

Accreditation Status Report

October 2007

**Compiled by the
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 be rewritten, translated into Arabic and made more visible on campus and in the community at large.

Progress/Status

A new mission statement has been approved by the Board of Trustees and disseminated on campus and in the community at large.

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

Progress/Status

A new mission statement was drafted, reviewed by the university community and approved by the university Senate and Board of Trustees in June 2005. Faculties, schools and administrative units have revised their mission statements accordingly.

As part of their professional accreditation, the School of Nursing, the Faculty of Health Sciences, the Olayan School of Business, and the Faculty of Engineering and Architecture have all reviewed and aligned their mission statements. In conjunction with the Center for Teaching and Learning, the newly-formed University Learning Outcomes Coordinating Committee (ULOCC) has recently (September 2007) launched a project to assist various departments of the faculties of Arts and Sciences (FAS) and Agricultural and Food Sciences (FAFS) in further reviewing their program mission statements. The focus of the project is to develop clearly articulated and measurable learning outcomes out of these statements before the end of the first semester of the academic year 2007-08.

- 3. Recommendation 3:** The AUB and departmental mission statements should be articulated into clear declarations of goals/objectives/outcomes. 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 statements for their own units.

Progress/Status

The new mission statement was taken into consideration during the university-wide strategic planning exercise and has been aligned with the mission statements of university organizations.

Chapter II: Planning

- 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 guide for developing academic and administrative strategic plans was created and used by four institution-wide committees and 17 academic and administrative units to develop their strategic plans in line with the broad, university-level strategic objectives already articulated. The Strategic Planning Steering Committee reviewed the plans prepared by the 21 planning teams and prioritized the suggested initiatives. A high-level aggregate academic/administrative planning document was prepared.

Additional Actions Required

Finalize the strategic plan prepared by the Medical Center and prepare the institution-wide planning document.

- 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 Medical Center’s strategic plans, the Office of Institutional Planning and Process Improvement (IPPI) will undertake the consolidation process to produce the institution-wide and academic strategic plans. Completion expected by end 2007.

- 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.

Progress/Status

The 17 academic and administrative units have developed and articulated their plans according to a common planning process and outline. The planning process provides for linkages with the annual budgeting process.

- 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.

Progress/Status

The Strategic Planning process provides for linkages with the annual operating and capital budgeting processes.

Chapter III: Resource Allocation

- 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 is higher than ever. There is unprecedented support for capital projects as per the following figures:

	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	Forecast
Tuition	32,448	36,357	41,402	46,593	51,153	57,189	61,553	67,657	72,266	78,724	81,089	82,721	
Financial Aid	(3,480)	(4,556)	(5,420)	(6,621)	(7,050)	(8,014)	(9,249)	(11,141)	(11,629)	(12,218)	(12,305)	(13,255)	
	28,968	31,801	35,982	39,972	44,103	49,175	52,304	56,516	60,637	66,506	68,784	69,466	
Total Unres. Revenues	82,676	92,818	91,204	100,632	108,324	111,558	118,790	124,610	130,544	143,069	145,655	147,630	
Invest Income	4,107	6,957	5,105	4,269	5,260	5,968	6,311	5,918	5,459	5,166	4,858	5,267	
Hospital rev	42,477	49,452	49,514	57,168	56,619	54,539	53,845	57,447	63,082	69,832	72,013	72,897	
MDDF							2,188	2,151	1,200	1,563	-	-	
Financial Aid	(3,480)	(4,556)	(5,420)	(6,621)	(7,050)	(8,014)	(9,249)	(11,141)	(11,629)	(12,218)	(12,305)	(13,255)	
Rev Excluding AUBMC & IY	39,572	40,965	42,005	45,816	53,495	59,065	65,695	70,235	72,432	78,726	81,089	82,721	
Tuition / Total Rev.	35.04%	34.26%	39.45%	39.72%	40.71%	44.08%	44.03%	45.35%	46.45%	46.49%	47.22%	47.05%	
Tuition/ Total Revenues excluding AUBMC & NY	73.20%	77.63%	85.66%	87.24%	82.44%	83.26%	79.62%	80.47%	83.72%	84.48%	84.83%	83.98%	
Financial Aid to Tuition	11%	13%	13%	14%	14%	14%	15%	16%	16%	16%	15%	16%	
Total Unres. Revenues	82,676	92,818	91,204	100,632	108,324	111,558	118,790	124,610	130,544	143,069	145,655	147,630	
Gifts	4,756	3,662	3,285	6,179	7,542	10,475	12,056	12,444	11,330	12,119	11,291	12,904	

- 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.

Progress/Status

A. Facilities Management:

A new Facilities Management Plan is being prepared for AUB's campus and may be summarized as follows:

A.1. Technical Management:

The Facilities Planning and Design Unit, reporting to the Office of the VP for Facilities, is implementing Building Management Systems (BMS) in all key AUB construction projects (major renovations and new construction). These projects are also being equipped with appropriate water and energy metering devices, with all data on operation modes and consumption collected by each facility's BMS station. Plans are being made to put a centralized AUB facilities management control station in place in order to perform the same functions. After analyzing the collected data and benchmarking (against different facilities according to applicable standards), means to improve systems will be arrived at and implemented through a predefined set of conditional procedures.

A.2. Consumption Management and Sustainability:

The Office of VP for Facilities is planning to introduce a new procedure for the monitoring, controlling and billing of main utilities (domestic water, brackish water, steam, electricity, cooling and heating systems). Different applicable scenarios are being studied and evaluated in collaboration with professionals/consultants in this field.

B. Operation and Maintenance:

B.1. Computer Aided Maintenance Management System (CAMMS)

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

B.2. Integration of Facilities Management with Operation and Maintenance:

Plans exist to maintain integration and the exchange of useful applicable data between the Facilities Management and the Operation and Maintenance teams to cross-check applied practices and produce recommendations to correct or improve the system.

- 3. Recommendation 3:** Develop significantly increased technical electronic instructional facilities by 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 and AREC access to multimedia.

Progress/Status

AUBnet infrastructure, Internet services and public computer labs are being updated and upgraded on a continuous basis, but the main achievement in this area is the expansion of AUB wireless network (AUBwlan) penetration to cover the entire campus and medical center. Fifty percent of AUB's registered students subscribed to AUBwlan during the spring of 2007.

AUB upgraded its Internet connectivity by 35% in December 2006.

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

Progress/Status

1) The main display area of AUB's archeological museum has been completely renovated. The Office of Development continues to seek donations to renovate a space for the Post Herbarium; in the meantime, a cost center has been created for the natural history museum and funds allocated for collection development and staff training.

2) The program for the consecutive training of young, qualified library staff for a Master of Library Science degree has been very successful and continues. Library office and public space is being renovated to become more user-friendly; there is sufficient space for collections for at least the next decade. Funds have been attracted to renovate the Science and Engineering Library.

- 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) Some renovation has taken place but the humanities and social sciences still need better facilities. This is being scheduled but will have to await the completion of several currently funded programs.

2) A Center for Teaching and Learning has been established and new research centers and institutes have been created and funds attracted for them. The Office of Development continues to offer help and achieve success in this endeavor.

3) See number 2.

- 4) A writing center was established in the fall of 2004.
 - 5) A new general education program was approved by the Senate and the Board of Trustees in June 2007; it will be implemented during 2007-08.
- 6. Recommendation 6:** Increase, as necessary, monetary resources devoted to assessment to generate a more active focus on effectiveness and supply the resources that will best enable faculty members to make use of available student learning assessment data.

Progress/Status

OIRA

The budget of the Office of Institutional Research and Assessment (OIRA) 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, students, alumni). OIRA has also acquired other important material and human resources: two servers to host its data base and faculty load information; and two new staff, namely a university statistician and a data management specialist. OIRA has stayed within budget and continued the professional development of existing staff.

Chapter IV: Governance

- 1. Recommendation 1:** The following need attention: 1) revision and periodic review of the following bylaws: corporate bylaws, Senate bylaws, faculty bylaws and student governance; 2) changes to the process of evaluating the performance of senior officers and the president; and 3) revisit the issue of tenure at AUB.

Progress/Status

- 1) Preparations are underway for this project, which will go into full swing in the academic year 2007-08.
 - 2) Guidelines for changes to performance evaluation were circulated to the members of the Senate, who discussed them.
 - 3) The president appointed a faculty committee to devise a plan for the implementation of tenure. This committee has completed its work and its proposal will be discussed in 2007-08.
- 2. Recommendation 2:** Enhance communication and coordination through: 1) increasing the number of deans invited to attend Board of Trustees (BOT) meetings to enhance communication between trustees and deans; 2) increasing the number of BOT members who are AUB alumni of Middle Eastern origin; 3) more involvement by 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 broadening faculty participation in the governance structures and decision-making processes of the institution

Progress/Status

Substantial progress has been made in areas 1 through 4, partly through increased visits by BOT members and committees to AUB's campus during the last three years. More work needs to be done, however, to broaden faculty participation in university governance (no. 5).

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

Progress/Status

Feedback on the implementation of this recommendation was obtained from AUB's various schools, faculties, departments and units. This matter is still under discussion by AUB's senior academic management.

School of Nursing (SON)

The School of Nursing falls under the Faculty of Medicine. All decisions regarding external hiring and budgeting have to go to the faculty's dean for formal approval before being processed.

Faculty of Engineering and Architecture (FEA)

Since 2000, it has been the practice in the FEA to empower academic heads of departments with the tasks of external hiring and budgeting.

Faculty of Health Sciences (FHS)

The FHS's Administrative Committee, which is 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 budget planning and are responsible for implementation. External hiring begins with the chairs discussing their needs with the dean, who brings them to the attention of the provost. Once a position is approved for recruitment, the advertisement, review and recommendation to the dean are all in the hands of the chair.

Faculty of Agricultural and Food Sciences (FAFS)

Department chairs have been given more power in budgeting and budget preparation, and are now leading the external hiring process as well.

Faculty of Arts and Sciences (FAS)

Biology	<p>The hiring process begins with an internal discussion on the teaching needs and research diversity of the department. Advertisements and venues for their publication are sent to the FAS dean, who later forwards the applications received to the department for review and the choice, by majority vote, of a short list of the most desirable candidates. Once the list has been sent to the dean, the chair and interested faculty vet the chosen candidates through phone interviews, with the chair reporting results to the department and recommending candidates to the dean. Candidates are invited to present seminars and, based on their visits, the department votes (barring the chair, who writes an opinion) and the final recommendations are sent to the dean. In some cases, hiring may be made from the short list without interview. In 2006-07, the dean approved all interview requests and hiring decisions.</p> <p>The budget is allocated by the FAS dean, but the chair may request an increase or an extraordinary allocation to meet unexpected needs. The department discusses its needs internally and submits requests to the chair for approval. In 2006-07, the minor equipment budget was increased from \$20,000 to \$35,000 in this way, despite university budget issues.</p>
Computer Science	<p>The CMPS is involved in the hiring process. Whenever needed, a candidate is invited to make a presentation at the department before a decision is made. It was recently indicated that participation in the interview process may also be possible.</p> <p>As for budgeting, a departmental equipment committee is usually formed at the beginning of every academic year. Faculty members are asked to indicate their teaching and research needs to this committee which, in coordination with the chair, submits an itemized and justified report to the dean. The requested budget is usually cut. The department is not involved in deciding how much to cut, but rather where to cut. Apart from 2006-07, the budget is usually adequate.</p>
Economics	<p>To a great extent, academic heads of departments are now more empowered in terms of recruitment and budgeting. Most hiring decisions are implemented at the department level. As far as budgeting is concerned, the department chair discusses requirements with the faculty, agreeing on a list of items that is submitted to the dean for approval.</p>
Education	<p>There have been no changes in the procedure for hiring and budgeting within the department, although the department does have significant control over the hiring process.</p>
English	<p>The department's chair and faculty are heavily involved in the recruitment process. The dean's office has supported travel requests for the purpose of interviewing candidates at the MLA and TESOL, and permits telephone interviews when traveling for this purpose is not an option.</p>

All budget requests made by the department have been approved. Occasionally, the dean's office released emergency funds to cover some departmental needs. Needless to say, requests are usually reasonable.

- Fine Arts & Art History The department began operations in 2006, so there was no strict precedent for hiring and budgeting. The dean of the FAS took close control and recruited externally by advertisement and internally by the re-submission of all art teachers' CVs. All applicants were reviewed by the dean and a special committee.
- For budgeting, the chair is consulted about needs and specific items by the Dean's Office, which then sets the total, strictly regulating the department's expenditures on major items but showing flexibility on minor ones. This system has worked adequately until now.
- Geology Recommendations to the dean for the external hiring of faculty members are usually made by the department chair after a thorough evaluation by faculty and careful discussions during internal meetings. Similar discussions inform the department's budget recommendations, which take into account the equipment and materials required for teaching and research. The budget recommendations are sent by the chair to the dean, who usually makes all final decisions.
- History Academic heads of departments were not more empowered in their jobs in recent years. No new regulations changing their 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 The department chair has some authority in hiring, although all hires must be approved by the administration. As for budgetary matters, the department has little say in the budget allocated to it or even how the allocation is divided among different categories (travel, supplies, minor equipment, etc.).
- Physics Based on a departmental vote, the chair provides the dean with a prioritized list of suitable candidates for each vacancy, along with a short justification and each candidate's CV. The chair also writes a separate report assessing the candidates and the departmental recommendations. Regarding budgeting, the chair discusses needs with faculty before coming to agreement on a prioritized list of items and projects for submission to the dean.
- PSPA In 2004-05, under the direction of the chair and acting chair, the department collectively recommended a short list of candidates to the dean for three positions. This process included departmental review of and vote on the pool of applicants. Three of the short-listed candidates

were personally interviewed by the dean; one was interviewed by the chair and the dean; and another was interviewed by the acting chair and the department. In each case, the chair or acting chair had the flexibility to create and implement an interview process, in accordance with FAS guidelines, which met the needs of the department.

SBS The FAS dean is very good at involving the chair in these decisions; however, chair involvement in interviews outside of AUB will further enhance effective recruitment.

Olayan School of Business (OSB)

On 11 May 2006, AUB'S Strategic Planning Committee tentatively approved a preliminary 5-year Strategic Plan draft for the OSB. The planning process was the result of both bottom-up and top-down activities and flows, managed by the School's Continuous Improvement Office. The bottom-up approach to strategic planning is driven by the School's process of AACSB business accreditation. From the top-down perspective, final strategic priorities for the School are decided upon by the dean, the associate dean and the track conveners.

The recruitment process at OSB is primarily track convener-driven. Track conveners actively recruit qualified faculty members by recommending advertising venues and leading the screening process for candidates selected for interviews. Targeted recruitment efforts resulted in 14 new hires for the 2007-08 academic year, nine of professorial rank (three in Operations Management; two in Management/Organizational Behavior; and one each in Accounting, Finance, Marketing and Information Systems) and 5 non-professorial faculty (two in each of Finance and Management; and one in Economics).

Track conveners also participate in the budgeting and resource allocation process. At the start of each budgeting cycle, they give the dean a list of recruitment needs and research/faculty development needs for the coming academic year; they also indicate capital requirements in conjunction with administrative directors. 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. The dean combines these requests, prioritizes them and presents budgets to the Budget Committee for approval.

VP for Human Resources

- a) Search committees were implemented with the resultant hire of a number of senior members of management including: VP Finance; Comptroller Campus; AVP REP; VP FPDU; Associate Dean of Athletics; Hospital Director AUBMC; CFO AUBMC; Controller AUBMC; and Director HR AUBMC. Complete records of the proceedings are held in the VP HR Campus office.
- b) The financial functions at AUBMC have been reorganized and expanded, and now include a controllership function and improved collection functions.
- c) The HR Committee has been expanded to include the Hospital Director and Director HR AUBMC.

- d) The Budget and Budget Review Committees, which oversee budgets, revenues and expenses, have been expanded to include the new vice-presidents.
- e) Senior staff meetings, which were suspended after the position of VP for Administration was eliminated, will be reinstated as of November 2007.
- f) The purchasing function is currently under review by an outside consulting group in order to provide better service.

Chapter V: Administration

- 1. Recommendation 1:** The University should improve personnel administration by: 1) adopting a uniform policy regarding the maintenance and documentation of departmental organization charts; 2) maintaining complete and up-to-date job descriptions by HR; 3) providing each staff member with a copy of his/her job description and having it discussed regularly with his/her supervisor; and 4) recording minutes for all departmental and staff meetings.

Progress/Status

VP for Human Resources

- 1) The retirement of the VP for Administration and the addition of two positions (VP for Human Resources and VP for Facilities) have resulted in a reorganization of the senior reporting line to the president. Organization charts have been updated to reflect the realignment of senior management as well as ongoing revisions of departmental organizational charts.

The non-academic HR policy manual is being revised due to reorganization efforts as well as continuing revision of policies regarding conflict of interest and consulting activities. Expected completion date is December 2007.

The academic policy manual has been updated and a number of academic policies amended.

The Policies and Procedures Review Committee has been actively working to get all departmental units to issue their own operational and policy manuals.

- 2) Job descriptions based on competencies are due to be introduced to the organization in 2008. Four HR specialists have been trained in competency development and will be working closely with the various business units to jointly develop competency-based job descriptions. Both Campus and AUBMC HR units have been revising and updating job descriptions as well as introducing descriptions for new positions.

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

Progress/Status

The structure of this office is still the same; however, a job family is in process of being formalized. The chief of protection reports directly to the president and attends weekly cabinet meetings. Regular meetings between the president and the chief of protection are held to follow up on all security issues on and around the

campus and the medical center. There is a continual increase in Protection FTEs in order to minimize overtime hours incurred by current employees.

Chapter VI: Integrity

- 1. 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 has been actively disseminated to students and faculty each year. Moreover, a new online mini-course on plagiarism has been developed and students must pass the accompanying test. Faculty members also have recourse to the online plagiarism detection program, 'Turn-It-In.' Regarding faculty integrity, the university's expectations have been clarified and this issue continues to receive administration attention.

Faculty of Engineering and Architecture (FEA)

An ad-hoc integrity committee formed in FEA during 2004-05 was charged with the task of promoting academic integrity as a culture at FEA specifically and AUB more generally. The committee has drafted two manuals, one for students and another for faculty and teaching assistants.

- 2. Recommendation 2:** The university should 1) 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; 2) encourage freedom of expression as well as objective criticism; and 3) adhere to equity in the treatment of problems.

Progress/Status

- 1) Policies pertaining to freedom of expression in student clubs and other venues have been operational since 2004 and are currently visible through club and student government bylaws. Moreover, those policies that oblige the university to work within this framework, while also asserting the responsibility of students to respect the institution and the rights of others in the community, are visible in day-to-day practice.
- 2) For many years, AUB and the Office of Student Affairs have not only complied with but also actively encouraged freedom of expression. The student newspaper, *Outlook*, is run by students without any interference and student criticism has recourse to other channels, such as the USFC and the SRCs, as well as student clubs. The provost, comptroller, financial aid director

and other university officials have all been called to the USFC to answer student concerns. The elections for student representatives have been held without hindrance despite a tense national situation. The reason, as always, has been to promote a culture of freedom of expression.

- 3) The Office of Student Affairs has sought through all of its actions to adhere to solutions that conform to the principle of equity. This applies to a range of policies and actions in various domains aside from student clubs and activities. For example, policies have been introduced in the dorms to ensure that all students have equal right of access to the residence hall and room of their choice. With regard to student discipline, all efforts are made to ensure that actions against violators are fair and that all students face the same penalties for the same or similar infractions. Progress is required in the Student Work Study program because departments utilize their right, due to ownership of budget, to employ the students of their choice and pay them the amount set by the employing department or individual. This leads some students to feel that they have not been treated equitably, particularly those who find no department to employ them.
- 3. 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 students' learning process.

Progress/Status

Feedback on the implementation of this recommendation was obtained from AUB's various schools, faculties, departments and units:

Student Affairs

This will be the third year that the Community Service Program has been based in the Office of Student Affairs. In 2007-08, existing lists of NGOs will be upgraded and incorporated into a formal database that will allow the office and students to be better informed and to improve communications. Community service activities may be categorized in two ways: one-off events and those entailing long-term commitment. The first type is very popular among students because it gathers groups, whether from the dorms or clubs, for a day trip or weekend of participation in an area where help is needed. Long-term activities are for more dedicated types, who allocate a day or two each week for several months or a year in order to work with an NGO. While this approach is more rewarding because it brings volunteers closer to the people that they are working with and provides them with a deeper experience, it also entails more work and possible obstructions due to the country's uncertain security situation. Moreover, with the pressures of studies, exams and, in some cases, part-time jobs, students can be less inclined to commit to long-term projects. Nonetheless, there are students willing to make such sacrifices and the program strives to create opportunities so

that they can enrich their life experience through community service and focus on helping others rather than merely themselves.

School of Nursing (SON)

Community service continues to be an important part of the school's work. Faculty serve the community by giving lectures and seminars and by sitting on the boards of schools and community centers. Some act by conducting research studies, evaluating community interventions and implementing new practices that are creative, age-specific and culturally relevant and acceptable to the communities with which they work in close collaboration.

SON students also emphasize community service during their training. They have contributed to a number of community projects, such as anti-smoking campaigns, blood pressure and diabetes control projects, AIDS awareness initiatives, school health programs and fairs, and the care of delinquent children. Their community training includes working in community centers, elementary schools and high schools, as well as facilities for the care of mothers, children and the elderly.

Regionally, SON's faculty members have helped to develop a College of Nursing in Al-Khobar, Saudi Arabia and have acted as consultants for various academic and non-academic institutions.

Faculty of Health Sciences (FHS)

The relationship with the community is an important component of faculty and student activities in both the undergraduate and graduate programs. Over the last year, FHS faculty carried out several community service activities, with the main ones being the following:

- a) Establishment of a Task Force for Service.
- b) Involvement in the University-Wide Task Force for Reconstruction and Community Service that was established by President Waterbury in response to the July 2006 war on Lebanon.
- c) Establishment of a partnership with the Municipal Council of Zawtar El Charkieh, a village in south Lebanon. The project stems from the town's priorities and aims to minimize its acute and long-term health and environmental problems.
- d) Development of indicators (derived from mission, goals and objectives) to determine community involvement in instruction, research and service, as well as the extent of student involvement.

Moreover, FHS faculty are involved as consultants to programs and projects conducted by governmental and non-governmental organizations. Several FHS research projects also have a community service element, particularly the Urban Health Study and the Bebnine Project. MPH students are exposed to community service through the MPH practicum requirement, which emphasizes the

relationship with the community. Finally, many FHS have been involved in community service through the MPH practica, graduate assistantships, volunteer work, and theses and projects related to the above activities.

Faculty of Agricultural and Food Sciences (FAFS)

The relationship with the community has been and still is good. The FAFS has solicited and received more funding for community development programs. Students' theses have been directed toward projects with a community development component as their goal. FAFS has approved an MSc program in rural community development that will engage students in service to communities in a more formal manner.

Faculty of Arts & Sciences (FAS)

Biology The department improves AUB's relationship with the community by hosting the Natural History Museum and providing tours for hundreds of school students annually. Individual faculty give local lectures, but these are not coordinated with the department.

 The ethical demands and service aspects of the scientific and medical professions are emphasized by individual faculty in coursework, again without departmental coordination.

Economics The department has established strong relationships with the community by hosting 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 allow for an excellent interaction between students and policy makers.

 Regarding AUB'S community service mission and its dissemination through the student learning process, the department is actively engaged in creating and promoting awareness of academic integrity. Committed to the philosophy of a Liberal Arts education, which is to develop academic, social and professional excellence, faculty discuss with students the importance of good citizenship skills in both academia and social systems. We tell students that a Liberal Arts education is both a responsibility and a privilege: the privilege is that students have substantial control over their academic curricula. This privilege becomes worthless, however, if students lack maturity or undermine it through dishonest behavior.

 The department 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	<p>The department has historically had very strong ties to the community in general and regional and Lebanese educators and institutions more specifically. These ties are manifested in the conferences and workshops that the department and one of its units, the SMEC, organize, as well as in community service activities involving students (e.g., the National Science, Math and Technology Fair; the Reading Day for disadvantaged students; the Science and Math Teachers' Conference; and the Education Forum). Many department programs are field-based and consequently provide students with opportunities to see the relationships between their studies and community needs. It is important to note that there were no significant changes in this respect in response to the accreditation report; the department merely continues to do what it has done in the past.</p>
English	<p>The department maintains its ties with the professional community in Lebanon and the Arab region through contacts with school administrators and coordinators of English programs, as well as a variety of development activities carried out through REP. It offers institutions consultancy services for English-language programs and conducts teacher training workshops locally and regionally. Faculty experiences are sometimes shared with students during class.</p>
Fine Arts & Art History	<p>Before the formal establishment of the department, a relationship with the public was already well established through ongoing yearly events, such as concerts, play productions and student art-shows, which received a high level of public respect.</p> <p style="padding-left: 40px;">The department has participated in the provost's committee for the promotion of the humanities and the president's committee for an Arts Center; both of which have sought to raise the community's appreciation for culture. These events are inextricably linked with the efforts of students in FAAH courses and teach them valuable public presentation skills.</p>
Geology	<p>Service to the community and the university's relationship with the community have been emphasized by the president and the dean and advanced by most AUB faculty. The department provides scientific tours to the hundreds of school students who visit the geology museum every year and also holds seminars (e.g., on earthquakes and tsunamis) for groups and associations at their request. Some of our students are members and volunteers at the Red Cross, and some provide services as volunteers at the Children's Cancer Hospital, while also reading to the blind.</p>
History	<p>Community and student awareness of the importance of cultural heritage are developed by AUB-funded archaeological fieldwork (Tell Fadous-Kfarabida, Tell Burak) and class trips (to Akkar, South Lebanon, the Northern Biqā', Mount Lebanon) to visit ancient sites as well as contemporary workshops for traditional pottery, glass, weaving and silk. In this fashion, the relationship between AUB and its mission of service to all</p>

communities is being linked to students' learning process.

- Philosophy** The department is one that has few opportunities for service to the community although it takes full advantage of those opportunities which arise, for example, by contributing to local conferences. As these opportunities are limited, however, it seems unlikely that they play a significant role in altering the community's perception of AUB.
- PSPA** Numerous PSPA faculty provided analysis on Lebanon's political situation and elections for local, regional and international print radio, and television media during 2004-05. The department also created a space on its website to communicate the expertise of each faculty member. This webpage is currently being updated to include all of 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.

Olayan School of Business (OSB)

The university's relationship with the community has improved through community development programs, including those launched by the OSB, which is committed to developing and enhancing global managerial leadership in the Middle East and beyond. Several knowledge/research programs were formalized in the academic years 2005-06 and 2006-07, including such major initiatives as the Kamal Shair Strategic Executive Leadership Program (which merges academic contributions with applied business insight to develop and disseminate a deeper understanding of leadership as applied in this part of the world); the Salim Kheireddine/Al-Mawarid Bank Lecture Series (which invites leading international scholars and executives to address issues at the cutting edge of business theory and practice); the OSB-Reuters Business Information Academy (which provides executive training workshops for the makers, analysts and users of business news); the Middle East Human Resources Forum (which serves as a platform for discussions between regional HR professionals and business leaders, and OSB faculty and students, on subjects related to human capital challenges and opportunities in today's ME); and the Mikati Telecommunications Research Center (which funds faculty research initiatives on the local and regional telecom sector and advances ICT applications, policy and infrastructure development).

OSB has also pioneered the promotion of ethics and corporate social responsibility awareness in the region through several faculty- and student-driven initiatives and programs, most notably: the OSB Corporate Governance Program (which promotes organizational reform in the ME for greater corporate transparency and accountability by hosting conferences, roundtables and

workshops; sponsoring empirical research and teaching; and generating policy-related reports); and Bisharaf.org (which encourages academic integrity and ethical awareness at the grassroots level).

OSB's new mission statement, ratified by the BOT in May 2006, clearly states that the School "upholds and promotes the highest ethical standards and a continuous improvement ethos in all that it imparts to its students." The mission is widely disseminated and consistently emphasized to all of OSB's constituents; however, its very recent adoption means that the incorporation of underlying principles into programs is being undertaken progressively, particularly in the areas of academic curriculum content, research development and community service.

Service and student learning are clearly linked at OSB. As part of the curriculum, students engage in a variety of studies and presentations to the professional community designed to enhance and develop local and regional businesses. For example, one year, Coca Cola and OSB sponsored a case-essay competition on corporate social responsibility. In addition, the creation of a career placement center at OSB and a mandatory one-credit summer internship requirement for all business juniors reflect the School's commitment to professional service, while contributing cost-effective student know-how to local and regional businesses.

Chapters VIII and IX: Admissions and Student Services

- 1. Recommendation 1:** Changes in the following: student admissions criteria and processes; financial aid criteria and processes; enrolment management processes; academic advising processes; and customer service at University Health Services.

Progress/Status

A unified Admissions Committee was established and is completing its first year of work. Similarly, a Strategic Planning Committee on Enrolment Management has met all year and succeeded in completing a draft plan for consideration by the Steering Committee. AUB is also merging its Health Services with the operations of the Department of Family Medicine. There has been no movement to date regarding changes to financial aid criteria and processes.

- 2. Recommendation 2:** Changes in the structure of the following offices: Student Admissions; Office of Protection; Office of Student Affairs-Athletics; Counseling Center; Housing; International Student Services; Orientation Program; Placement Service; Student Activities; and Student Government.

Progress/Status

Recent changes at the Office of Student Admissions include the employment of an additional student recruiting officer and attendance at a greater number of open fairs to widen the enrolment pool and attract potential graduate students from abroad. New measures to recruit PhD students are in the planning stage.

The structure of the Office of Student Affairs will be substantially affected by the opening of the Charles Hostler Student Center, as well as the appointment of an Associate Dean of Athletics. The Center will require a new team of staff to operate successfully. A Coordinator for International Student Services has been appointed and the same person also oversees the Community Service Program.

Chapter X: Faculty

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

Progress/Status

Several scholarship programs have been initiated to increase student diversity, in terms of both geographical and socio-economic background.

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

Progress/Status

Feedback on the implementation of this recommendation was obtained from AUB's various schools, faculties, departments and units:

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) was established in 2004 to provide workshops and seminars to train faculty in the skills needed for teaching excellence. The Andrew W. Mellon Foundation has funded a series of seminars and workshops that integrate faculty training with library information services, academic computing and methodologies of teaching and learning. A very good example of this integration is the Mellon Summer Seminar on Creative Use of Resources in Course Design, which has been offered to different groups of faculty members from various academic units during four consecutive summers (2004-7).

Teaching excellence activities and resources provided by the CTL over the two past academic years include seminars (Learning and Teaching Excellence, Developing a Teaching Portfolio, Developing Program and Course Learning Outcomes, Learning Outcomes Assessment at Course and Program Levels, Large-Class Strategies and Peer Observation), forums (Academic Integrity, Faculty Mentoring, and Instructor and Course Evaluations), a workshop and online guide to Academic Advising, and a handbook on Developing Program and Course Learning Outcomes. In addition, as part of its efforts to recognize and support excellence in teaching, the university now bestows annual teaching excellence awards. For more information on the activities of the CTL, please visit the website (<http://staff.aub.edu.lb/~webctl/>).

School of Nursing (SON)

The SON does not have a building of its own yet. Nursing classes and computer labs are currently held in the DTS and FHS. The skills lab is still problematic; it

currently takes place at the AUB hospital using regular patient rooms. To date, there has been no investment in the sophisticated equipment and simulation labs that will be needed upon completion of the new SON building in 2008.

All other assets to support faculty classroom teaching either software and/or hardware are available.

Faculty of Engineering & Architecture (FEA)

All classrooms in the FEA have been equipped with LCD projectors and all faculty members have been given laptops. Over one million dollars per year is spent on new laboratory equipment and computers for the Faculty.

Faculty of Health Sciences (FHS)

The teaching environment has largely improved at the FHS. All classrooms now have a ceiling-mounted LCD with supporting computer. All laboratories are at present satisfactory in terms of lab equipment for teaching. In addition, the Van Dyck Auditorium, the FHS's only large lecture facility, which is used for classes, exams and weekly faculty seminars, has been renovated to include audio-visual equipment, improved lighting and ventilation, and access for handicapped persons, and to ensure compliance with safety regulations. In response to the growing external demand for training, the FHS has further established a Training Room capable of providing 40-50 persons with the state-of the art audio-visual and simultaneous translation necessary to support innovative training programs for people from various backgrounds.

Faculty of Agricultural and Food Sciences (FAFS)

The teaching environment has improved with the purchase of new teaching materials and lab equipment. Classrooms have been equipped with LCD projectors and automatically operating screens. New and better equipped Pilot Plant for Food Science Students. Better access of students to electronic resources through the University Libraries' Databases. Improved internet accessibility for agriculture students residing at the Agricultural Research Education Center (AREC).

Faculty of Arts and Sciences (FAS)

Biology Teaching resources are, in most cases, made available; however, the department does suffer from limited space in an old building, especially classrooms and teaching laboratories. The main Science Lecture Hall, which is used by various FAS departments, including Biology, Chemistry, Physics, Mathematics and Computer Science, as well as those in SBS, suffers from old age. Depending on funding sources, the time between upkeep requests and their implementation can be disappointingly long.

Computer Science	<p>The department updates its equipment regularly to incorporate the latest technological advances. New computers are deployed every year and some tablet PCs are now used in the teaching process. LCD projectors are in place to support the use of technology, including Moodle, in teaching.</p>
Economics	<p>A newly-established computer lab has not only assisted and supported faculty members in their research activities, but has also enabled the department to offer more applied economics courses, which enhances and enriches the teaching environment. The department has also access to a Nicely Hall conference room that is equipped with LCD, overhead and slide projectors, a television and video and DVD players.</p> <p>With support from the Academic Computing Center, the department has introduced WebCT, which has proved to be particularly useful for large sophomore courses, such as Economics 211 and 212. In fact, the department was the first at AUB to introduce WebCT on a large scale, administering more than 400 students on one WebCT platform.</p> <p>WebCT provides an online platform through which lecture notes and problem sets are made accessible to students and online testing is possible. Students have also the opportunity to communicate among themselves through email and discussion board postings. Since WebCT exams are typically multiple-choice and graded automatically, faculty gain extra time for research. Most importantly, however, cheating opportunities during exams have been eliminated because each student receives a different exam made up of randomly selected questions of a similar level of difficulty.</p>
Education	<p>The department's computer laboratory was equipped with new computers, a new server and LCD projector, and a number of overhead projectors. In addition, incoming faculty members received new computers, while those of a number of current faculty members were changed. A significant number of books ordered by faculty members have been added to Jafet Library, while the SMEC Library received new math and science textbook series.</p> <p>The multipurpose room (Fisk 208) is being transformed into a 'smart' room. Students will have access to the Internet as well as other ICT resources that can be used in teaching, such as Microcomputer Based Lab (MBL) materials.</p>
English	<p>Over the past few years, the department has acquired many resources for teaching that enhance the quality of education: a new LCD projector was installed in our graduate seminar room; our computer lab was equipped with 25 new computers; and we now have a good number of overhead projectors and a multimedia room that is mainly used to project DVDs and videos. New faculty members received new computers and many of the old ones used by current faculty have been replaced.</p>

Fine Arts & Art History	We are in the process of building up our audio-visual resources mostly through online database subscriptions. Attempts to acquire licenses for much-needed software programs have proven extremely time-consuming due to the paperwork required by the university. The normal acquisition of DVDs and books has been handled very adequately by Jafet Library. Also, the ‘smart’ classrooms have been invaluable for image presentation, which is necessary to all art and art history classes.
Geology	The dean has supported many of our requests concerning laboratory equipment and teaching tools. This has helped us to improve the teaching environment.
History	Substantial resources have been allocated to equip classrooms with audio-visual equipment and computers for teaching purposes. To its already available equipment (LCD, overhead and slide projectors, TV, video and DVD players), the department has added a laptop, a new slide projector, a new LCD and a new digital camera to photograph manuscripts and old books. Faculty attended Web CT workshops to improve their skills.
Mathematics	The FAS needs more lecture halls for large lectures and examinations. Some classrooms in Nicely need better blackboards.
Philosophy	The department requires no laboratory equipment and very little in the way of classroom teaching equipment. However, technology-enabled classrooms have been placed at the department's ready disposal and several of the faculty members take advantage of these.
Physics	The department has purchased new computers to upgrade the Physics computer lab as well as undergraduate Physics laboratories. Our computer lab is used by graduate and undergraduate students for their courses and MS projects: in one course (Physics 222: Computational Physics), the computer lab becomes a classroom. Department classrooms are now ‘smart’ rooms with computers, LCD projectors and Internet access. These rooms are heavily used by a large number of instructors from across the campus. New equipment has also been purchased for the design and set-up of new experiments in undergraduate labs.
PSPA	The department is currently preparing a proposal to upgrade its technical capabilities in the medium-term to enable utilization of new classroom technologies (e.g., video and web conferencing, game simulations, semantic databases) for a variety of PSPA courses. For the present, with the support of the FAS and other institutions on campus (such as Academic Computing, CASAR, Jafet Library and CNS) the department has been successfully creating the technical and informational infrastructure necessary for these initiatives.

SBS The department would benefit if more ‘smart’ rooms were available and Psychology, in particular, requires office and research space.

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 programs in many ways. Its equipment budget has increased tenfold and, more importantly, it has developed and funded a new state-of-the-art facility scheduled for completion in the fall of 2008-09.

- 3. 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

With the addition of personnel to the Office of Grants and Contracts, faculty members, both individuals and groups, are successfully attracting more grant funds.

- 4. 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

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

Chapter XI: Programs

- 1. 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 and 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

Feedback on the implementation of this recommendation was obtained from some of AUB’s various schools, faculties, departments and units:

School of Nursing (SON)

The SON was accepted by the Commission for Collegiate Nursing Education (CCNE) for accreditation of its BSN and MSN programs in 2005. The self-study was completed in 2005-2006 and the site visit took place in May 2006. The SON met all BSN and MSN criteria for accreditation and has been duly accredited for five years beginning 13 October 2007.

In tandem with accreditation, the SON has completed a strategic planning exercise that incorporates all points mentioned above, which are the subject of ongoing discussions by faculty. A faculty retreat in August 2007 addressed issues related to course evaluation methods and how they can best be linked to course learning outcomes.

A Comprehensive Evaluation Plan (CEP), which is part of the SON accreditation process, was developed in 2006-2007. CEP methods are used to evaluate the fit between program and course learning outcomes.

Faculty of Engineering & Architecture (FEA)

In preparation for ABET accreditation, all engineering programs have performed self-studies, generated self-study reports and thus developed program and course learning outcomes that include critical thinking, life-long learning, study and writing skills, leadership, and freedom of thought and expression.

Architecture and Graphic Design have formed an accreditation committee, which will begin work during the Fall 2007 semester, to seek accreditation from NAAB and NASAD respectively.

Faculty of Health Sciences (FHS)

The Council on Education for Public Health (CEPH) acted to accredit the Graduate Public Health Program (GPH) of the FHS in its meeting of 28-30 September 2006. The AUB GPH is the first CEPH-accredited public health program outside of North America.

As follow up to CEPH accreditation and to strategic planning at FHS, learning outcomes are being finalized for all undergraduate and graduate programs and courses. A task force is examining the alignment of all learning outcomes across courses, programs and missions (of the FHS and AUB).

Faculty of Agricultural and Food Sciences (FAFS)

Most of the aforementioned values were incorporated into newly-established programs at the FAFS. FAFS faculty have also participated in workshops designed to train them to develop learning outcomes for their courses, with some going on to share their expertise with the AUB community. Academic programs have developed learning outcomes for courses taught at FAFS and course syllabi have been modified to include assessment criteria and objectives.

Faculty of Arts and Sciences (FAS)

Biology	Some faculty members have taken university-organized workshops and all faculty members have been informed that learning outcomes will need to be explicitly described in syllabi. Several courses have been overhauled to improve critical thinking and writing skills and to relate course content to professional practice. The incipient PhD program has been reviewed externally and approved.
Computer Science	<p>Most of the course syllabi in CMPS contain detailed sections on course objectives, learning outcomes, assessment and integrity. These syllabi are collected annually to build a digital library to fulfill the aim of an electronic CMPS department.</p> <p>The vision of the CMPS department and its program outcomes are currently being revised. This process will take both feedback from students and the new ACM new recommendations into consideration.</p>
Economics	Learning objectives and outcomes have been developed at the department and course (graduate and undergraduate) levels.
Education	The review of the Elementary Education Program, which was initiated in 2003 through questionnaires to all stakeholders (students, faculty, schools, master teachers and others), included the development of program learning outcomes. These outcomes were finalized by the Curriculum and Examination Committee in a retreat held in the spring of 2006. This process has resulted in program learning outcomes as well as different assessment strategies that can be used to evaluate outcomes.
English	A discussion of program learning outcomes was initiated in 2006 and programs have started to share their learning outcomes with the university community. Due to the very nature of the department's subject matter, whether literature or linguistics, faculty emphasize and work on developing critical thinking, life-long learning and the skills of research, study and writing, which are the bases for the development of freedom of thought and expression.
Fine Arts & Art History	As a fledgling program, these issues are of great concern and the department will be working to stabilize and improve performance in them.

Geology	All course syllabi contain a section on learning outcomes. The university has developed a unit for improving writing skills. Critical thinking and problem-solving assignments are emphasized in many of the department's courses. Freedom of thought and expression are highlighted during most courses by encouraging students to ask questions, give oral presentations (when possible) and contribute to discussions. Emphasis on academic integrity and its effect on moral and civic values is usually brought to focus in the academic year, especially during exam periods. Depth and breadth of knowledge and learning are usually reflected in the content of the courses taught and the use of high-quality textbooks common to major North American universities.
History	Some faculty members have attended workshops on how to develop program learning outcomes and reported back to their colleagues. All course syllabi stress the importance of academic, moral and civic values. Research papers and MA theses improve the study and writing skills of students. All students take the plagiarism test. Library workshops have been developed to improve students' research skills. Leadership, freedom of thought and expression are mainly developed in the student election process, in their political involvement, and in their club activities.
Mathematics	These issues, except for developing learning outcomes in course syllabi of courses, have not been raised in the department to date. The new chair will try to address relevant issues during in the coming academic year.
Philosophy	The department strives to instill critical thinking skills in students and to teach them writing skills, but we have never been asked to implement leadership skills, civic values and so forth. Department syllabi generally indicate an emphasis on critical thinking and writing skills but, since the department was never asked to incorporate these into syllabi in any systematic way, there are inconsistencies.
PSPA	The department is currently implementing and redesigning curriculum development initiatives in PS and PA undergraduate and graduate programs. The aim of these initiatives is to promote critical thinking, reading, writing and verbal skills; to design research projects that employ both qualitative and quantitative techniques; and to apply technology in collaborative learning environments. The output of these initiatives is available online on the Department's website.

Olayan School of Business (OSB)

As part of its AACSB business accreditation endeavor, OSB has developed a systematic learning outcomes assessment system for each of its BBA, MBA and EMBA programs that entails learning goals at the degree program level and an

independent, methodical and scalable system of learning goal measurement and tracking which periodically feeds back into the curriculum review/design process. All learning goals and general learning objectives were finalized and approved by OSB's Accreditation Steering Committee (ASC) in the academic year 2006-2007. As a result of regular term assessments and findings, the core management, business law, statistics and strategy courses for the BBA program were reviewed and revamped by the Tracks, approved by the ASC and ratified by the Curriculum Committee for adoption in the first 2007-08 semester.

The School has also agreed on a set of six mutually exclusive, collectively exhaustive learning themes, namely: general business knowledge and strategic integration to solve problems (critical thinking); design-making (quantitative-analytical and qualitative-organizational); ethical reasoning; leadership and teamwork; written and oral communication; and globalization. Most of these reflect the values and qualities mentioned in the above recommendation.

- 2. 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

Feedback on the implementation of this recommendation was obtained from some of AUB's various schools, faculties, departments and units:

School of Nursing (SON)

The SON requires a large number of General Education courses and some of them are prerequisites for nursing courses.

Faculty of Agricultural and Food Sciences (FAFS)

There has been great improvement in syllabi preparation with clear objectives stated for courses.

Faculty of Health Sciences (FHS)

Course syllabi are being made more explicit and include objectives and assessment criteria.

Faculty of Arts and Sciences (FAS)

Biology Significant positive changes have taken place in the design of syllabi in the FAS. Syllabi of courses now emphasize learning outcomes and learning objectives and include sections on assessment tools.

Economics Following guidelines from the Dean's Office, all course syllabi were streamlined to clearly include explicit information on: course learning outcomes; grading criteria; resources available to students; schedule; and course policy. All course syllabi stress the importance of academic, moral and civic values.

English	All department courses list educational objectives and assessment criteria and give a statement on integrity.
Fine Arts & Art History	Such guidelines were laid down this past year, but course syllabi can still be regularized even more. The Chair is overseeing this process.
History	There have been increases in the number of humanities and non-major courses required; however, major requirements are restricted to the minimum asked for by the Lebanese Ministry of Education.
PSPA	The department has systematically reviewed all syllabi to assess content related to the abovementioned areas.

Olayan School of Business (OSB)

OSB undergraduate program emphasizes a Liberal-Arts based operational focus. This is clearly reflected in the way the curriculum is structured, with over 40% of required coursework for degree completion in General Education courses.

The School has developed a standardized course syllabus template in consultation with the OSB Tracks for each of the BBA, MBA and EMBA programs. The degree program syllabus templates were approved and adopted by the Curriculum Committee in December 2006. The template clearly references the degree program learning objectives that are relevant to the course in question. While the School requires faculty members to send all course syllabi to the Curriculum Committee for approval, the focus, priority and obligation is on the review and approval of the core or required courses for all 3 degree programs.

- 3. 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

Feedback on the implementation of this recommendation was obtained from some of AUB's various schools, faculties, departments and units:

School of Nursing (SON)

Community service is an integral part of faculty workload at SON and is taken into consideration in all faculty appraisals and promotions.

Students are encouraged to conduct community-relevant projects during their junior and senior years and to present these projects to the communities with which they work. In Spring 2006-07, the School held its first annual Final Year Project Day, which was open to the public and allowed students to display their

projects as posters. In the future, projects will be evaluated for rigor, relevance, and presentation and the best three will be selected for a prize.

Faculty of Agricultural and Food Sciences (FAFS)

Community service is accounted for in workload and in academic promotion. Release time has been given to directors of centers established for community development.

Faculty of Health Sciences (FHS)

Community links are being emphasized at the FHS. We are in the process of developing our promotion guidelines so that they recognize the public health practice activities of faculty and their incorporation by students and will submit them to various university bodies for approval.

Faculty of Arts and Sciences (FAS)

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| Biology | Community links and extra-curricular activities are not rewarded at the faculty level. So far, there have been no mechanisms to include such activities as part of the faculty workload.
At the student level, extra-curricular activities are emphasized via advice given to the Biology Student Society, a platform where students are encouraged to attend workshops and seminars and organize tours, among other activities. Reward may include nomination for a student award, such as Penrose. |
| Economics | Faculty members are rewarded at the end of each year for service to the community. |
| Education | Students are encouraged to participate in extra-curricular and community activities as evidenced in the work of the Education Students Society and the involvement of the department's faculty members in social/educational activities. |
| English | Providing release time for faculty activities like the ones mentioned above is a luxury the English department cannot afford. 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 so on, but no system of recognition for such activities has yet been put in place. |
| Fine Arts & Art History | Many of the department's activities are directed toward the public display of different art forms and it is these activities that involve student participation. At present, the only reward to students is the pleasure of public presentation. Faculty is not rewarded for the overtime hours necessary under the present system. |

Geology	Extra-curricular and co-curricular activities are emphasized by advising the Geology Student Society and encouraging and supporting its activities; by arranging extra-curricular geological field trips; and by attending professional workshops organized by engineering and petroleum companies. The FAS needs to develop a mechanism to account for the presence of such activities in the workload.
History	The department is engaged in fieldwork activities that place students in direct contact with the community. It also 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. There is no system for the evaluation and development of such activities. They do not earn faculty release time and are not taken into account for academic promotions.
Philosophy	<p>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.</p> <p style="padding-left: 40px;">The newly-implemented annual review process allows the department to evaluate service, but this service need not be to the community. Most members of the department satisfy their service requirements by serving on faculty or university committees).</p> <p style="padding-left: 40px;">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 them.</p>
SBS	The chair has supported development and implementation of two initiatives: a new course (PSYC 243: Applied Psychology Research Project) to give students 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; and a Psychology Colloquium, which aims at student, faculty and community interface.

Olayan School of Business (OSB)

Some of these questions have been answered under Chapter V, Recommendation 3. A system for the evaluation and development of service activities is in progress as part of AACSB-driven Strategic Planning Processes at OSB. Professorial and non-professorial fulltime ranks are required to allocate some time to such activities.

At OSB, faculty members' community development efforts are underscored as critical to their promotion portfolios. In assessing service, the following activities are considered relevant: participating in committee work or as a chair/convener at track, School and university levels; acting as a mentor to faculty members who

have recently joined AUB; presenting at conferences, seminars and symposia; delivering lectures at other universities or keynote or invited speeches at professional meetings; playing an organizing role in national or international conferences, workshops, or other academic meetings; providing services to national, regional and international agencies, task forces, boards and commissions; participating in local, regional, national and civic activities that promote a positive relationship between the university and the community; serving as an officer of a national, regional, or international professional association.

Service is evaluated through the assessments of the track convener, the program director, the dean, and others (including outside experts) qualified to comment on activities and performance. OSB has created a web-based database accessible by faculty members, who are required to keep their teaching, research/intellectual contributions and service portfolios current through it.

- 4. 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

Director of Academic Computing Center

In the fall of 2000, AUB established the Academic Computing Center (ACC) to promote the use of teaching and learning technologies at AUB. The Center provides resources, one-to-one or group consultation, access to software and hardware and troubleshooting support to all faculty members. On a regular basis and upon request, it offers face-to-face training sessions to help instructors acquire confidence and capacity in a wide variety of computer applications useful in their teaching and research. Moreover, ACC maintains on its website a variety of easy-to-understand online tutorials for consultation and self-teaching.

ACC also manages Moodle, AUB's official LMS (Learning Management System), which is currently used in about 40% of all of the university's course sections. ACC provides guidance, training and support to instructors using Moodle and to students enrolled in Moodle courses. In addition, ACC helps faculty members to create and publish web pages.

The Center organizes yearly seminars in which faculty members demonstrate how they are using various technology tools to supplement and enrich their classroom meetings. These events give the instructors an opportunity to share their experience and expertise with their colleagues as well as with the AUB administration.

ACC coordinates the partnership between AUB and the ION (Illinois Online Network), a faculty development initiative that provides comprehensive professional development opportunities in the area of online teaching and learning to faculty and staff from higher education institutions. In order to expose AUB faculty to best practices of online learning and to help them prepare the online

component of blended and web-enhanced courses, selected faculty members have taken an online course offered by ION entitled “Online Learning: An Overview.”

ACC has arranged for interested AUB faculty members to attend conferences through the Internet. In these events, the AUB participants not only ‘attend’ live sessions, but also ask questions of the distant presenters.

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

Progress/Status

Feedback on the implementation of this recommendation was obtained from some of AUB’s various schools, faculties, departments and units:

English Department

The English Department is the natural venue for the teaching of remedial English and rhetoric skills. The establishment of the Writing Center in the fall of 2004 extended the department’s work to all university students who need help before, during or after they go through communications skills courses. The Center has grown steadily to serve a greater proportion of AUB’s student population. It has become more visible in the AUB community, with some faculty members making a visit to the Writing Center a class requirement on their syllabi. Some students always use the Writing Center. However this engagement remains informal, and depends on the personal initiative of teachers and students.

Over the past academic year, there was no detectable increase in engagement in remedial English per se, but there was more activity in terms of writing academic English. Students in graduate programs are, in fact, among the most enthusiastic members of the community served by the Writing Center. Students who take remedial English courses, on the other hand, tend to be less integrated with their respective academic departments and their success or failure is the sole responsibility of the English Department and its intensive English program.

In 2006-07, the department hosted a workshop on the teaching of writing that was attended by interested faculty members from the university community.

School of Nursing (SON)

Students are advised to take remedial English or to seek the help of the writing clinic as needed. Remedial English courses are often offered to non-academic staff at the School as well.

Olayan School of Business (OSB)

OSB’s curriculum has embedded (by design) a 15-20% minimum grading assessment for English presentation/writing requirements in all senior capstone courses at the undergraduate level and all required courses at the graduate level. In addition, written and oral English communication is an explicit OSB learning goal in each of its degree programs.

Chapter XII: General Education

- 1. 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 and 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 that are designed to be taken by students enrolled in other majors.

Progress/Status

A new General Education program has been approved and will take effect over 2007-08.

- 2. Recommendation 2:** The administration should establish a standing Senate committee 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 university’s mission statement. Its responsibilities would also include determining which courses count as General Education courses and overseeing a periodic review of General Education requirements.

Progress/Status

The Senate has assigned this task to one of its standing committees, the Academic Development Committee.

- 3. 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 a major may also be used to meet the General Education requirement on condition that those courses are designated as General Education courses.

Progress/Status

As a result of the recommendations of the Self-Study task-team on General Education, a Strategic Planning Committee was appointed and met throughout the academic year 2005-06 to review AUB’s General Education requirements.

Slightly amended recommendations resulted and were approved by the university Senate and the Board of Trustees in Spring 2007.

- 4. Recommendation 4:** A systematic evaluation should be conducted to determine 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 should also be in place.

Progress/Status

Recommendations by the Strategic Planning Committee (see 3 above) included the establishment of a university Committee on General Education charged with ensuring implementation of the Liberal Arts/General Education components of the university mission, determining which courses count as General Education courses and overseeing a periodic review of General Education requirements.

Chapter XIII: Related Educational Activities

- 1. 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. Other goals include 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.

Progress/Status

Regional External Programs (REP) Interfaculty Advisory Committee

- 1) In October 2006, the new Regional External Programs (REP) Interfaculty Advisory Committee was formed. Chaired by the president and composed of the provost, deans, special advisor to the president and vice president for REP, the committee is intended to help the VP REP to identify and pursue opportunities that will be of financial and intellectual benefit to AUB. Five meetings took place during October 2006 through May 2007 to plan REP activities and review current projects.
- 2) The committee is the primary engine for the dissemination of information on REP procedures, budgeting and incentives to the AUB community and serves as a forum for the discussion of any/all relevant questions. Final touches are being put on a detailed draft “REP Policies” document, which will list all

policies and procedures and clearly outline financial and professional incentives for REP experts. REP is currently working on the 2006-07 annual report, which will disclose REP budgeted revenue and expenses for the fiscal year.

In May 2007, a new REP website was launched that includes detailed information on all REP projects and how to participate in REP activities. Also this year, REP adopted a policy of maximum faculty input when establishing project proposals. For example, REP and AUBMC staff have agreed on various proposals and budgets in highly collaborative efforts to ensure transparency.

- 3) In order to enhance the involvement of various Faculties, the honorarium for faculty members was raised and the share of Faculties in the net proceeds of contracts was likewise increased. This year, the consulting fee per man day for REP work was increased by over 25%. Project coordinators also receive additional man days for their added efforts and contributions to REP projects. Furthermore, a new Faculty incentive system allows Faculties to keep an additional 15%. This constituted a more than 50% increase over the previously adopted share that was in place for many years.
 - 4) The Positioning Committee is charged with marketing, developing a competitive analysis and branding AUB. REP's business development officer is serving on this committee by researching the positioning strategies of other universities compared to AUB and making recommendations on how to differentiate AUB services, including those of REP.
- 2. 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 and consistent evaluations of programs, projects and participating faculty.

Progress/Status

Regional External Programs (REP) Interfaculty Advisory Committee

- 1) A five-year strategic plan was adopted by the REP Interfaculty Advisory Committee and approved by the president and the university Strategic Planning Committee. Execution of the plan relies on Key Performance Indicators (KPIs) that sharpen project selection criteria reflecting a wider participation base and a greater degree of transparency while preserving REP's efficiency and competitiveness. For example, REP KPIs include geographic spread, repeat customers, client profiles, multi-faculty participation and market segmentation. These KPIs are used as guidelines when selecting current REP projects.
- 2) During the past year, position descriptions were created for program coordinators of the Business Studies Division and Language Studies Division (the two largest divisions) of the Continuing Education Center (CEC). The program coordinators will be full-time AUB faculty charged with overseeing the quality and progress of each program within their divisions by visiting classrooms, reviewing syllabi, meeting with teachers and so on. A new CEC diploma in Human Resources Management was also established after a

thorough review of the HRM certificate program and is scheduled to become effective in the 2007 academic year. Finally, all CEC certificate program requirements, course descriptions and prerequisites have been reviewed and clearly documented. More information can be found in such new CEC marketing materials as the CEC website (already online) and brochure, and the 2007-08 AUB catalogue.

- 3) REP has designed three evaluation questions that focus on collecting feedback from REP clients and consultants and assessing the effects of REP work regionally. Data has been collected at the client and consultant levels while the regional evaluation is still in progress.

Chapters VII and XIV: Assessment

- 1. Recommendation 1:** Develop and implement a realistic and clear, institution-wide formal assessment plan that includes a comprehensive schedule of all assessment activities. Programs and departments across the university need to put in place periodic and comprehensive evaluation plans that target the 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

Feedback on the implementation of this recommendation was obtained from some of AUB's various schools, faculties, departments and units:

Office of the Provost

Efforts to establish clear learning outcomes and to develop a written plan to assess student learning have progressed through stages of analysis, organization and implementation. Three sub-committees prepared initial guidelines and training documents to form the foundations for work by faculty members and departments. Next, a University Learning Outcomes Coordinating Committee (ULOCC) was formed to work under the guidance and in close cooperation with AUB's Center for Teaching and Learning (CTL). This committee has completed its action plan and has moved to the implementation phase. First, it surveyed and assessed university-wide efforts to assess student learning, establishing that significant progress has been achieved as part of the accreditation programs of AUB's professional schools: the School of Nursing, Faculty of Engineering and Architecture, Faculty of Health Sciences and Olayan School of Business.

Since these faculties/schools have already developed assessment plans or are in the process of doing so, the committee decided to focus its efforts on departments in the Faculty of Arts and Sciences (FAS) and the Faculty of Agricultural and Food Sciences (FAFS), where cohesive strategies for learning outcomes assessment are still a desideratum. The committee realizes that once all departments and programs have developed learning outcomes assessment plans,

the focus will be placed on aligning course learning outcomes with program learning outcomes and identifying methods of assessing these learning outcomes.

Currently, however, the committee and the CTL are focusing on filling gaps in this assessment process. In September 2007, ULOCC held a two-day 'train-the-trainer' workshop with faculty members from FAS and FAFS aimed at launching an initiative to train faculty members in individual departments and programs and to assist them in developing program mission and learning outcomes. According to our schedule, 2007-08 will focus on reworking mission statements and articulating program learning outcomes, while the following academic years will be devoted to formulating course-level learning outcomes and departmental assessment plans. In this way, AUB expects to "develop and implement a realistic and clear, institution-wide formal assessment plan that includes a comprehensive schedule of all assessment activities." In the meantime, OIRA is providing a partial institutional assessment.

School of Nursing (SON)

The SON has developed a Comprehensive Evaluation Plan (CEP) in academic year 2006-07 and is currently implementing it. A number of tools have been developed as a result of the evaluation and were pilot-tested this year. They include BSN Exit Surveys, MSN Exit Surveys, BSN and MSN Student Satisfaction Surveys, an Alumni Survey, and an Employer Survey. These surveys were used for the first time in June/July 2007 and will be conducted on a regular basis as specified in the SON CEP.

The SON BSN curriculum has undergone some important revisions; hence, an evaluation plan was put in place to evaluate the curriculum offerings for 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. The results of these evaluations are discussed by the curriculum committee and actions are taken if deemed necessary.

The results of all surveys will be reported on an annual basis and accordingly disseminated to the AUB community effective academic year 2007-08.

Faculty of Engineering and Architecture (FEA)

All Engineering 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, which are available upon request. Architecture and Graphic Design will develop separate assessment plans as part of their accreditation efforts.

Faculty of Health Sciences (FHS)

Six months after the FHS Strategic Planning Report of June 2006, the dean appointed an Evaluation and Planning Committee (EPC) with the main task of monitoring an initiative to establish an integrated performance measurement system (IPMS) for evaluation and planning specific to FHS educational programs. In the first stage, the EPC focused on the Graduate Public Health Program (GPHP) to comply with CEPH accreditation requirements and developed goals, objectives and indicators, and identified targets for the program's instruction, research and service functions. In the coming two years, the EPC will evaluate undergraduate programs as well. The EPC held regular meetings, often bimonthly, throughout the academic year 2006-07. It worked with support from staff and in consultation with other Faculty committees as needed, as well as with professors and students.

As part of the monitoring and evaluation plan for the GPHP, The EPC defined a set of objectives deriving from mission and goals, developed key performance indicators and identified targets. The EPC presented the plan to FHS faculty and students and solicited their comments at a meeting held mid-year and a Faculty retreat at the end of the year. Moreover, and in line with the university process of Instructor and Course Evaluation (ICE), FHS has been using ICE as a broad assessment tool of teaching quality.

As part of a general university initiative, course learning outcomes have been defined, integrated and aligned with programmatic learning outcomes.

1. Graduate Programs: As part of program evaluation and improvement, departments conducted several stakeholder meetings that included alumni and employers of alumni, to solicit feedback on existing programs and learning modules and input on further developing instruction and research in response to current and expected changes in the public health system in Lebanon and the region. We have actively engaged alumni in our accreditation self-study and involved employers of alumni and the community in the review of the self-study.
2. Undergraduate Programs: We continue to be guided by the Potential Employers and Alumni Committee (PEAC) report prepared in Fall 2000. The report collected valuable information on FHS students and alumni, undertook an evaluation of FHS programs from the perspectives of graduates and employers of graduates, and provided valuable recommendations for improvements in the curriculum, most of which have been implemented to date.

Faculty of Arts and Sciences (FAS)

Biology	Curricular evaluation is continuous and a very thorough review was undertaken as part of the PhD program proposal.
Computer Science	The CMPS department should set up a self-assessment in conjunction with its accreditation planning.

Economics	Self assessment has not yet taken place. However, the department has implemented a rigorous assessment of its curriculum, introducing new courses and redesigning existing ones (both at the graduate and undergraduate levels). No evaluation of extra- or co-curricular activities has yet taken place.
Education	The Elementary Education Program review was based on questionnaires that were sent to all stakeholders, including current students, graduates, schools, master teachers and potential employers during the academic year 2002-03. The questionnaires collected data on specific learning outcomes and deficiencies in the program.
English	No such plans have been put in place. The Communication Skills Program is working toward developing an assessment plan after reviewing its program learning outcomes and student learning outcomes.
Fine Arts & Art History	Evaluation takes place through internal reviews and comparison with similar activities by other institutes. To that end, the department has cultivated ties with other departments, institutions, museums and galleries.
Geology	Some of these points are being addressed by the Office of Institutional Research and Assessment (OIRA).
History	The History and Archaeology curricula were recently revised and several courses were redesigned or added (the latter mainly dealt with American and Medieval Islamic History, as well as a freshman Archaeology course and another on the Archaeology of Lebanon). A proposal to re-launch the PhD program in Arab and Middle Eastern History was presented and approved by the Graduate Committee and the Board of Graduate Studies. There has been no evaluation of extra- or co-curricular activities.
Mathematics	Except for developing learning outcomes in course syllabi, these issues have not been raised in our department. The department's new chair plans to address them in the coming academic year.
Philosophy	The department was never asked to implement any such plan. Thus, although it 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 occurred. 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 to any instructions that we have received from the administration.

- PSPA 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, providing it with access to (1) departmental review/self-study guidelines and (2) guidelines to prepare graduates for graduate study or the job market. The PSPA department is also exploring the possibility of creating an advisory committee for the graduate program made up of cohort faculty, community partners, selected students and alumni. This committee would meet every two years to review program performance and to recommend relevant changes.
- SBS The Chair and various faculty share student feedback and evaluations.

Olayan School of Business (OSB)

See responses above.

- 2. 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

Feedback on the implementation of this recommendation was obtained from some of AUB’s various schools, faculties, departments and units:

School of Nursing (SON)

As noted above, assessment tools for students have been developed. The Academic and Curriculum Committee was involved in the development of all assessment tools, which were consequently approved by all faculty.

One of the important achievements of the SON this past year was the development, pilot-testing, and approval of standardized Clinical Evaluation Tools (CETs), which are directly linked to program and course learning outcomes. The CETs have been the focus of two faculty retreats/workshops in May 2006 and August 2007. The implementation of these CETs will start academic year 2007-08 with the new cohort of students.

Faculty of Agricultural and Food Sciences (FAFS)

There has been improvement in the preparation of course syllabi to identify education objectives and assessment criteria.

Faculty of Arts and Sciences (FAS)

Biology	Assessment methods are chosen by individual faculty and are not reviewed by the department. The department has discussed gathering feedback from graduates.
Economics	Assessment tools still need to be introduced.
Education	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 to the process of developing program learning outcomes. The department also conducted an analysis of all courses to identify the assessment methods being 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	Assessment tools used in the department are mostly based on course objectives and expected learning outcomes. The course coordinators within the Communication Skills Program are directly involved in evaluating and revising tests developed by the faculty.
Fine Arts & Art History	Assessment tools are linked with objectives outlined in class syllabi and vary because of differences between courses. Studio art classes involve critiques of projects; Art History classes have tests; Music and Theater (performance) classes are rated by the direction for teamwork, discipline, attendance and punctuality as well as performance talent. All classes have projects and reports. In all courses, criteria and tools are made clear in the syllabi and during early classes. The chair reviews all syllabi and discusses, where appropriate, evaluation procedures with each teacher. 'External' feedback is also solicited from teachers visiting classes and from critics, authorities and practicing artists.
Geology	Implementation of many of these points has been the responsibility of the Office of Institutional Research and Assessment (OIRA), the Dean's Office and other administrative units at AUB.

Olayan School of Business (OSB)

See responses above. Provision of empirically supported 'best practices' assessment tools are in progress as part of AACSB Business Accreditation.

- 3. 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

Trend analysis data for various institutional indicators are now available for the BSC, ICE, CAAP and various satisfaction surveys (of faculty, staff, student and alumni). CAAP results focus on the development of writing skills.

The Self-Study Steering Committee has recommended that the following seven institutions be considered 'peer' institutions:

- i. American University, Washington DC
- ii. American University in Cairo (Egypt)
- iii. George Washington University, Washington DC
- iv. Loyola University (Illinois)
- v. Villanova University (PA)
- vi. Wake Forest University (NC)
- vii. Howard University, Washington DC

- 4. Recommendation 4:** Share information concerning the uses of institutional assessments with all stakeholders. Institute a mechanism for systematically making use of learning outcome data and 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 and staff input in the formulation and implementation of corrective actions called for by assessment results.

Progress/Status

OIRA

All OIRA reports are shared with stakeholders using e-mail, the OIRA website and printed reports. Stakeholder feedback is regularly obtained by e-mail, other written means or orally. This feedback has been compiled and used to devise OIRA's future assessment cycles and plans. Focus groups, forums and special meetings are also scheduled to discuss assessment results; to highlight improvements and areas needing further improvement; and to assist in future planning.

OIRA has conducted ICE satisfaction surveys for faculty and students.

- 5. 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 and 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; and 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

Feedback on the implementation of this recommendation was obtained from some of AUB's various schools, faculties, departments and units:

OIRA

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

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

Constant research is being conducted on the reliability and validity of the ICE. Faculty/student issues are being continually addressed by OIRA and suggestions incorporated in content, procedures and reporting.

School of Nursing (SON)

A SON Student Affairs and Career Placement Officer has been appointed effective September 2007 and will be responsible for collecting and reporting on these data.

Faculty of Agricultural and Food Sciences (FAFS)

The faculty is in constant touch with alumni and alumni groups for feedback on programs and their relevance to job opportunities and emerging agricultural industries. FAFS also has an advisory board made up of leaders of industry who provide advice and counsel on all matters, including curricula. A relevant coordinator and committee have been installed and are in process of forming a database on alumni and their placement for better communication and feedback. FAFS is periodically soliciting feedback from employers on the performance and image of FAFS graduates to be used as basis for program improvement.

Faculty of Arts and Sciences (FAS)

Biology The placement of AUB Biology graduates is followed for MS students. Contact with MS graduates was re-instated in 2006-07. Alumni who are active in research were sent an update of departmental progress over the last few years and were encouraged to give seminars when in Beirut. We have records of undergraduate students who join the School of Medicine, but tend to lose contact with the others.

Economics Graduate and undergraduate students from the department have pursued top careers in public institutions, such as central banks, economic development authorities, or international organizations. They have been a major force in shaping the economies of the Middle East region. Those who have opted to further their studies have found places in top-tier European and North American universities.

English	No periodic and systematic review of the placement of department graduates has been carried out. However, we do follow the further study or career choices of most of our students in an informal way.
Fine Arts & Art History	The department is still new to this, but we do interact with outside art programs, shows, teachers and gallery owners for comparison and assessment purposes.
Geology	This is yet to be implemented.
History	All graduates in History and Archaeology who have applied to institutions of higher learning abroad have been accepted at the best universities in England (Cambridge, Oxford, London School of Economics), Germany (Berlin, Tübingen) and the USA (Berkeley, Chicago, Princeton, Arizona). Some of those who earned their PhDs were hired by American and British universities.

Olayan School of Business (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 its Employer Evaluation. The internship program tracks the accomplishment of 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 in which they have carried out their internships.

A recent alumni survey conducted by OSB in the spring of 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.

- 6. 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

Feedback on the implementation of this recommendation was obtained from some of AUB's various schools, faculties, departments and units:

School of Nursing (SON)

A SON faculty retreat took place in August 2007 to discuss these issues, including: general approaches to evaluation: theory vs. clinical; relationship between learning outcomes and teaching strategies; evaluation of clinical learning: affective, psychomotor, and cognitive; testing and grading: writing exam questions; and a working session on designing evaluation methods and creating learning activities and assignments in line with learning outcomes.

Recommendations were made during the retreat for implementation. A follow-up retreat on the measurement of learning outcomes is planned for December 2007. Follow-up retreats or working sessions are being planned for the summer of 2008 to discuss points that are still pending and to evaluate progress.

Faculty of Agricultural and Food Sciences (FAFS)

This has been an active and ongoing process for many years now.

Faculty of Arts and Sciences (FAS)

Biology	Many of our faculty are still unable to differentiate between learning outcomes and objectives. Attending workshops on course objectives and learning outcomes should be mandatory for all faculty if we are to achieve an alignment with the outcomes of the program.
Economics	<p>The department has introduced learning objectives/outcomes at the course level and these have been aligned with the program mission statement. The department has also integrated learning objectives/outcomes into each Economics course syllabus. The course learning objectives/outcomes have been defined explicitly in each Economics course syllabus as follows:</p> <ol style="list-style-type: none">1) Before graduating with a BA in Economics, students should be able to (a) articulate and explain major economics theories and different schools of economic thought, identify their strengths and limitations, and apply the theories to contemporary issues and policy debates; and (b) conduct basic empirical research, identify important empirical findings in the literature, and be able to analyze and appraise economic theories in light of these empirical findings.2) Students should develop the following set of skills in order to achieve the two core learning objectives outlined above: (a) ability to define economic terms, describe economic facts and identify key economic theories; (b) ability to argue a point logically and support arguments with appropriate theory and evidence, whether in written or oral discussions; (c) ability to debate critically current events, readings from the economic popular press and journal articles from the economic literature; (d) ability to find flaws in economic arguments and express themselves like economists; (e) ability to conduct basic research, write short papers, and present findings on selected topics, incorporating both theory and empirical evidence; (f) ability to use mathematical methods to set up and solve various applications; (g) ability to label and reproduce economic diagrams, understand and interpret basic figures and tables, explain basic regression estimates, and analyze empirical data and regression results in light of economic theory; (h) demonstrate critical awareness of the ethical and social implications of economic problems and their solutions; and (i) demonstrate responsible citizenship by being respectful of classmates and staff and by maintaining the highest standards of academic honesty and integrity.
Fine Arts & Art History	Learning outcomes are still being developed because of the newness of the program. Faculty discussion clarifies and unifies present policies, which must simultaneously evaluate not only thinking, but also various skills (manual and vocal) specific to the arts.

Geology 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 department.

History No systematic assessment of course learning outcomes has taken place.

Olayan School of Business (OSB)

See responses above. Many of these processes are in progress as part of AACSB Business Accreditation.