>
Physics	<p>The Department has purchased new computers that were used to upgrade the Physics computer lab as well as the undergraduate Physics laboratories. Our computer lab is used by the Physics graduate and undergraduate students in their courses and MS projects. We have a course (Physics 222: Computational Physics) in which the computer room is turned into a class room. In addition, the classrooms in the Department have been turned into “intelligent classrooms”, with computers, LCD projectors and internet access. These classrooms are heavily used by a large number of instructors from across the campus. New lab equipment has also been purchased for the design and set-up of new experiments in undergraduate labs.</p>

PSPA

The Department is currently preparing a proposal to upgrade its technical capabilities in the medium-term to enable utilization of new technologies in the classroom (i.e. video and web conferencing, game simulations, semantic databases) for a variety of PSPA courses. In the short-run, with the support of FAS and other institutions on campus (such as Academic Computing, CASAR, the Library, and CNS) the Department has been successfully creating the technical and informational infrastructure necessary for these initiatives.

SBS

- A. more availability of smart rooms is required*
- b. more availability of office and research space for psychology*

Olayan School of Business (OSB)

In the past three years, through successful fund-raising, enrollment increases and proper budgetary allocation, OSB has been able to finance the enhancement of its undergraduate and graduate education programs by focusing on creating a vibrant research and professional service environment. Initiatives that have been enabled by the School's enhanced resources/budget include:

- Growing the fulltime academic staff to 39 in 2005 compared to only 10 fulltime academic staff in 2000*
- Increasing the equipment budget by 10 times*
- Increasing the research budget by 4 times*
- Establishing two visiting boards: one regional and one international*
- Developing and funding the 'avant-projet' of a OSB facility by allocating two payments of \$250,000 each to the initiative (funds raised: \$10 MM). OSB's construction of a new, state-of-the-art facility scheduled for occupancy in academic year 2007-2008 will provide exceptional infrastructural support to the School's participants.*

Premises and Equipment

OSB is located centrally on the University campus, and benefits from the full array of University-wide services available on campus. The School has consolidated most of its staff into one main building (OSB Building) with the remainder in 2 adjacent buildings (CEC annex and Old Pharmacy Annex). The School has immediate and unlimited access to the following amenities in its buildings:

- 42 staff offices*
- 1 graduate assistant break-out room (equipped with 8 workstations)*
- 3 25-seat case study rooms (2 of which are fully equipped with 14 state-of-the-art workstations)*

- 1 30-seat conference room
- 3 computer labs (with a total of 100 workstations)

In addition, the School has access (on a priority, first-come, first-served basis) to the following instructional facilities of the wider University:

- 70 35-seat classrooms
- 4 150-seat lecture theaters
- 3 180-seat special-event auditoriums
- 2 computer labs (each having 40 workstations)

In academic year 2007-2008, OSB will have access to premier physical, instructional, technological and research-related infrastructure. The new, all-encompassing business school facility features 15,000 square meters of built up space and is planned for occupancy in 2007-2008. The facility will provide the following student and staff amenities:

- 62 staff offices
- 1 100-person auditorium
- 2 50-person conference rooms
- 3 60-person common rooms
- 10 50-person teaching rooms
- 9 15-person breakout rooms
- 4 40-person resource rooms
- 2 computer labs (approx. 100 terminals)
- 1 15-person tele-suite
- 2 50-person postgraduate study rooms
- 1 80-person undergraduate study room
- 3 20-person group study rooms
- 1 100-person student service area
- 2 student lounges

The new facility will position the School very well to meet the requirements set by the School's three-year initiatives/action items, and will enhance program quality through a more integrated approach to facilities management while contributing significantly to the realization of the School's mission.

Library and Research Facilities

AUB has two libraries centrally located on campus: The Jafet Library and Saab Memorial Medical Library. The Jafet Library, the University's main library (most frequently used by OSB) serves enrolled students, faculty and staff both on-campus (open 90 hours per week) and remotely. The library has over 558,932 volumes (30,000 titles are business-related), with 2,708 subscriptions to periodicals (of which, about 150 are business-related). There

are also nearly 1,051,794 audiovisual items of all kinds. The Archives and Special Collections include 435 linear feet of archives, 1,392 manuscripts, 11,139 volumes of theses, projects and dissertations, 24,477 photographs, 3,870 posters and 1,462 maps.

In addition, extensive collections are available online. Online business research databases include:

- *ABI/Inform*
- *Financial Times*
- *Wall Street Journal*
- *General Business File*
- *COMPUSTAT*
- *Lexis-Nexis*
- *Balance of Payments Statistics - IMF*
- *Econ Lit*
- *EIU – Country Reports*
- *Emerald Full-Text*
- *STAT-USA/Internal*

Academic staff, management staff and students at OSB have full use of all resources and services that the library offers and if material is unavailable in the library it can be ordered within 2 weeks. OSB is allocated a library budget of \$50,000 per academic year by the University.

Computer Facilities

OSB has adequate computing facilities and plans for full upgrades when the new OSB facility opens for occupancy in 2007-2008. The School has over 100 machines in three computer labs and one break-out room available for student use. In addition to the available computers, 28 computers are arranged into two classrooms which are set up for teaching purposes with high quality video projection and sound (OSB's Reuter's Room and Trading Room). Plans are underway to increase the number of computers in the new facility.

Students have 24 hour access two computer labs which have up-to-date hardware and software, internet access and a pleasant working environment. There are two major University computing labs available to all students on campus.

All staff members have access to a computer in their office connected to a high-speed Ethernet network. The University is also equipped with wireless access for all faculty, students and staff members with laptops. If the School's staff or students require assistance or computer support they can contact lab consultants in person during the working day and until 8pm, or by email to

the University Computing and Networking Services unit . All School computers are brand name, Intel-based, less than four years old, and run the latest software. Every year, 500 new computers are purchased by the University, and computers in public labs are typically changed every 2.5 years (as opposed to 3-4 years for offices).

Technology Support

The School has appropriate electronic resources for students and academic staff to support its programs and expectations of intellectual contributions. AUBnet is a one-stop AUB network where OSB students can access course resources, enroll in tutorials, submit assignments, view grades, access email, use publication databases and other electronic learning resources, and more. It provides modern internet services, databases and multi-media access from classrooms, dormitories student labs and all academic and administrative buildings. Ease of use and 24 -by-7 accessibility enable “anytime” learning opportunities.

Support Services for Academic Staff and Students

The School employs a significant number of support staff to underpin the activities of academic staff and students.

OSB employs 3.25 staff to provide a range of dedicated student support services. These include enrollment advice, learning support and career planning and placement services.

The Student Support Team at OSB manages the student selection process for the School, and monitors student progress including arranging support for at-risk students. In addition, the Student Support Team provides a range of career planning, advising and placement services, placing almost 350 students per year in regional internship positions.

The Dean’s Office consists of 6.5 staff providing a range of School-wide corporate services including academic staff support and facilities support.

Information Technology support is handled by 2.5 specialist staff.

The School employs 12.25 non-academic staff, which amounts to a non-academic to academic staff ratio of 22% or 4.5 academic staff to 1 non-academic staff.

OSB also has an enrolled student to non-academic staff ratio of 109 to 1 and an enrolled student to total academic staff ratio of 24.5 to 1 (enrolled student to fulltime academic staff ratio equals 34.6 to 1).

OSB is therefore adequately resourced to provide the full range of corporate services to the Tracks as well as a range of support services (such as academic, career and placement advice) focusing on specific student populations.

Recommendation 3: Strengthen institutional support for research by protecting faculty time for research, expanding the level of research funds available to faculty, and enhancing administrative support services and equipment for research.

Progress/Status

Provost: The Office of Grants and Contracts has added personnel; Faculty members and groups are achieving success in attracting more grant funds.

Recommendation 4: Develop explicit, systematic, and uniform evaluative criteria, giving due attention to areas like regional research, teaching, and service. Implement a more comprehensive year- by- year evaluation system, including annual performance reviews, which would provide regular feedback to junior faculty concerning their progress and would continuously monitor faculty activity.

Progress/Status

Provost: New promotion criteria, procedures, and policies were established June 2004 based on recommendations from a faculty committee and the Senate. They were applied successfully this year. An annual faculty review system is being implemented in all faculties.

Chapter XI: Programs

Recommendation 1: All academic programs need to work more systematically on developing program learning outcomes and sharing them with the University community. Critical thinking, life-long learning, study & writing skills, leadership, freedom of thought and expression, and moral and civic values should be incorporated explicitly in program learning outcomes. Appropriate depth and breadth of knowledge and learning need to be consistently applied across programs.

Progress/Status

School of Nursing: The SoN has been accepted by the Commission for Collegiate Nursing Education (CCNE) and will go for accreditation in 2006. In tandem with the preparation for accreditation, the SoN is undergoing a strategic planning exercise. All of the above points are addressed and are continuously being discussed by the faculty for incorporation in their courses.

FEA: All engineering programs have been preparing for ABET accreditation, have performed self studies and generated self study reports. All programs have developed learning outcomes for their programs and courses which include critical thinking, life-long learning, study & writing skills, leadership, freedom of thought and expression.

FHS

We are in the process of preparing for accreditation of our graduate programs by the Council for Education on Public Health (CEPH) expected in June 2005 or October 2006. As part of the preparation process:

- a. Learning outcomes are being developed at program and course levels.*
- b. Course syllabi are being made more explicit and include objectives and assessment criteria.*
- c. Community links are being emphasized at FHS. We are in the process of developing a reward system in terms of promotion criteria that recognizes public health practice activities of faculty.*

Faculty of Arts & Sciences (FAS)

Biology

- 1-Some faculty developed learning outcomes to their courses and included them in their syllabi. They also tried to promote critical thinking in their teaching. The University organized many workshops on teaching effectiveness .*
- 2- The change in the structuring of syllabi is noticeable. All the syllabi now are designed in the proper format and included objectives, learning outcomes and assessment tools.*
- 3- Community links and extra-curricular activities remained unrewarded both at the faculty and students levels.*

4-A new writing center was opened

Economics

- 2- Following guide-lines from the Dean's office all course syllabi were streamlined to clearly include explicit information on :1. Course Learning Outcomes, 2. Grading*

Criteria, 3. Resources Available to Students, 4. Schedule, and 5. Course Policy

3- Faculty members are rewarded at the end of each year on service to the community.

Education

1- The review of the Elementary Education program, which was initiated in 2002-2002, included the following activities.

- Analyzing all syllabi to find out where writing skills are encouraged and the types of assessment used in courses*
- Developing program learning outcomes after an extensive feedback from students, faculty, schools, master teachers, and other stakeholders.*
- The curriculum and examination committee of the Department has developed a proposal for reviewing the Elementary Education program which will be studied during the academic year 2005-2006.*

English

1- In fact, academic programs have not been asked to develop program learning outcomes and to share them with the University community. However, although not all the courses in the Department include learning outcomes, the faculty, and due to the very nature of our subject matter whether in literature or linguistics, emphasize and work on developing critical thinking, life-long learning, and the skills of research, study, and writing. The same goes for freedom of thought and expression and for moral and civil values.

2- All our courses list educational objectives, assessment criteria, and a statement on integrity.

3- Providing release time for faculty activities like the ones mentioned above is a luxury our department can not afford. Our students and faculty are involved in many extra-curricular and co-curricular activities such as the drama club, poetry readings, the book club, the Writing center, and the like, but no system of recognition of such activities has been put in place yet.

4- Naturally, the English Department is the place where the teaching of English remedial and rhetoric skills are centered. Furthermore, the establishment of the Writing center has extended our work to all University students who need help before, during, or after they go through the Communication Skills courses. In fact, students in graduate programs are among the most enthusiastic of the community we serve.

Geology

1- All course syllabi contain a section on learning outcomes. The University has developed a unit for improving writing skills. Emphasis on developing critical thinking and providing problem solving assignments are taken into consideration for many of the courses we teach. Freedom of thought and expression is highlighted during the teaching of most of our courses by encouraging students to ask questions, to give oral presentations when possible, and to contribute to discussions. Emphasis on academic integrity and its effect on moral and civic values are usually brought to focus often enough during the academic year, and during the exam periods. Depth and breadth of knowledge and learning are usually reflected in the contents of the courses taught and the use of high quality textbooks that are also used in major North-American universities.

3- Extra-curricular and co-curricular activities are emphasized via the advising of the Geology student society and encouraging and supporting such student activities, and via the arrangements of extra-curricular geological field trips, and attending of professional workshops for engineering and petroleum companies. The Faculty needs to develop a mechanism to account for such activities in the workload.

History

1- Regarding program learning outcomes: some faculty members have attended workshops on how to develop learning outcomes and they reported to their colleagues

i. All course syllabi stress the importance of all academic, moral and civic values. Research papers and M.A. thesis improve the study and writing skills of the students. All students take the plagiarism test. Library workshops were developed to improve students' research skills. Leadership, freedom of thought and expression are mainly developed in the student election process, in their political involvement, in their club activities...

ii. Increased number of humanities courses required, increased number of non-major courses required. Major requirements restricted to the minimum required by Lebanese MoE.

3- a) The department is engaged in fieldwork activities which place students in direct relation with the community. Department organizes public lectures and conferences. Faculty members participate in public debates and give interviews to media on a variety of topics related to their specialties.

b) No system for evaluation and development of such activities

c) This activity is not taken into account in academic promotion and is not rewarded by faculty release time. It may be accounted for in the workload.

4- The department encourages its students to seek the help of the writing center to improve their writing skills

Mathematics *These issues, except for developing learning outcomes in syllabi of courses, were not raised before in our department. As a new chair for the department, I will try to address the relevant issues of this part in our department in the next academic year.*

Philosophy

*1. a and b. As far as I know, the Department was never asked by anyone to implement these goals. As a department, we of course strive to instill critical thinking skills in our students, and we try to teach our students writing skills, but we have never been asked to implement leadership skills, civic values, and so forth.
c) I am not qualified to answer this question, as I am really only familiar with our program, and do not know how the above goals have or have not been implemented in other departments.*

2. Department syllabi generally indicate that an emphasis will be placed on critical thinking and writing skills, but since the Department was never asked to incorporate these into our syllabi in any systematic way, this is not done across the board.

3.a. The Department categorizes community activities under service, but does not place special emphasis on these activities, since promotion decisions are overwhelmingly based on research output, not service to the community.

3.b. The newly-implemented annual review process allows the department to evaluate service, but this service need not be to the community (and indeed most members of the department satisfy their service requirements by serving on faculty or university committees).

3.c. There is no system in place to reward such activity, either in the form of additional compensation or teaching release time. Indeed, to the extent that such activities take away from research time, there is actually a disincentive to perform such activities.

Physics

PSPA

1-The Department is currently implementing and redesigning curriculum development initiatives in both PS and PA under-graduate and graduate programs. The aim of these initiatives is to promote critical thinking, reading, writing, and verbal skills, designing research projects that employ both qualitative and quantitative techniques, and the application of technology skills in collaborative learning environments. The output of these initiatives will be available on-line on the Department's website by fall 2005. The Department will also be holding a faculty retreat in fall 2005 to discuss their systematic integration into the PSPA curricula.

2- The Department has systematically reviewed all syllabi to assess the content related to the abovementioned areas. The Departmental also plans to use the faculty retreat in fall 2005 to ensure a level of mutual understanding regarding the importance of teaching and using critical thinking, reading, writing, and verbal skills, research design that employs both qualitative and quantitative techniques, and technology skills in the classroom.

4- The Departmental also plans to use the faculty retreat in fall 2005 to discuss how it can utilize writing resources available at the University, as well as collected by other faculty members. The Department plans to actively use these resources in its courses.

SBS

1- Chair is fostering a, b, and c

2- Chair is fostering

3- Chair has supported development and implementation of the following initiatives:
a. Psychology developed a course PSYC 243-Appied Psychology Research Project so that students have the opportunity to plan, conduct and write up a full study which addresses psychosocial issues in applied settings such as business, industry, hospitals, or public/private institutions.
b. Psychology Colloquium aims at student, faculty and community interface.

Olayan School of Business (OSB)

OSB specifies mission statements for each of its degree programs. These statements guide curricula review processes and reflect high-level conceptual learning goals. As part of its AACSB business accreditation endeavor, OSB is in the process of transforming these mission statements into explicit, measurable and operationally defined learning goals at the degree program level. Each goal/outcome measure will be tracked at the Track, Curriculum and Course level for each degree program to assure appropriate student learning.

OSB is in the process of developing a formal mechanism to systematically track the achievement of the learning goals/outcomes it is developing for each of its degree programs.

Currently, at the course level, learning goals (operationally translated into general and technical skill-sets) are typically defined in course syllabi. The outcomes of these course-level learning objectives are measured and widely communicated through systematic, itemized student assessment (grading) schema.

The School engages in curricula continuous improvement efforts once every two years through established curriculum review processes, the most recent of which took place in Academic Year 2003-2004 (see Section V.1.b. below).

a. Critical thinking, life-long learning, study & writing skills, leadership, freedom of thought and expression, and moral and civic values were incorporated explicitly in program learning outcomes

Learning Outcomes and AACSB-Business Accreditation

As mentioned above, OSB is currently in the process of securing AACSB business accreditation planned for the academic year 2007-2008. As part of its accelerated pursuit of AACSB business accreditation, OSB formed an

Accreditation Office in January 2005. This office has created four task forces (reporting to a Business Accreditation Steering Committee comprised of key OSB administrators and academic heads) responsible for evaluating OSB against 20 quality assurance criteria falling into four logical areas of inquiry. One such area encompasses five AACSB standards that deal with “Assurance of Learning” and academic curricula. These standards assure quality of instruction by establishing mission-critical learning goals for each degree program, systematically implementing them (through testing, course-embedded materials or selection criteria) and developing monitoring mechanisms that ensure learning goals are being fulfilled.

The Academic/Assurance of Learning Task Force (“AAL”) is comprised of members from various OSB constituencies and stakeholder groups: faculty (from varied business disciplines within OSB), students, alumni, corporate employers and regional board members. The membership is as follows:

Task Force 4: Assurance of Learning Standards: 15-20

Faculty Members

- *Dr. Bijan Azad, Associate Professor of Information and Decision Systems (Chair)*
- *Dr. Armond Manassian, Assistant Professor of Accounting (Vice Chair)*
- *Mr. Tarek Kettaneh, Lecturer in Management (Secretary)*
- *Mr. Michael Kfoury, Instructor in Marketing and Management*
- *Student Members*
- *Yusuf Haballah, Undergraduate Candidate Pursuing Information and Decision Systems Concentration*
- *Christian Naccour, Undergraduate Candidate Pursuing Finance Concentration*
- *Fida Khnaisser, Undergraduate Candidate Pursuing Management Concentration*

(All the students were selected on the basis of outstanding academic record at OSB and extra-curricular/leadership involvement in community; upon recommendation of the Dean and faculty members)

The AAL Task Force is charged with four standardized deliverables to the OSB accreditation steering committee within certain timeframes. The first deliverable, the Current Status Report (“CSR”) was submitted to the OSB accreditation office in June 2005. The AAL Task Force’s CSR evaluates and documents current OSB learning-outcome/curricula-related practices and respective strengths and weaknesses relating to each of the AACSB standards for which task force is responsible. The report, which links OSB’s mission to individual degree program missions and translates them into learning outcomes for each degree program, is provided in Exhibit B.

As stated earlier, OSB specifies mission statements for each of its degree programs. These statements guide curricula review processes and reflect high-level conceptual learning goals. However, OSB is in the process of transforming these mission statements into explicit, measurable and operationally defined learning goals at the degree program level as per AACSB academic standards requirements. Each goal/outcome measure will be tracked at the Track, Curriculum and Course level for each degree program to assure appropriate student learning. The learning goals will contribute directly to the fulfillment of OSB's mission and consequently, AUB's mission (because of the AUB-OSB mission congruence discussed in Section II.1.b).

b) Appropriate depth and breadth of knowledge and learning were consistently applied across programs.

Please see above and refer to Exhibit B. The AAL Task Force is in the process of transforming program mission statements into clear, explicit and measurable learning outcomes at the degree program level in line with AACSB business accreditation.

Recommendation 2: General education objectives and assessment criteria should be identified and clearly stated in course syllabi, irrespective of domain of knowledge or area of specialty.

Progress/Status

School of Nursing: The curriculum puts emphasis on general education. Some of these courses are prerequisites for nursing courses.

OSB

Sections 1a and 1b above provide answers to this recommendation.

Faculty of Agriculture and Food Sciences

Great improvement in syllabi preparation with clear objectives stated for the course.

Recommendation 3: In line with the University's role in the community, departments need to put more emphasis on community links and on extra-curricular and co-curricular activities. There needs to be a system for evaluation and development of such activities, as well as increased means to reward faculty and student involvement in such activities. Reward does not have to be financial, it can be in the form of faculty release time, or at least may be accounted for in the workload and in academic promotion.

Progress/Status

School of Nursing: Community service is an integral part of faculty work at SoN and is taken into consideration in faculty appraisal.

OSB

Sections 1a and 1b under integrity provide answers.

Extent of Putting in place a system for the evaluation and development of such activities

In progress as part of AACSB-driven Strategic Planning Processes at OSB. See Section IV.1.a.

Extent of Putting in place increased means to reward faculty and student involvement in such activities. Reward does not have to be financial, it can be in the form of faculty release time, or at least may be accounted for in the workload and in academic promotion.

Faculty Incentives Toward Community Development

According to AUB's promotion rules, Professorial ranks are required to allocate their time between teaching, research, service and advising. Non-professorial fulltime ranks are required to allocate their time between teaching, service and advising.

Although distribution of time across various areas of academic responsibility is not prescribed in the University's policy documents, OSB expects that professorial faculty ranks spend 25% of their time doing research. A University wide survey conducted by OIRA in Academic Year 2004-2005 revealed that professorial rank faculty members distribute their time as follows:

- *Teaching 50%*
- *Research 23%*
- *Service & Advising 27%*

a. Teaching

In terms of teaching, the workload varies across the faculty ranks as follows:

Full time faculty members in professorial ranks (full professors, associate professors and assistant professors) are responsible for delivering 9 credit-hours of teaching per semester (excluding the summer term). Those assuming additional community service/professional/administrative duties are relieved of a certain number of teaching credit hours per semester as follows:

- *Full Professors acting as Dean/Associate Dean are expected to teach 3 credit-hours per semester (6 credit hours of relief)*
- *Assistant/Associate/Full Professors assuming the roles of track conveners or program directors are expected to teach 6 credit-hours per semester (3 credit hours of relief)*

Full time faculty members in non-professorial, non-research ranks (lecturers and instructors) are responsible for delivering 12 credit-hours of teaching per semester (excluding the summer term).

In addition, full time faculty members are expected to provide thesis advising (supervision) for MBA students. Faculty members supervising 8 projects as a first reader qualify for a reduction in teaching load of 3 credit-hours per semester. In addition, faculty members conducting thesis tutorial courses also qualify for partial credit load reductions.

b. Research

Research productivity is a critical factor for promotion and salary advancement within the Professorial Ranks. Professorial Rank faculty members at OSB are expected to engage in research and publish in recognized regional and international refereed journals.

c. Service

Faculty members are expected to contribute effectively to the welfare and improved functioning of their Track, School, the University, their profession, and the wider community. At OSB, a faculty member's community development efforts are underscored as critical to their promotion portfolios.

In assessing service, the following activities are considered relevant:

- *Participation in committee work at Track, School, and University levels.*
- *Service as Chair/Convener of a Track, of Committees at various levels, of University Taskforces, etc.*
- *Serving as a mentor to faculty members who have recently joined the University.*
- *Presentations at conferences, seminars, and symposia; delivering of lectures at other universities, or professional meetings such as keynote or invited speeches. Organizing role in national or international conferences, workshops, or other academic meetings.*
- *Provision of services to national, regional, and international agencies, task forces, boards, and commissions.*
- *Participation in local, regional, national, and civic activities that promote a positive relationship between the University and the community.*
- *Service as an officer of a national, regional, or international professional association.*

Service is evaluated through the evaluations of the Track Convener, the program director, the Dean, and others (including outside experts) qualified to comment on activities and performance.

d. Student Advising

Fulltime faculty members are expected to dedicate two to three hours per week to student advising. Every semester, faculty members are assigned a certain number of advisees. Advisors provide, among other services, advice on course selection, concentration choice and career planning.

Codification and Documentation of Faculty Credentials and Service Contributions

For future faculty research qualification/workload allocation/teaching/community development/service tracking and statistical reporting, OSB has created a web-based database accessible by faculty members. The faculty database serves as a credentials management tool for its users and as an institutional research tool for the School.

As part of OSB's new faculty evaluation and promotion policies and procedures, faculty members (professorial and non-professorial rank) at OSB will be required to keep their teaching, research/intellectual contributions, and service portfolios current through this database on the School website.

The database will serve:

- to recognize and track qualifications for OSB faculty member promotion purposes (to ensure that faculty members periodically update their credentials in a standardized format)*
- to track and maintain OSB's faculty research portfolio*
- to track faculty qualifications in aggregate for AACSB business accreditation purposes*
- to develop a robust institutional research mechanism for OSB as a stand-alone School within AUB*

The database will be fully operational by September 19, 2005 before the commencement of Fall 2005-2006 classes.

Every academic term, the collected data will be analyzed and reported in a standardized, systematic and automated fashion. The data will be reviewed/analyzed, monitored and tracked for purposes of internal/external reporting and benchmarking by the Accreditation Office.

1.Extent to which there has been an increase in engagement in remedial English at OSB

OSB's revised curriculum has embedded (by design) a 15-20% grading assessment minimum assigned to English presentation/writing requirements for all senior capstone courses at the undergraduate level and for all required courses at the graduate level.

Recommendation 4: The University needs to encourage and support the use of innovative modes of instructional delivery, especially those that are technologically based.

Progress/Status

The Mellon Foundation has funded a series of summer workshops for faculty to integrate academic computing technology, library information services, and learning outcomes into their teaching. This project is a model that will be spread throughout the university. The Academic Computing Center, the Center for Teaching and Learning, and the library Information Services Unit all provide training and support in their respective areas to help faculty develop new models of teaching and learning. The Faculty of Medicine has new initiatives in problem based learning and evidence based learning.

Associate Provost Report

A.

June 22nd, of summer 2004 marks the launching of a 6-week seminar designed for AUB faculty and funded by the Mellon Foundation. The Seminar, titled *Summer Seminar on Creative Use of Resources in Course Design*, incorporated three components: Course Syllabus Design, Information Literacy, and Web CT in course design. The goal of the Seminar was to assist, support and encourage participants to use resourceful methods of instruction as means for enhancing teaching and learning practices. The Seminar advocated integration of the three components in the design and implementation of the participants' courses and demonstrated how these components reflect a technologically based course. Group sessions and individual consultations were an integral part of the design to ensure proper application of Seminar content. There were 10 participants from the various Faculties at AUB, **3** from FAS; **2** from FEA; **2** from FAFS; **2** from FHS; and **1** from FM. A follow up meeting was held with the ten participants on January 5, 2005 to discuss and share experiences on how they implemented the Seminar components in their courses. For more details, please refer to the following website <http://staff.aub.edu.lb/~webteach/act-mellon-evaluation-2004.htm>

Based on oral and written evaluations at the closure of the Seminar on July 29, '04, and the follow up session, the second Seminar was planned and offered in the summer of 2005, also funded by the Mellon Foundation, under the same title, with delineated learning outcomes for each component, and accommodating 14 participants this time, **6** from FAS; **6** FAFS; **1** FHS; and **1** from School of Nursing. The Seminar extended from June 20th, '05 to July 28th, '05. As the website is currently being updated, for more details on the 2005 Seminar (learning outcomes, schedule and evaluation), kindly contact Dr. Waddah Nasr's office, Center for Teaching and Learning (CTL).

B.

On a more general note, the University has "supported the use of innovative modes of instructional delivery" through the CTL activities that were offered during the academic year 2004/2005 and the Teaching Excellence activities prior to CTL

inception, coordinated by Dr. Saouma BouJaoude and Dr. Amal BouZeineddine. Since 2001/2002 seminars were given on Developing Learning Outcomes at the Course Level, Assessing Learning Outcomes at the Program and Course Levels, Developing a Teaching Portfolio, Academic Advising, Forum on Faculty Mentoring, Forum on Academic Integrity, and Faculty Seminar on Teaching and Learning (6-8 week seminar). For more information on each seminar, kindly visit the CTL website at <http://staff.aub.edu.lb/~webteach/>

Recommendation 5: Extent to which there has been an increase in engagement in remedial English across all academic departments.

Progress/Status

A writing center was established and the communication skills unit in the department of English underwent an external review in fall 2004. As a result of this review, the unit is going to become an independent entity reporting directly to the Dean of Arts and Sciences. This will be the basis for developing a writing across the curriculum initiative for all academic departments. In addition, writing intensive courses are being required as part of the General Education strategic planning report.

School of Nursing: Remedial English courses are often offered to non-academic staff.

Chapter XII. General Education

Recommendation 1: The commitment of the University to the ideals of a liberal arts (general) education should be renewed, strengthened, clearly stated, widely communicated, and effectively implemented. It should be articulated in the mission statements of AUB programs & mechanisms for instilling this goal at the faculty, department, and program levels should be defined. Academic departments should be encouraged to develop new courses in their subject areas, designed to be taken by students enrolled in other majors.

Progress/Status

Provost: The Strategic Planning Committee has submitted its recommendations. Once the Committee's plan has been approved, it will be implemented.

Recommendation 2: The administration should establish a standing committee of the University Senate to be named the "University Committee on General Education". This Committee would be charged with ensuring the proper delivery and implementation of the liberal arts/general education components of the mission statement of the University. Its responsibilities would also include determining which courses count as general education courses and with overseeing a periodic review of general education requirements.

Progress/Status

Provost: This is one of the recommendations of the General Education strategic planning committee..

Recommendation 3: To satisfy the general education requirement, undergraduate students should take, as a minimum, courses distributed as follows:

1. English communication courses through 204 (3-6 credits)
2. One Arabic course as determined by the Arabic Placement Test (3 credits)
3. Two CVSP core courses (6 credits)
4. Two courses in the humanities (6 credits)
5. Two courses in the social sciences (6 credits)
6. One course in the natural sciences (3 credits)
7. One course in mathematics (3 credits)
8. One computer skills course or equivalent (3 credits)

Total 33–36 credits

All courses should be 200 level or above. "Double-counting" is allowed. Courses required by the department of major may also be used to meet the general education requirement, on condition that those courses are designated as general education courses.

Progress/Status

Provost: This general system was accepted with some modifications that the Committee believed strengthened its effectiveness.

Recommendation 4: A systematic evaluation should be conducted of the extent to which the restructuring recommended in the document AUB 2004: A Plan for Academic Restructuring, particularly the distribution requirements, has realized its stated objectives and brought about the intended outcomes. Plans for outcomes evaluation should be developed in time for implementation as of AY 2005–06. Generate instruments to evaluate the University's general education component at the program level.

Progress/Status

Associate Provost reply to all recommendations:

Reviewing and improving the general education/liberal arts component of academic programs and course offerings at AUB continues to be one of the primary priorities of the university. When, subsequent to receiving institutional accreditation, the University moved to the strategic planning stage, one of the four strategic planning committees was a Strategic Planning Committee on general education. This committee was chaired by the Provost. Its membership was mostly composed of faculty members from the various faculties at the University. Students and academic administrators were also represented on this committee.

The university General Education Strategic Planning Committee (GESPC) built upon chapter 12 of the accreditation self study report, and was significantly aided by the contribution of the task team on general education that was responsible for this chapter. The final report of the GESPC indicated that " The deliberations of the committee were structured along the following lines:

- 1. To review and consider the recommendations of the accreditation task-team on general education as reported in the 2004 Middle States institutional Self-Study.*
- 2. To review and analyze the various formats and goals of general education in prominent U.S. universities (see appendices 1 and 2).*
- 3. To evaluate the current structure of the general education requirements at AUB and understand current strengths and weaknesses.*
- 4. To recommend and justify to the Strategic Planning Steering Committee a new mission statement, vision statement, and program of required courses."*

The GESPC:

- 1. Proposed a general education statement,*
- 2. Formulated a general education vision statement,*
- 3. Provide a rationale for AUB's general education program,*
- 4. Summed up goals and requirements of general education, identifying the various skills a graduating AUB student should be competent in.*

Chapter XIII. Related Educational Activities

Recommendation 1: Increase support for REP through 1) establishing a university-wide advisory committee to provide substantial breadth and depth of advice for REP. Designated representatives of each faculty, school and relevant administrative units would serve on the committee. This structure would increase the AUB community's sense of ownership with regard to REP, increase its active participation in REP, and decrease the present inclination to circumvent REP in planning educational activities, 2) improving faculty awareness of REP procedure, budgeting, and incentives, 3) increasing the rewards for faculty service as REP project coordinators, and 4) forming an ad-hoc committee of faculty and administrators to study the solutions of other universities and make recommendations.

Recommendation 2: Improve REP work through 1) better REP project selection, 2) reviewing and redesigning, as appropriate, the current CEC programs, and 3) conducting sound, consistent evaluations of programs, projects, and participating faculty.

Progress/Status, REP Response to two recommendations:

- 1. An inter-faculty university-wide committee has indeed been formed and has already proven its worth. It comprises six faculty representatives at the level of associate deans and senior faculty members.*
- 2. A plan has been finalized to commence as of September 2005 meeting with faculty groups to increase awareness among them of REP work and the possibilities it creates for them to contribute. These meetings will be organized in close coordination with academic deans and heads of key administrative units.*
- 3. Through working closely with the President and Provost, plans have been drawn to broaden faculty participation in REP projects with a view to attracting numbers beyond the one hundred or so professors who are now involved in REP projects and inject new blood without in any way potentially jeopardizing the other academic priorities of participating members. This will involve also working closely with deans for a broader selection base.*
- 4. As for practices relevant to REP at other universities, our survey shows that REP is a unique institutional feature of AUB creating a framework for faculty members to make a professional contribution through the University. By and large, other institutions either delegate REP-like activities to a Faculty level, leave it up to faculty members themselves, or consider REP-type work part of the teaching load.*

We are currently involved in a Strategic Planning process involving sharpened project selection criteria reflecting a wider participation base and a greater degree of transparency within the framework of preserving REP's efficiency and competitiveness measurements.

5. *CEC program mix, pricing, activities are currently under review as part of the Strategic Planning process currently underway in coordination with Mr. Andre Nahas*

Chapters VII & XIV: Assessment

Recommendation 1: Develop and implement a realistic and clear, institution-wide formal assessment plan that includes a comprehensive schedule of all assessment activities. Programs & departments across the University need to put in place periodic and comprehensive evaluation plans that target achievement of student learning outcomes and that include evaluation of curricular, co-curricular, and extra-curricular activities. All plans should be shared and disseminated to all AUB constituents to ensure proper implementation and use of results.

Progress/Status

Provost: Result of strategic planning & learning outcome. OIRA providing partial institutional assessment

SNU: The SoN curriculum has undergone some important revisions two years ago. An evaluation plan was put in place since then to evaluate the curriculum offerings for their consistency, clarity, applicability, and quality. At the end of every semester and every academic year and before graduation, nursing students are asked to fill out questionnaires evaluating the curriculum design and modes of delivery. Results of the evaluations are discussed by curriculum committee and actions are taken if deemed necessary.

FEA: All programs have developed assessment plans and have identified assessment tools to measure the degree to which the program objectives and learning outcomes are met.

All above points are clearly answered by the self study reports of the various programs. These reports are available upon request.

FHS

- a. We are developing assessment tools that focus on outcomes and objectives as part of our preparation for applying for CEPH accreditation.*
- b. Involvement of faculty and staff has increased in development of assessment tools.*
- c. Instructor and Course Evaluation is a broad assessment tool of teaching quality. The University Performance Planning and Approval forms for staff include efficiency and service quality indicators as well as volume.*
- d. As part of preparation for accreditation course learning outcomes are being defined, integrated and aligned with program mission statement.*
- e. We are increasing our contact with alumni and employers of alumni and are creating databases that allow such contact. We are actively engaging alumni in our accreditation self-study and will involve employers of alumni and the community in review of the self-study.*

OSB

Because OSB's mission statement promotes the creation of a vibrant learning environment conducive to the pursuit of excellence, it has a clear influence on

providing a common basis for learning. The pursuit of excellence requires a propensity for continuous learning, the development of insights, knowledge and associations between past actions, the revisiting of the effectiveness of those actions, the development of historical precedents, and the continual expansion of the ability of the School to create its future.

This is made possible through a collective focus on the part of all members on creating, acquiring and transferring knowledge and modifying behavior to reflect new knowledge and insights. This was demonstrated by the School's recent revisiting of its curriculum and its introduction of "student concentrations" and an undergraduate 1-credit internship requirement as part of degree program completion. In addition, all three tracks revised and enhanced their respective course offerings in order to remain current and relevant to regional developments and global "best-practices." For example, the Management, Marketing and Entrepreneurship Track revisited its curriculum in 2003 and introduced new courses encompassing contemporary issues in human capital management, and business ethics, in view of their relevance and importance in today's corporate environment. The Finance, Accounting and Managerial Economics Track and the Business Information and Decision Systems Track also undertook similar improvements. All OSB academic programs are formally revisited once every 2 years. Periodic review reflects a positive propensity toward continuous learning by modifying course offerings to reflect new trends and insights.

Extent Share and disseminate plans to all AUB constituents to ensure proper implementation and use of results.

As part of the AACSB business accreditation initiative, OSB is embedding formal continuous improvement processes/plans for such areas as Curriculum Management and Review, Strategic Planning and Faculty Development.

Example: Curricula Development and Management at OSB

OSB is committed to a formal curriculum review once every two years, spearheaded by the Track Conveners and OSB's Curriculum Committee. Periodic review reflects a positive propensity toward continuous learning by modifying program structure and course offerings to reflect new trends and insights.

The participating academic staff plays a very active role in the design and revision of curricula. For example, each core/capstone course within each Track is managed by a Course Coordinator whose primary responsibility (along with the course instructor team) is to design, implement and continuously review course objectives, structure, content, requirements and mode of delivery. The Course Coordinators report directly to the Track Conveners who sit on OSB's Curriculum Committee. Coordinator course

recommendations are submitted to the relevant Track's Curriculum Improvement Task Force for approval by the School's Curriculum Committee. The primary responsibility of OSB's Curriculum Committee is to monitor quality, currency and relevance of degree program curricula.

Example: The Curriculum Review Process at OSB

The Track Convener appoints from among the members of the faculty serving in his/her Track a number to become members of a Curriculum Improvement Task Force in charge of reviewing current courses given and making recommendations with respect to:

- *Dropping courses*
- *Adding new courses*
- *Modifying the content of existing courses*

The Chairman of the task force (Track Convener, Ex-Officio) nominates a Co-Chair to run the meetings. The objectives of the Curriculum Improvement Task Forces range from general to specific:

- *Establish the relative importance that a Track should have as compared to the others*
- *Determine what courses are fundamental to the Track*
- *Recommend elective courses that are extensions of core courses, yet fit with academic developments internationally as well as market needs regionally*
- *Specify course descriptions for each course*
- *A series of assignments are distributed among the task force members with tentative deadlines for the submission of proposals that deal with:*
- *Updating courses in the Track to reflect new developments*
- *Modifying the emphasis of some courses*
- *Dropping courses that may have become less relevant to modern management techniques, or*
- *Adding new courses in areas previously not covered*

A substantial amount of time is devoted to the determination of curriculum expansion, balancing mission requirements with perceived need in the region and academic importance of the topics proposed.

The proposals are submitted by faculty members to the Curriculum Improvement Task Force of each Track and are then debated in plenary sessions at the regular faculty Track meetings. Following a number of iterations the Co-Chairman drafts a report that includes findings, recommendations and their justifications. After review, editing and approval by task force members, this report is submitted to the Track Convener. Based on that report and his/her own input, the Track Convener submits recommendations to the Curriculum Committee.

The Curriculum Committee evaluates the proposal and makes decisions based on the fit with OSB's mission as well as the availability of Instructors and their work loads. Once these decisions are made, they are "operationalized" by the Student Services Office at OSB.

The first such exercise took place in 2003, with implementation in 2004.

OSB allows the creation of special courses, coded with number 250, that are considered test benches for permanent courses. After a semester of course provision, a formal evaluation is made by the Track based on enrollment levels, student surveys and instructor evaluations. If the overall conclusion is positive, the Track Convener submits a petition to the Curriculum Committee requesting that the 250 course be converted into a permanent offering of OSB.

Recommendation 2: Develop assessment tools with more focus on objectives and outcomes, rather than primarily on missions and goals. Increase involvement of members of the administration, faculty, and staff in the development of assessment tools. Focus assessment tools on efficiency and service quality as much as on volume of activity. Whereas the volume of activity is a process evaluation measure, service quality and efficiency are more closely related to outcomes. Provide a varied menu of empirically supported "best practices" assessment tools for the faculty to select from in meeting learning outcomes

Progress/Status

Associate Provost Report

Knowing the importance of developing and assessing learning outcomes at the program and course levels, CTL adopted two venues in this respect, (1) preparing a 2-year plan for developing and assessing learning outcomes at the course and program levels; and (2) offering seminars on developing and assessing learning outcomes at the course and program levels; (3) Faculty Seminar on Teaching and Learning

(1) preparing a plan for developing and assessing learning outcomes at the course and program levels

The purpose of this plan is to provide AUB community at large with resources, seminars, individual consultations on how to develop and assess program and course learning outcomes. The plan takes into consideration where Faculties and Schools are in their process of developing program and course learning outcomes and thus caters to their needs rather than just offer seminars that may fit all but not necessarily the specific program needs. In order to achieve this objective, a committee of eight members has been formed; the members are: Thuraya Arayssi, FM; Saouma Boujaoude, FAS; Amal BouZeineddine, FAS + CTL; Nisreen Ghaddar, FEA; Marjorie Henningsen, FAS; Murad Jurdak, FAS; Fadl Moukalled, FEA; Waddah Nasr (as an observer and in his capacity of Interim Director of the CTL). The Committee is charged with

- writing a concept paper which argues for developing and assessing program and course learning outcome;
- preparing a 2-year plan for developing and assessing program and course learning outcomes;
- developing a resourceful handbook on developing and assessing program and course learning outcomes.

In order to meet the tasks efficiently and within the set deadline (end of September, 2005), the Committee is divided into two sub-committees who are expected to coordinate and share their work on regular basis. The two sub-committees are Dr. BouJaoude, Dr. Ghaddar and Dr. Jurdak, Dr. Henningsen for writing the concept paper and preparing the plan; Dr. Arayssi, Dr. BouZeineddine; Dr. Henningsen and Dr. Mukallid for developing the handbooks. Dr. Nasr will be participating in both sub-committees.

Faculty deans, program directors, department chairs and faculty members will be involved in this plan as the decision makers and primary beneficiaries of promoting learning excellence at AUB. It is hoped that this venue will reflect favorably on AUB students' performance. Tasks assigned for both sub-committees are research-based as well as AUB context specific.

(2) offering seminars on developing and assessing learning outcomes at the course and program levels

Between the academic year 2002/2003 and 2004/2005, four seminars on developing learning outcomes at the program and course levels were offered to AUB faculty, and two seminars on assessing learning outcomes at the program and course levels were also offered to AUB faculty and chairpersons. Each seminar was 4-hour long. Participants in these seminars were from the different AUB faculties, and evaluation reflected the need for giving them. For more information, kindly refer to the CTL website at <http://staff.aub.edu.lb/~webteach/>

Facilitators of these workshops, Dr. Rima Afifi Soweid, Dr. Hassan Khachfeh, Dr. Iman Nuwayhid (for the learning outcomes) and Dr. Karma El-Hassan, Dr. Nesreen Ghaddar (for the assessment of learning outcomes) have based their work on alignment between AUB mission, program and course learning outcomes, provided samples of assessment tools, demonstrated methods of generating “observable and measurable” learning outcomes. Power point presentations and hard copy material of these seminars are available upon request.

(3) Faculty Seminar on Teaching and Learning

Since the academic year 2001/2002, a seminar has been offered to AUB faculty every spring semester. The purpose of the Seminar has been to share experiences and have a collegial platform in which faculty would discuss issues related to teaching and learning excellence. The Seminar duration ranged from 6 to 8 weeks where participants would meet once a week to discuss with facilitators issues related to

performance learning outcomes, assessment of learning outcomes and models of teaching such as lecturing, discussion, problem-based learning, and cooperative learning. The Seminar is meant to help promote creative and effective means of teaching and learning. Description, goals and evaluation of the seminars since 2001/2002 are published in the CTL website at <http://staff.aub.edu.lb/~webteach/>

SNU:

Assessment tools for students have been developed, see answer to previous recommendation..

Assessment tools for faculty are under discussion.

Faculty of Arts & Sciences (FAS)

Biology

1- Plans for Self assessment are still lacking. A review of the curricular activities in the Biology dept was undertaken only because data were needed for the organization and administration of the new PhD program which is expected to start in the near future

2- The assessment tools have not changed

3- Many of our faculty is still unable to differentiate between learning outcomes and objectives. Attending workshops on course objectives and learning outcomes should be mandatory to all faculty if we are to achieve an alignment with the outcomes of the program.

4- Placement of AUB Biology graduates is followed for MS students. We have record of undergraduate students joining the school of medicine but loose contact with the others.

Economics

Education

1. The Elementary Education program review was based on questionnaires that were sent to all stakeholders, including current students, graduates, schools, master teachers, potential employers, conducted during the academic year 2002-2003. The questionnaires collected data on specific learning outcomes and deficiencies of the program.

2. The Department has collected extensive feedback from schools about our students as part of the review of the Elementary Education program. The questionnaires were analyzed and their results provided the necessary background in the process of developing program learning outcomes.

3. The Department conducted an analysis of all courses to identify the assessment methods used by faculty members. This analysis will help in developing learning outcomes and assessment strategies in the Elementary Education program and in the Teaching Diploma program

English

1- Slight variations in the assessment of student achievement are followed in English Department courses. There is consensus in the Department that students should be assessed continuously through a variety formats and that there should be at least

three tests in every course in addition to projects, homework, and active participation.

2- a-Assessment tools used in the Department are mostly based on course objectives and expected learning outcomes.

b- The course coordinators and the general coordinator of Communication Skills or UPP are directly involved in evaluating and revising tests developed by the faculty. In language and literature courses where there are two or more sections, the faculty members involved review one another's tests.

As Chair of the Department, I look at tests in the various courses when copies are submitted to the Department and provide discrete feedback when necessary.

c- I believe that if the University wants to underscore the importance of assessment in terms of quality, volume, and best practices, workshops should be offered to the faculty and a system of accountability for the application of what is taught should be put in place. This becomes very vital if the faculty members are made aware that these new trends are part of the accreditation process and should be adopted.

3- I believe these points have been addressed earlier. No systematic plan for inclusion of learning outcomes in syllabi, aligning outcomes with mission statement, and providing assessment techniques for each objective have been drawn by the Department. This is simply because we were not asked to do so.

4- Any such periodic and systematic review of placement of English Department graduates has not been carried out. However, we do follow the further study course or the career choices of most of our students in an informal way.

Geology

1- Some of these items are being done by the Office of Institutional Research and Assessment (OIRA).

2- Implementation of many of these items has been the responsibility of the Office of Institutional Research and Assessment (OIRA), Dean's Office, and other administrative units at AUB. .

3- Some of these points have been implemented to a large extent via the continuous, revising, re-structuring and upgrading of course materials and course syllabi by the various faculty members at the Geology Department.

4- This is yet to be implemented.

History

1- Periodic evaluation of department curriculum. History and Archaeology curricula were recently revised and several courses were added (mainly courses dealing with American and Medieval Islamic History, a Freshman Archaeology course and a course on the Archaeology of Lebanon) or re-designed.

A proposal for re-launching the Ph.D. program in Islamic and Modern Middle East History was presented. It has been approved by the Graduate Committee and by the Board of Graduate Studies.

No evaluation of extra- or co-curricular activities.

2- No systematic assessment of course learning outcomes

All our graduates in History and Archaeology who have applied to institutions of higher learning abroad have been accepted in the best universities in England (Cambridge, Oxford, London School of Economics), Germany (Berlin, Tübingen) and the USA (Berkeley, Chicago, Princeton, Arizona). Some of them who have completed their Ph.D.s were hired by American and British universities.

Mathematics These issues, except for developing learning outcomes in syllabi of courses, were not raised before in our department. As a new chair for the department, I will try to address the relevant issues of this part in our department in the next academic year.

Philosophy As far as I know, our department was never asked to implement any such plan. Thus, although the Department informally assesses student progress, no formal assessments have taken place, no assessment tools have been developed, and no formal attempt to contact employers, etc., has taken place. We are aware of how our graduates perform in their jobs and graduate programs, but this is because we keep in touch with them (and often their professors). This process is, however, informal, and is not connected to the accreditation process or any instructions we have received from the administration.

Physics

PSPA 1- The Department is currently reviewing methods and tools for assessing its ability to achieve relevant teaching-learning outcomes and degree goals. Information is being collected from a variety of sources. Recently, the Department became a member of the American Political Science Association. This membership provides access to (1) departmental review/self-study guidelines and (2) guidelines for preparing of its graduates entering graduate study or preparing for the job market. The PSPA department is also exploring the possibility of creating a Advisory committee, including cohort faculty and community partners, selected students and alumni for the graduate program. This committee would meet every two years to review program performance and to recommend relevant changes. This idea is in the exploratory phase and should be presented to the Dean for comment by the end of fall, 2005.

SBS The Chair and various faculty share student feedback and evaluations.

Olayan School of Business

- a. Assessment tools with more focus on objectives and outcomes, rather than primarily on missions and goals have been developed

In progress as part of AACSB-Business Accreditation. See Exhibit II.

- b. The involvement of members of the administration, faculty, and staff in the development of assessment tools has been increased.

Task Forces (representing various OSB constituencies and stakeholder groups) have been formed to carry out the AACSB business accreditation process. Please refer to Exhibit C for more information on participation and involvement.

- c. Assessment tools are focused on efficiency and service quality as much as on volume of activity. Whereas the volume of activity is a process evaluation measure, service quality and efficiency are more closely related to outcomes.

In progress. Please refer to Exhibit C.

- d. The department provides a varied menu of empirically supported “best practices” assessment tools for the faculty to select from in meeting learning outcomes.

In progress as part of AACSB Business Accreditation.

Recommendation 3: Encourage benchmark comparisons with peer institutions, after the peer institutions have been identified. Produce benchmark data for the various learning goals, for trend analysis of institutional indicators, and for the development of writing skills.

Progress/Status

OIRA

We are still working on identifying peer institutions. Trend analysis data for various institutional indicators are now available for the BSC, ICE, CAAP, and various satisfaction surveys (faculty, staff, student, alumni).

Recommendation 4: Share information concerning the uses of institutional assessments with all stakeholders. Institute a mechanism for systematically making use of learning outcome data & results of assessments. Each faculty and department should include in its annual report a summary of how assessment results were used to engender improvement. Seek greater faculty & staff input in the formulation and implementation of corrective actions called for by assessment results.

Progress/Status

OIRA

All OIRA reports are shared with all stakeholders using e-mail, OIRA website and paper reports. Moreover, focus groups, forums, and special meetings are scheduled

to discuss assessment results, highlight improvements, and areas needing further improvement, and assist in future planning. Stakeholder feedback was obtained all the time through e-mails, orally, or through written reports and this was compiled and made use of while planning OIRA's future assessment cycles and plans.

Recommendation 5: Increase the basis for program improvements by 1) undertaking periodic reviews of placements of AUB graduates in external (non-AUB) graduate programs, encouraging alumni and employer feedback, and making periodic learning outcomes & image assessments, 2) providing in-depth and accessible ICE analysis of the various programs at AUB, to help elucidate strengths and weaknesses in achieving learning outcomes at the program level, & 3) revising the various faculty/program ICEs to ensure that inclusion of questions assessing achievement of specific student learning outcomes is standard practice at the University

Progress/Status
OIRA

Periodic reviews of AUB graduates are annually done through the Exit survey. In addition, an Alumni survey was conducted this summer and we are working on a Regional Market Positioning Study to assess perception of AUB graduates among employers, feeder schools, etc.

With respect to ICEs, more in-depth reporting by semester is done, in addition to a trend analysis by instructor, course, department and faculty.

Constant research is being conducted on reliability and validity of the ICE.

Faculty/student issues are being constantly addressed by OIRA and suggestions are being incorporated in both the content, in the procedures and in the reporting.

SNU:

The SoN has put in a request to have a new line for a career placement officer who will be responsible for the above.

Faculty of Agriculture and Food Sciences

The faculty is in constant touch with Alumni and Alumni groups for feedback on programs and relevance of these to job opportunities and emerging agr Industries. FAFS also has an Advisory Board made up of leaders of industry that provide advise and counsel on all matters including curricula.

OSB

The OSB Internship and Placement Office coordinates the internship program for junior undergraduate business students and helps both graduate and undergraduate students identify their future career opportunities after graduation. The objective of the internship program is to acquaint students with the professional values and skills necessary to understand and meet the challenges of the new global economy.

Through this program, the School receives feedback on the quality of its students and on the relevance of its programs through the Employer

Evaluation. The internship program tracks the accomplishment of its learning objectives through closely monitored and documented performance reports coordinated by the student, the assigned faculty internship mentor and the corporate employer.

The office places approximately 350 students per year in regional internship positions. Many students often pursue post-graduate careers in the organizations where they have carried out their internship.

A recent alumni survey conducted by OSB in the Spring 2005 revealed that 92% of its MBA graduates and 90% of its BBA graduates, respectively, found work relevant to their qualifications within six months of graduation. Over 30% of all students employed within 6 months of graduation found employment through the career placement services of the University and/or School.

OSB will continuously use employer feedback information and alumni placement statistics for performance assessment and academic program improvement.

Recommendation 6: Review in depth the learning outcomes at the course level with a view to aligning course learning outcomes with the program mission statement. Include method(s) of assessment for each course objective as part of the course syllabus. Integrate learning outcomes into each course syllabus. Define course learning outcomes in observable and measurable ways.

Progress/Status

SNU: A SoN faculty retreat took place to discuss these issues summer 2004. Recommendations for implementations were made and are gradually being introduced in the curriculum. Follow up retreats or working sessions will be planned summer 2005 to discuss points which are still pending such as clinical evaluation and grading criteria

Faculty of Agriculture and Food Sciences

This is an active and on going process for many years now.

OSB

- a. The learning outcomes at the course level have been reviewed in depth with a view to aligning course learning outcomes with the program mission statement*

The mission statement influences decisions regarding curriculum design at OSB. For example, in preparing high profile and well-rounded business leaders, the School requires its undergraduate students to take 42 credits hours of non-business courses (out of a total of 90 credit hours), underscoring liberal arts as a key differentiation factor in undergraduate business education in the

region. The required credits include electives in social sciences and humanities.

The graduate level program, while more business-specific and technical in nature, has an explicit focus on leadership in its curriculum. For example, all MBA students are required to complete a 3 credit hour leadership and organizational behavior course as a core requirement. In addition and as mentioned earlier, students are expected to engage in class-related strategic case analyses and presentation competitions before leading professionals in the region. These are designed to strengthen confidence and communication skill by promoting student interaction with, exposure to and evaluation by regional business leaders.

In 2003, OSB designed and ‘operationalized’ an Executive MBA program with regional appeal. The EMBA program was structured around “themes” specifically tailored to the needs of evolving regional business leaders. Topics covered include: corporate leadership, strategic management, negotiation/conflict resolution and the management of strategic change. The program places a premium on relevance to the development needs of Middle East executives and the organizations they lead. Since its inception, the Executive MBA has grown its enrollment to over 50 students, with over 30 course offerings organized into 4 themes. For more detail on course learning outcomes, please refer to Exhibit B.

b. Method(s) of assessment for each course objective as part of the course syllabus have been reviewed

In progress as part of AACSB Business Accreditation.

c. Learning outcomes have been integrated into each course syllabus

In progress as part of AACSB Business Accreditation.

d. Course learning outcomes are defined in observable and measurable ways.

In progress as part of AACSB Business Accreditation. Exhibit B