AMERICAN UNIVERSITY OF BEIRUT
Institutional Self-Study Design

Submitted to:
Middle States Commission on Higher Education

Prepared by:
Self-Study Steering Committee

April 27, 2017

TABLE OF CONTENTS

GLOSSARY OF SELECTED ACRONYMS

AAU	Academic Assessment Unit
AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
AREC	Agricultural Research and Education Center
AUB	American University of Beirut
AUBMC	American University of Beirut Medical Center
BSN	Bachelor of Science in Nursing
BOT	Board of Trustees
CCECS	Center for Civic Engagement and Community Service
CCNE	Commission on Collegiate Nursing Education
CEC	Continuing Education Center
CEPH	Council on Education for Public Health
CFO	Chief Financial Officer
CHSC	Charles Hostler Student Center
CIO	Chief Information Officer
CMP	Campus Master Plan
COO	Chief Operating Officer
CTL	Center for Teaching and Learning
EHSRM	Environmental Health, Safety and Risk Management
ESMU	Enrollment Statistics and Management Unit
FAFS	Faculty of Agricultural and Food Sciences
FAS	Faculty of Arts and Sciences
FEA	Faculty of Engineering and Architecture
FHS	Faculty of Health Sciences
FM	Faculty of Medicine
FPDU	Facilities Planning and Design Unit
HSON	Hariri School of Nursing [Rafic]
HR	Human Resources
IFI	Issam Fares Institute for Public Policy and International Affairs
IT	Information Technology (IT) [Office of]
JCI	Joint Commission International
MSN	Master of Science in Nursing
MENA	Middle East and North Africa Region
NACUBO	National Association of College and University Business Officers
NYSED	New York State Education Department
OFP	Office of Financial Planning
OGC	Office of Grants and Contracts
OIP	Office of International Programs
OIRA	Office of Institutional Research and Assessment
OSB	Suliman S. Olayan School of Business
OSA	Office of Student Affairs
REP	Regional External Programs
SRC	Student Representative Committee
UL	University Libraries
USFC	University Student Faculty Committee

Institutional Self-Study Design
for the Middle States Commission on Higher Education

INSTITUTIONAL OVERVIEW

Description of the University

Founded in 1866, the American University of Beirut (AUB) is a private, non-sectarian, non-profit university whose campus is located in the heart of Beirut, Lebanon, overlooking the Mediterranean Sea. It is governed by a private, autonomous Board of Trustees (BOT). AUB is one of the oldest and most reputable institutions of higher education in the Middle East. Since its establishment, AUB has been the most influential proponent of liberal education and high-quality research in the Arab world.

The university has six faculties/schools: Agricultural and Food Sciences (FAFS), Arts and Sciences (FAS), Engineering and Architecture (FEA), Health Sciences (FHS), Medicine (FM), which includes the Hariri School of Nursing (HSON), and the Olayan School of Business (OSB). In 1902, AUB Medical Center was created to educate medical students and professionals, provide clinical care and conduct research. The AUB campus includes the Charles W. Hostler Student Center, five libraries, computer labs, dormitories, an archaeological museum, art galleries, a natural history museum, athletic fields, a private beach, a repository of native and non-native trees and shrubs, and one of Lebanon's few geological collections. In addition, AUB maintains a 247-acre Agricultural Research and Education Center (AREC) located in Lebanon's Beqa'a Valley.

Revised most recently in 2005, the university's mission statement reads as follows:
"The American University of Beirut (AUB) is an institution of higher learning founded to provide excellence in education, to participate in the advancement of knowledge through research, and to serve the peoples of the Middle East and beyond. Chartered in New York State in 1863, the University bases its educational philosophy, standards, and practices on the American liberal arts model of higher education. The University believes deeply in and encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue. Graduates will be individuals committed to creative and critical thinking, life-long learning, personal integrity, civic responsibility, and leadership."

AUB operates under a charter granted by the New York State Education Department (NYSED) which registers the university's degree programs. AUB degrees are also recognized by the Lebanese government through the equivalence committees of the Ministry of Education and Higher Education. The university offers programs leading to bachelor's (51), master's (74), doctoral (11) and MD degrees. It also offers certificates and diplomas (35). With the reintroduction of Ph.D. programs in eight specialties in 2007-08, AUB became the first US-accredited university in the Arab world to offer doctoral degrees.

With the motivation to satisfy the lifelong educational and training needs of the local community and the region by enhancing professional and technical skills, the Continuing Education Center (CEC) continues to offer a variety of certificate programs, non-credit courses, and workshops.

The university has a student body of around 8850 students: 7,077 undergraduate (60% females, 40% males), 1,220 graduate, 142 doctoral and 411 medical students. Twenty-two percent are international students from over 86 countries. The total number of full-time instructional faculty in fall 2016-17 is 604; in addition, there is 241 full-time clinical faculty in FM, which brings the total full-time faculty to 845. The faculty headcount, including clinical and part-time faculty, is 1,130. The student-to-faculty

ratio is 11.7:1. Twenty-percent of the faculty are international. The gender distribution is 41% females and 59% males.

Despite all the challenges resulting from continuous local and regional unrest, AUB has managed to continue increasing its research output on an annual basis, moving from some 425 journal articles in 2006 to 550 in 2011 and nearly to 1,000 in 2016, according to Scopus database. Although considered small in size in comparison to almost all well-established universities in the Arab world, AUB continues to rank among the 10 most published universities in the region, producing exactly 2% of the entire Arab world's total output of journal articles (Scopus and Web of Science, February 2017).

With an overall score of 43.3 based on QS World University Rankings, AUB ranks 228 among universities worldwide with a 40-point rise compared to last year's ranking of 268. This higher ranking is attributed to a rise of 18 places in the Academic Reputation indicator and 21 places in the student-to-faculty ratio. This is a clear attestation of AUB's drive for continued excellence in teaching, research, and service, and for leading not only in the region but worldwide. AUB was also rated among the best in alumni achievement, ranking in the 81-90 category and placed first in the Arab countries and the MENA region in the "QS Graduate Employability Ranking".

Accreditation History

AUB was first accredited by the Middle States Commission on Higher Education (MSCHE) in June 2004 which was reaffirmed in 2009 and 2014 with a request for a monitoring report documenting the institution's progress in meeting the following recommendations:
 (1) *a financial planning and budgeting process, aligned with the institution's mission, goals, and plan, that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; as well as*
(2) *a well-defined system of collegial governance, including written policies outlining governance responsibilities of administration and faculty, readily available to the campus community.*

The monitoring report was submitted on April 1, 2016, documenting the actions AUB took to address MSCHE recommendations. On June 23, 2016, MSCHE accepted the monitoring report and scheduled the next evaluation visit for 2018-2019.

Program Accreditation

Six of AUB's faculties/schools have earned accreditation from relevant accrediting bodies as listed below. In many cases, AUB's faculties/schools are the first or the only ones of their kind outside of the United States to have programs accredited by US agencies:
- FAFS's undergraduate Nutrition and Dietetics Coordinated Program has received accreditation from the Accreditation Council for Education in Nutrition and Dietetics (2013), which is the Academy of Nutrition & Dietetics' accrediting agency for nutrition education programs.
- FEA's undergraduate BE programs in Civil Engineering, Computer and Communications Engineering, Electrical and Computer Engineering, and Mechanical Engineering are accredited by the Accreditation Board for Engineering and Technology (ABET) (2008; reaffirmed 2016). Also, the BE and BS programs in Chemical Engineering were accredited by ABET in 2013.
- FHS's Graduate Public Health Program became the first such program to be accredited by the Council on Education for Public Health outside of North America (2006; reaffirmed 2012).
- FM's residency programs in Internal Medicine, Family Medicine, Emergency Medicine, Obstetrics and Gynecology, and General Surgery are accredited by the Accreditation Council for Graduate Medical Education-International (2015). AUB Medical Center (AUBMC) is the first medical institution in the Middle East to have earned the four international

accreditations by the Joint Commission International, MAGNET®, The College of American Pathologists, and ACGME-I. It has maintained its status as the most trusted and respected healthcare provider in Lebanon and the region.

- HSON became the first nursing school beyond American territories to have BSN and MSN programs accredited by the Commission on Collegiate Nursing Education (2007; reaffirmed 2012).
- OSB was the first business school in Lebanon to earn accreditation by the Association to Advance Collegiate Schools of Business (2009; reaffirmed 2014).

Recent Developments

Strategic Planning

When Dr. Fadlo R. Khuri, MD, AUB's 16th president, assumed office on September 1, 2015, setting "AUB the Path Forward for 2030" was at the core of his vision. In 2016-2017, he and the leadership team embarked on three major strategic goals: *academic strategic plan*, which includes a strategic health initiative and an enrollment management plan; *campus master plan*; and the *capital campaign* to set the framework for the university's future. These goals were based on continuous interaction among the university's stakeholders including administrative and academic leadership, faculty, staff, and students. Ten academic working groups were appointed to engage in dialogue in order to consider the eight principles (listed below) and use them as a lens while reflecting.

- Mission Driven (Scholars at Work in Service to Humanity)
- Vision Energized (A New Global University Paradigm)
- Strategic Position (Ranked Among Best Worldwide, Compelling, Inspiring)
- Ascendancy of Research (Improving the Present, Informing the Future)
- Critical Mass, Critical Path (Sustainable, Effective, Efficient)
- High-Performance Learning Environment (Immersive, Engaging, Stimulating, Nurturing)
- Developing the Global Digital Learning Ecosystem (Connected, Engaging, Accessible)
- Optimizing Campus Design for Teaching, Learning, Research, Innovation (Reimagining, Reconceptualizing, Restructuring, Redesigning, Reconfiguring)

The new Academic Strategic Plan set the following major institutional priorities:

- *Transform student education into a holistic student learning experience.*
- *Build new and enhance the existing infrastructure and academic support while embracing digital technology and ensuring environmental sustainability.*
- *Be an institution that makes collaboration and engagement an intrinsic part of learning, teaching, service and research.*
- *Encourage and properly resource focused scholarly work that addresses contextual problems, serves our society and can influence public and scientific policy and practice.*

With growth and influence as its two main aspirations, AUB is implementing a new campus master plan, aligned with the university strategic plan and meant to redesign the campus in such a way as to make it friendly to faculty, students and staff and, at the same time, in harmony with nature, while offering opportunities for sharing, integrating and consolidating space. AUB constituents were engaged in the plan to inform and shape the concept plan. The projects arising from the campus master plan entail having new academic buildings (basic science complex, health science complex, engineering and design building), performance art center, and new and improved student-oriented amenities (student center, undergraduate housing) with smart infrastructure and green belt extension.

The campus master plan was also coupled with a capital campaign entitled "Boldly AUB: To Lead, Innovate and Serve" to resource the plans. This campaign, announced at AUB's sesquicentennial anniversary, is the largest and most ambitious in the history of the university with a target of $650 million. There are five main pillars of the Boldly AUB campaign: education and research, healthcare,

innovation and entrepreneurship, community relevance, and sustainability. The capital funds are intended to support resourcing more doctoral programs, establishing improved research centers, and building a new infrastructure and facilities to house a planned growth of the student body.

Reinstating Tenure

A historic achievement of the university was made on November 20, 2015, when the AUB Board of Trustees (BOT) voted to reinstate tenure after a 30-year hiatus. Following this decision, a university-wide Tenure Design Committee (TDC), composed of faculty, administrators, and BOT members, was appointed with the charge to develop a comprehensive design for the tenure system. The TDC submitted its report with a proposal for the design of the new tenure system, including mechanisms for the transition of in-post faculty members. It also included general guidelines for revising the university's workload policy to complement the design of the tenure system. The proposal has already been approved by the University Senate, the Academic Affairs Committee of the BOT and the full BOT for effective implementation in September 2017.

With tenure, AUB will be able to attract and retain top faculty who can offer high-quality and high-impact research and provide faculty members the academic freedom to explore new areas of inquiry, focus on innovative scholarship, and set long-term research agendas. Tenure will enhance and enforce AUB's position as the premier liberal arts institution in the Middle East.

New and Ongoing Initiatives

Throughout its history in a region of continuous unrest and urgent social needs, AUB has always played a pivotal role in addressing societal issues. The past decade specifically was a period of big leaps made with regard to significant initiatives which started at individual faculties/schools and then expanded to the university level and beyond. Overall, there are nearly 70 projects and initiatives across AUB faculties/schools and interdisciplinary institutes, all addressing societal issues and making a huge impact. Below are some highlights:

In light of AUB's educational mission and commitment to making higher education more accessible and responsive to underserved communities, AUB established the Leadership, Equity, And Diversity (LEAD) initiative in 2016 to promote the principles of inclusion, diversity, and equity in higher education. This initiative helps in facilitating educational opportunities to academically qualified but financially disadvantaged students who have a leadership potential. Currently, LEAD hosts several existing scholarship programs including, but not limited to, the MasterCard Foundation Scholars Program that will offer 180 scholarships over 6 years to graduate and undergraduate students from Africa (50%) and Lebanon, including refugees; the US-Middle East Partnership Initiative which currently offers over 60 comprehensive scholarships to undergraduate students from the MENA region, with emphasis on countries in conflict; and the USAID University Scholarship Program which offers undergraduate scholarships to over 50 male and female public school students from the 26 districts of Lebanon annually.

As AUB always strives to strengthen its relationship with the local community through many initiatives, the Center for Civic Engagement and Community Service (CCECS) was established in 2008 to build a culture of service and civic leadership at AUB and provide opportunities for its students, faculty, and staff to study and respond to social and civic needs. It also supports Lebanese citizens and Syrian refugees among other groups. As a confirmation to the scale and impact of AUB's transformative initiatives, it was ranked as the "most civically engaged campus" in the Middle East and North Africa in a first regional annual competition held by the Ma'an Arab University Alliance.

To bring together the many groups and individuals at AUB addressing the impacts of the Syrian refugee crisis, the *AUB4Refugees* initiative was launched in fall 2016. This initiative includes more than 60 cutting-edge projects being undertaken by AUB teams with Syrian refugees and host communities in Lebanon, many with a view to transform the fortunes of displaced people everywhere. Through this initiative, AUB will lead and serve the society not only by caring for and providing hope for Syrian and other refugees, but also in helping rebuild schools and healthcare systems, and in rebuilding civil society and the body politic, both in Syria and in other countries.

Issam Fares Institute (IFI) for Public Policy and International Affairs was inaugurated in 2006 to initiate and advance policy-relevant research in the Arab region. The institute is dedicated to knowledge production and dissemination in and about the Arab region; and to exchange of interdisciplinary ideas and collaborations among researchers, civil society actors, and policy-makers. The institute expanded its 6 existing programs on Refugee Research and Policy, Climate Change and Environment, Education and Youth Policy Research, Social Justice and Development Policy, as well as International Affairs and established three new programs in 2016 on Social Justice and the City, Energy Policy and Security in the Middle East, and Civil Society and Policy-Making.

In an effort to foster lifelong learning, AUB founded the University for Seniors in 2010, the first in Lebanon and the region, that provides older adults (who are 50 and above) the "opportunity to share their wisdom and passion, to learn things they have always wanted to learn in a friendly academic environment and to interact socially with other seniors as well as with AUB faculty and students"[1].

To lead AUB's engagement with and influence on its surroundings, mainly the Ras Beirut area, AUB established the Neighborhood initiative in 2007. This presidential initiative has been active in addressing three main themes: "Protecting the Diversity of Ras Beirut", "Community and Well-Being", and "Urban Environment" as a means to give back and be a beneficial neighbor.

The Nature Conservation Center was founded in 2002 to foster a more integrative approach to health and encourage people to become caretakers of nature. Since its inception, it has developed five programs: Integrative Health, Medicinal Research and Drug Discovery, Waste Management, Community Development Baldati Bi'ati, and Eco-Entrepreneurship Awards. Each of these programs has initiated many projects to help people be more engaged with their surroundings, and equip them with information and tools to strengthen individual and social well-being. The center developed an open-access guide – a "learning by doing" guide derived from nature-based extracurricular activities – that was implemented by the Ministry of Education and Higher Education in Lebanon and distributed to all public schools.

In an effort to engage civil society activists, academics, researchers, practitioners, policymakers, and the general public, the Asfari Institute for Civil Society and Citizenship was established in 2012. It serves as the regional hub for supporting the development of an informed and engaged civil society and for endorsing transparency and accountability in the region.

To emphasize its commitment to foster an inclusive university community that welcomes, respects, and values people of diverse backgrounds and abilities, the Accessible Education Office was established in 2016, forming part of the Office of Student Affairs. Its role is to facilitate equal access for students with disabilities to the university's academic, social, and recreational activities and programs.

In an effort to redress the imbalance persisting between the experiences of women and men in our community, the president appointed the "Task force on the Lives and Careers of Women Faculty" on December 2, 2015, to study paths for success and prominence at AUB, specifically for women faculty.

---

[1] *https://www.aub.edu.lb/rep/cec/uni_seniors/Pages/main.aspx*

Based on the taskforce report and recommendations (submitted on December 20, 2016), there will be important president's initiatives to improve the lives, mental health, and career opportunities for female faculty and staff.

With its unique location, AUB includes within its walls a natural environment with a diverse collection of flora and fauna, quiet walkways and attractive views. As such, it has become a much-loved feature of the city of Beirut. To complement its academic efforts and societal impact and to reaffirm its commitment and responsibility as a custodian of its natural environment, AUB designated its Campus as a Botanic Garden in 2016.

INTENDED OUTCOMES

While the university celebrates its remarkable history of 150 years of sustainable and major academic and social impact, the Self-Study is a timely journey that AUB will undertake while embarking on a new academic strategic plan, a campus master plan and a capital campaign to examine itself critically and to make recommendations for improvement.

The Self-Study intended outcomes are:
- Demonstrate how and to what extent AUB meets the MSCHE Standards for Accreditation and Requirements of Affiliation.
- Provide a concise and accurate analysis of the institution to inform decision-making and guide institutional planning, growth, and renewal efforts.
- Engage the university community (faculty, staff, students, and trustees) in self-evaluation and planning for needed improvement by promoting the culture of continuous assessment and improvement.
- Assess the quality and effectiveness of academic programs and administrative services.
- Review current assessment processes and practices, identify challenges and make recommendations for improvements.
- Capitalize on the overlapping efforts of the self-study and strategic planning to inform university decision-making, identify challenges and opportunities and present recommendations for the future.

For the purpose of the Self-Study, AUB will use the comprehensive model to address the seven standards for accreditation. After the provost attended the Self-Study Institute to which all institutions up for reaccreditation were invited, the AUB Self-Study Steering Committee (SC) was appointed by the president on December 2, 2016. The SC is chaired by Provost Mohamed Harajli and co-chaired by Interim Associate Provost Dr. Hala Muhtasib, with Dr. Saouma Boujaoude serving as vice chair. Having served as chairs of working groups for the previous two self-studies that AUB undertook, the SC leadership has extensive previous experience with accreditation. The university-wide steering committee members (comprised of faculty, staff, and both graduate and undergraduate students) were selected for their expertise in key functions of the university as well as their overall knowledge of and commitment to AUB. The six faculties/schools at the university are represented on the steering committee. Having the provost serve as chair together with FAS associate dean and director of AUB's Center for Teaching and Learning (CTL) as the vice chair of the Self-Study Steering Committee reflects the university's commitment to shared governance. The steering committee consists of 25 members, fourteen of whom serve as co-chairs of the seven working groups, with each working group charged with addressing one of the seven standards for accreditation, and a chair who leads the eighth working group concerned with the verification of compliance. Two members of the SC serve as the editing subcommittee comprised of the Associate Vice President for Communications and a faculty member in the Department of English.

On December 15, 2016, the president issued an invitation letter to solicit volunteers from the AUB community (faculty and staff) to serve on one of the eight working groups. Members were also appointed by the provost and by the working groups' co-chairs for the scope of their work and for the needed representation from various constituents. As for students, the deans of faculties/schools nominated students (undergraduate and graduate) to serve on the various working groups. Overall, 145 faculty, staff and students are participating in the Self-Study, thereby representing both the academic and administrative units of AUB.

The list of working groups is as follows:
Working Group I   : Mission and Goals
Working Group II   : Ethics and Integrity
Working Group III   : Design and Delivery of the Student Learning Experience
Working Group IV   : Support of the Student Experience
Working Group V   : Educational Effectiveness Assessment
Working Group VI   : Planning, Resources and Institutional Improvement
Working Group VII   : Governance, Leadership, and Administration
Working Group VIII   : Verification of Compliance

In the week of February 6, 2017, the provost called for a kickoff meeting for each of the eight working groups to familiarize them with the accreditation process, new standards for accreditation, and requirements for affiliation. During these meetings, the provost highlighted the importance of charging the workgroup members with drafting the questions and linking them to institutional priorities.

The steering committee developed a self-study timeline that gives sufficient time to the working groups to address the standards; conduct research; analyze findings; and draft, discuss and review the reports with campus stakeholders. The steering committee has developed a draft Documentation Roadmap for review and update by the working groups.

Steering Committee Membership

SC Leadership
Dr. Mohamed Harajli, Chair of the Self-Study Steering Committee; Provost, Professor, Civil and Environmental Engineering, FEA
Dr. Saouma Boujaoude, Vice Chair of the Self-Study Steering Committee; Director of the Center for Teaching and Learning, Associate Dean, Professor, Education, FAS
Dr. Hala Muhtasib, Co-chair of the Self-Study Steering Committee; Interim Associate Provost, Professor, Biology, FAS

Working Group Co-chairs of the Standards for Accreditation and Verification of Compliance
Dr. Kamal Khuri Makdisi, Co-chair of WG I; Professor, Mathematics, FAS
Dr. Ramzi Sabra, Co-chair of WG I; Assistant Dean for Undergraduate Medical Education, Chairperson, Professor, Pharmacology and Toxicology, FM
Dr. Monique Chaaya, Co-chair of WG II; Professor, Epidemiology and Population Health, FHS
Dr. Colin A. Smith, Co-chair of WG II; Associate Dean for Research, Professor, Biology, FAS
Dr. Bilal Orfali, Co-chair of WG III; Chairperson, Associate Professor, Arabic and Near Eastern Languages, FAS
Dr. Salah Sadek, Co-chair of WG III; Professor, Civil and Environmental Engineering, FEA
Dr. Karma El Hassan, Co-chair of WG IV; Director of the Office of Institutional Research and Assessment, Associate Professor, Education, FAS
Dr. Talal Nizameddin, Co-chair of WG IV; Dean of Student Affairs, OSA
Dr. Arne Dietrich, Co-chair of WG V; Professor, Psychology, FAS
Dr. Ali Hajj, Co-chair of WG V; Director of AAU, Professor, Electrical and Computer Engineering, FEA
Dr. Ammar Olabi, Co-chair of WG VI; Professor, Nutrition and Food Sciences, FAFS
Dr. Najat Saliba, Co-chair of WG VI; Director of the Nature Conservation Center, Professor, Chemistry, FAS
Dr. Zaher Dawy, Co-chair of WG VII; Professor, Electrical and Computer Engineering, FEA
Dr. Samar Noureddine, Co-chair of WG VII; Professor, HSON
Dr. Imad Elhajj, Chair of WG VIII; Associate Professor, Electrical and Computer Engineering, FEA

Members
Dr. Nadia El-Cheikh, Dean, Professor, History and Archaeology, FAS
Dr. Steve Harvey, Dean, Professor, Marketing, Management & Entrepreneurship, OSB
Dr. Alan Shihadeh, Interim Dean, Professor, Mechanical Engineering, FEA
Dr. Syrine Hout, Professor, English, FAS
Mr. Martin John Owen Asser, Associate Vice President for Communications
Mrs. Boushra Rahal, Assistant to the Provost for Academic and Faculty Affairs, Office of the Provost; Accreditation Liaison Officer to MSCHE
Mrs. Mary Jaber, Chief of Staff, Office of the President
Mrs. Rania Hussein, Executive Administrator, Office of the Chief Operating Officer
Ms. Nour Hasbini, Undergraduate Student, FEA
Mr. Elias Bechara, Graduate Student, FAS

WORKING GROUPS' CHARGES

The steering committee is responsible for the final Self-Study design and the effective implementation and coordination of the Self-Study. The membership of the working groups' co-chairs on the steering committee will encourage consistent, smooth and direct interaction among all the working groups. The steering committee will also work closely with various key standing committees and other campus stakeholders to assure a high degree of coordination and communication.

The steering committee asked the working groups to read carefully the MSCHE document entitled "Standards for Accreditation and Requirements of Affiliation", which is central to the institutional self-study, and the document entitled "Self-Study Guide: Creating a Useful Process and Report", which provides important information about designing and implementing the self-study.

The steering committee charged the working groups with drafting questions that address the standard criteria as well as the requirements of affiliation aligned with their respective standard, and to link them to strategic priorities. Working group co-chairs were encouraged to consult and coordinate closely with other working groups' co-chairs, especially when their work overlaps. Working groups were also asked to review the draft Documentation Roadmap and update it with the potential utilization of an inventory of reports, assessment and planning data, policies and procedures, and other resources that the working groups will use.

Each working group is responsible for writing a chapter in the self-study document. The work of each of the eight working groups will be combined into a single Self-Study Report that will integrate the questions, methodologies, data reviewed, findings, and recommendations of each working group. The steering committee is responsible for the final self-study report.

Research questions were drafted by the working group's co-chairs and vetted by the working group's members in two meetings before submission to the steering committee for feedback and approval.

Self-Study Working Group I

MSCHE Standard I: Mission and Goals

Working Group Co-chairs
- Kamal Khuri-Makdisi, Professor, Mathematics, FAS
- Ramzi Sabra, Professor, Pharmacology and Toxicology, Assistant Dean for Undergraduate Medical Education, Chairperson, FM

Membership
- Muriel Bassil, Undergraduate Student, FAFS
- Nuhad Yazbik-Dumit, Associate Professor, HSON
- Eric Goodfield, Assistant Professor, Civilization Studies Program, FAS
- Rima Habib, Professor, Department of Environmental Health, Chairperson, FHS
- Rasha Haidar, Undergraduate Student, Architecture, FEA
- Howayda Harithy, Professor, Department of Architecture and Design, FEA
- Khalil Hindi, Professor, OSB
- Mey Jurdi, Professor, Department of Environmental Health, FHS
- Issam Lakkis, Associate Professor, Department of Mechanical Engineering, FEA
- Samar Mikati, Archives and Special Collections Librarian, UL
- Youssef Mouneimne, Research Associate & Director, FAS
- Souad Shaaban, Administrative Assistant, Chemical Engineering Program, FEA
- Jihad Touma, Professor, Department of Physics, FAS
- George Turkiyyah, Professor, Department of Computer Science, FAS
- Moustafa Wehbi, Undergraduate Student, OSB

Purpose
Working Group I will examine the mechanisms by which AUB's mission and strategic goals are developed, reviewed, assessed and revised, and the extent to which they are made known and actually adopted by the constituency, and the degree to which they inform decision-making in terms of academic, financial, and infrastructural planning and development. The group will assess how well the strategic goals reflect and realistically implement the educational, research and service missions of the university. More specifically, it will look at how well AUB provides a holistic student experience that fosters citizenship and leadership and the extent to which it engages with its local and regional environment.

Questions
The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard I and satisfy the requirements of affiliation relevant to this Standard?
2. To what extent are stakeholders at AUB invested in the mission?
3. How well are institutional strategic goals developed? To what extent are these goals realistic and consistent with the university mission and vision? How often are these goals assessed in light of evolving regional and global higher education needs?
4. How well does the university provide a holistic student experience which nurtures citizenship, leadership, and societal skills? *(Links to Institutional Priority 1: Transform student education into a holistic student learning experience).*
5. How does the university fulfill its service mission locally and regionally? How is it engaged with its local and its broader Middle Eastern environment? *(Linked to Institutional Priority 3: Be an institution that makes collaboration and engagement an intrinsic part of learning teaching service and research).*

Methodology
1. Interview key stakeholders (including the president, the provost, trustees, and other members of the administration) about the development of the mission statement, the strategic plan, and their corresponding resource allocation.
2. Examine previous self-study reports, annual reports, and other university documents which show success in the achievement of strategic goals and the drafting of strategic plans at AUB.
3. Examine university policies and the minutes of bodies, such as the BOT and the Senate, regarding the adoption or revision and modification of the mission and goals.
4. Review documentation of educational requirements, learning outcomes and their assessment, program descriptions, and course syllabi for alignment with the mission statement and academic strategic plan.
5. Interview or survey a sample of faculty, staff, students, alumni, and external stakeholders to determine awareness of and support for the university's mission, as well as perceptions of the extent to which the university mission and goals are being successfully achieved.
6. Examine university publications (in different forms: written, audio-visual, web-based).
7. Examine communication by the leadership with the constituency and broader public (speeches, interviews, bulletins, newsletters).

Self-Study Working Group II

MSCHE Standard II: Ethics and Integrity

Working Group Co-chairs
- Monique Chaaya, Professor, Epidemiology and Population Health, FHS
- Colin Smith, Professor, Biology, FAS

Membership
- Mona Assi, Head, Library Systems and Applications, UL
- Michael Edward Clinton, Professor, HSON
- Leila Akoury Dirani, Associate Professor, Psychiatry, FM
- Hanan Itani, Director, Procurement and Contract Services
- Hiba Itani, Specialist, Data Management and Analysis
- Asiya Iskakova, Graduate Student, MBA, OSB
- Patrick Kuehner Lewtas, Associate Professor, Philosophy, FAS
- Jihad Makhoul, Professor, Health Promotion and Community Health, FHS
- Georges Nemer, Professor, Biochemistry and Molecular Genetics, FM
- Christine Rizk, Manager, Financial Reporting and Compliance, Office of the Comptroller
- Bassam Shayya, Professor, Mathematics, FAS
- Mohamad Shehab, Audit Manager
- Sylvia Shorto, Associate Professor, Architecture and Design, FEA
- Firas Tabbara, Undergraduate Student, Mechanical Engineering, FEA

Purpose
Working Group II will assess compliance with Standard II. This includes the extent to which the institution's members, including faculty, administrators, staff, and students, fulfill their responsibilities with integrity and are held accountable. The group will examine how the institution addresses, communicates and accomplishes its mission and strategic priorities. The group will evaluate the content and application of relevant documents, communications, policies, data, processes and best practices, and it will gather additional information through interviews. It will present a report that documents and assesses current practices, and it will make recommendations for improvement.

Questions
The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard II?
2. Does AUB have impartial policies and practices that enhance integrity, fairness, transparency, tolerance, respect, and non-discrimination in employment and promotion practices, student affairs and teaching, disciplinary matters and grievance, procurement and financial management, and in conducting research?
3. To what degree do AUB's constituencies act with integrity, fairness, transparency, tolerance, respect, and non-discrimination in employment and promotion practices, student affairs and teaching, disciplinary matters and grievance, procurement and financial management, and in conducting research?
4. How well does AUB foster an organizational culture that promotes integrity and fairness, avoids conflicts of interests, and encourages the open and critical discussion of ethical issues?
5. How effectively and regularly does AUB assess compliance with policies, procedures, and practices and uses assessment results for improvement?

Methodology
1. Examine existing documents on policies, procedures, guidelines, and practices.
2. Study existing survey data (OIRA, Purchasing, HR, etc.).
3. Review reports from units monitoring ethics and integrity (compliance, Title IX, previous self-study reports, etc.).

4. Review statements and communications from AUB's leadership.
5. Interview relevant parties to explore and understand their perceptions, concerns, and recommendations for improvement.

Self-Study Working Group III

MSCHE Standard III: Design and Delivery of the Student Learning Experience

Working Group Co-chairs
- Bilal Orfali, Associate Professor, Arabic and Near Eastern Studies, FAS
- Salah Sadek, Professor, Civil and Environmental Engineering, FEA

Membership
- Nour Abdallah, Undergraduate Student, HSON
- Fatima Abu Salem, Associate Professor, Department of Computer Science, FAS
- Tarek Jaber, Graduate Student, FHS
- Rami Abi Jomaa, Director, Office of Advancement Services
- Daniel Asmar, Associate Professor, Department of Mechanical Engineering, FEA
- Hanin Abdallah, Senior Lecturer, OSB
- Amal Bou Zeineddine, Lecturer, Department of Education, FAS
- Dorota Fleszar, Instructor, Department of English, FAS
- Maha Haidar, Instructor, Dean's Office, FHS
- Farook Hamzeh, Assistant Professor, Civil and Environmental Engineering, FEA
- Nizar Jawhar, Director of University Statistics, ESMU
- Nathalie Khoueiry-Zgheib, Associate Professor, Department of Pharmacology and Toxicology, FM
- Elias Rahal, Associate Professor, Department of Experimental Pathology, Immunology and Microbiology, FM
- Afif Tabsh, Business Development and Projects Manager, Office of the Vice President for REP

Purpose
Working Group III will examine relevant institutional documents and processes, through information gathered and evaluated, to check compliance with Standard III. It will also examine the extent to which AUB provides its students with learning experiences that are rigorous, coherent and aligned with higher education expectations at all levels/degrees and across all modes of instruction.

Questions
The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard III and satisfy the requirements of affiliation relevant to this Standard?
2. To what extent are the student learning experiences aligned with the strategic priorities of the university? (*Linked to Strategic Priority 1: Transform student education into a holistic student learning experience).*
3. How adequately are the contents and structures of the academic programs described and made accessible to students?
4. How qualified are the AUB faculty and how adequately are they resourced for carrying out their academic responsibilities (teaching, assessment of student learning, research, and service) in fulfillment of the institutional mission and goals? How often are faculty reviewed?
5. How adequate are the requirements of AUB's general education program and how effective are these requirements in achieving the desired program objectives in support of the institutional mission?
6. How often are the academic programs assessed and to what extent are the outcomes of the assessment used for improving student learning experiences?

Methodology
1. Review earlier AUB Self-Study reports.
2. Consult/Refer to ESMU, OIRA, AAU.
3. Analyze the undergraduate and graduate student catalogues, and the university website.
4. Look at information from academic departments and academic support units.
5. Examine annual reports of the various faculties for research and activities of the faculty, OGC, and the Graduate Council.
6. Examine the guidelines for graduate and research assistantships.
7. Inspect the General Education requirements.
8. Examine the reports and the website of the Office of Student Affairs for career and placement services, internships, financial aid, etc.
9. Examine the Campus Master Plan.
10. Examine the reports and documents from OIP.
11. Inspect IT (Moodle)/syllabi/CTL activities.
12. Check the UL website for resources.
13. Examine the teaching evaluation systems of AUB.
14. Study enrollment patterns (registrar, department documents).
15. Compare to benchmark institutions.
16. Conduct focused interviews with key AUB academic and administrative personnel.

Self-Study Working Group IV
MSCHE Standard IV: Support of the Student Learning Experience

Working Group Co-chairs
- Karma El Hassan, Associate Professor, Director, OIRA
- Talal Nizameddin, Dean of Student Affairs, OSA

Membership
- Edmond Emile Antoine Abdo, Undergraduate Student, Business Administration, OSB
- Rula Alkhatib Al-Jamal, Instructor, Medical Laboratory Sciences Program, FHS
- Yousif Asfour, Chief Information Officer, Office of CIO
- Ghaleb Halimeh, Director of University Sports
- Samar Harkous, Director, University Preparatory Program
- Nizar Jawhar, Director of University Statistics, ESMU
- Haitham Khoury, Assistant Professor, Director of Career Services, OSB
- Salim Kanaan, Director of Admissions and Financial Aid
- Farouk Merhebi, Director of EHSRM
- Leila Musfi, MFA, Professor, Architecture and Design, Chairperson, FEA
- Melissa J. Norton, Accessible Education Officer, OSA
- Moueen Salameh, Professor, Registrar, Office of the Registrar
- Issam Srour, Associate Professor, Engineering Management Program, FEA
- Rabih Talhouk, Professor, Department of Biology, FAS
- Najla Yakteen, Undergraduate Student Officer, FAS

Purpose

Working Group IV will examine the extent to which institutional priorities focus on the overall student experience, including the main areas and aspects of university student life and support services that are provided. The working group will review the current state of student services, student support and programs and how effective they are within the context of a holistic approach. Finally, the working group will have to show if and where such programs, operations, and services are conducted in alignment with the university's overall mission statement and vision and meet the Commission's requirements of affiliation.

Questions

The working group will address the following self-study questions:

1. To what extent does AUB fulfill the criteria of Standard IV and satisfy the requirements of affiliation relevant to this Standard?
2. Are recruitment and admissions criteria and processes well-defined, transparent and accessible to the community at large? Are they compatible with AUB's mission and do they support a diverse student body?
3. Are financial processes and student financial assistance programs well-defined, adequate and accessible?
4. Is there a process for supporting inadequately prepared students to attain their goals? How efficient and adequate is this process?
5. What are the main areas of student academic support and services leading to student success? How does each align and integrate with the university mission and strategic plan, and how effective are they? What are the university policies and practices to promote student appeals and complaints within the faculties and schools?
6. What are the processes of screening graduation lists, diplomas and certificates against graduation requirements? Are they adequate and do they involve one source or multiple sources for checking processes?
7. Are there policies and procedures for the evaluation and acceptance of transfer of credits? Is the evaluation of transfer of credits being monitored and how? How are special cases related to the transfer of credits of non-conventional credit transfers being entertained?
8. Are there policies and procedures for release of student information and are they published? What is the procedure for release of student information to a third party inside Lebanon and outside Lebanon, and how are the student records maintained?
9. Does the university offer a range of extracurricular and co-curricular activities that promote the intellectual, social, cultural and physical development of students, as well as strengthen students' educational and learning experiences? How well do they align with the university mission statement?
10. Is the effectiveness of programs supporting student experience periodically evaluated? Are results used to improve programs or to design new ones?

Methodology

1. Examine assessment reports (OIRA, AAU), policies, procedures, and processes, handbooks and manuals, plans, and annual support unit reports.
2. Examine strategic planning documents.
3. Conduct student survey and focus groups to get student input.
4. Review earlier AUB Self-Study reports.
5. Conduct focused interviews with key AUB academic and administrative personnel.
6. Study website information on various student support policies and procedures.

Self-Study Working Group V

MSCHE Standard V: Educational Effectiveness Assessment

Working Group Co-chairs
- Arne Dietrich, Professor, Psychology, FAS
- Ali Hajj, Director of AAU, Professor, Electrical and Computer Engineering, FEA

Membership
- Yaser Abunnasr, Assistant Professor, Department of Landscape Design & Ecosystem Management, FAFS
- Rima Afifi, Professor, Department of Health Promotion and Community Health, Associate Dean, FHS
- Moustafa Al Hariri, Graduate Student, Biomedical Sciences, FM
- Kaoukab Chebaro, Assistant Professor, Associate University Librarian for Archives and Special Collections, UL
- Lina Daouk, Assistant Professor, OSB
- Palig Demirdjian, Undergraduate Student, FHS
- Joanna Doummar, Assistant Professor, Department of Geology, FAS
- Wassim El Hajj, Associate Professor, Department of Computer Science, Chairperson, FAS
- Jamal Jawad Hoballah, Professor, Department of Surgery, Chairperson, FM
- Gladys Honein, Assistant Professor, HSON
- Nizar Jawhar, Director of University Statistics, ESMU
- Alia Kazma, Student Services Manager, FEA
- Tamara Khalil, Hostler Center Supervisor, CHSC
- Vivian Khamis, Professor, Department of Education, FAS
- Nabil Nassif, Professor, Department of Mathematics, FAS
- Hind Rizkallah, Lecturer, Department of Biology, FAS

Purpose

Working Group V will examine the expected student learning outcomes at the degree/program and institutional level as well as the relevant formal assessment of educational offerings by faculty and/or appropriate professionals in compliance with the criteria of Standard V. The working group will also examine the extent to which these assessment processes are being utilized for improvement of educational offerings and infrastructure and whether eventually these improvement initiatives are monitored to gauge their effectiveness. Ultimately based on these findings, the working group will identify strengths and weaknesses and will make recommendations for improvement. The working group will also determine the linkages between AUB's mission and strategic priorities and Standard V.

Questions

The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard V and satisfy the requirements of affiliation relevant to this Standard?
2. What are the processes and tools utilized by AUB for the assessment of educational effectiveness?
3. To what degree are AUB assessment processes systematic, valid, reliable, and fair to provide the information necessary to identify education-related strengths and weaknesses for various categories of students? Are these results shared and communicated with AUB constituencies? *(Linked to Strategic Priority 1: Transform Student Learning Experience, Strategic Plan 2016).*
4. How does AUB use assessment results to improve its educational experience? *(Linked to Strategic Priority 1: Transform student learning experience, Strategic Plan 2016).*

5. How often does AUB evaluate its assessment processes and effectively use these findings for improvement? (*Linked to Strategic Priority 1: Transform student learning experience, Strategic Plan 2016*).

Methodology

In order to address these questions appropriately, the working group will rely on multiple sources of data, some of which are existing documentations while others will be collected and analyzed for the purposes of this self-study as follows:

1. Review earlier AUB Self-Study reports.
2. Examine assessment reports, plans, and other relevant indicators.
3. Examine information from academic departments and academic support units.
4. Analyze surveys and tests coordinated by OIRA and other units.
5. Conduct focus groups and/or interviews with key stakeholders such as students and key AUB academic and administrative personnel.
6. Summarize each assessment-related process and tool used by the university and across multiple departments, units, and faculties.
7. Analyze the data collected using standard qualitative and quantitative methods.
8. Develop recommendations for improvement and/or change of the assessment processes.

Self-Study Working Group VI

MSCHE Standard VI: Planning, Resource Allocation, and Institutional Improvement

Working Group Co-chairs
- Ammar Olabi, Professor, Department of Nutrition & Food Sciences, FAFS
- Najat A. Saliba, Director of the Nature Conservation Center, Professor, Department of Chemistry, FAS

Membership
- Jean Abdelnoor, Director of Physical Plant, Physical Plant Department - Administration
- Fouad Andari, Undergraduate Student, Petroleum Studies, FAS
- Fatima Alsakka, Graduate Student, Civil Engineering, FEA
- Bassem Barhoumi, Director of FPDU
- Ziad Shaaban, Director, CEC
- Salim Chahine, Professor, OSB
- Eliya Dagher, Local Procurement Agent, Campus Procurement & Contract Administration Department
- Samar Diab, Director of HR, Campus
- Charles Harb, Professor, Department of Psychology, Chairperson, FAS
- Fadia Homeidan, Director, OGC
- Ayman Kayssi, Professor, Department of Electrical & Computer Engineering, Associate Dean, FEA
- Malaki Khoury, Instructor, Department of English, FAS
- Maria Mansour, Director of Financial Planning, OFP
- Mike Osta, Associate Professor, Department of Biology, FAS
- Malakeh Rayyis, Internal Auditor, Internal Audit Office

Purpose

Working Group VI will examine whether the institution's planning processes, resources and structures are aligned with each other and are sufficient to fulfill the mission and goals of AUB. The group will also assess whether the institution's bodies continuously assess and improve its programs and services and respond effectively to opportunities and challenges. The resulting plan from this working group should help define how to allocate and manage resources and link them to planning.

Questions

The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard VI and satisfy the requirements of affiliation relevant to this Standard?
2. How effective are the planning processes (strategic, financial, physical), and to what extent are they documented, communicated, and linked to the strategic priorities of the institution?
3. To what extent are financial, human and physical resources and infrastructure adequate to support operations? Are they aligned with the institution's and unit's strategic objectives?
4. Does AUB have clear mechanisms for assigning responsibility and accountability regarding decision-making? To what extent are these mechanisms implemented?
5. How is the independent audit conducted and how effective is the follow-up on measures or concerns reported by the audit in the management letter?
6. How regular and effective is the assessment of planning, resource allocation, and institutional renewal processes that support institution's mission and goals?

Methodology
1. Review unit's mission and objectives.
2. Conduct interviews (president, provost, COO, VPs, deans, trustees).
3. Conduct surveys to check how familiar various participants are with the planning and improvement processes.
4. Assess the compatibility of planned budgets vs. the unit's strategic plan.
5. Assess classroom usage and lab utilities in different units.
6. Assess future growth plans vs. current human and fiscal resources.
7. Review KPIs, annual unit reports, documentation procedures, policies and procedures manuals, self-study reports, and strategic planning documents in each operation unit.
8. Compare and align with the University Strategic Plan.
9. Interview operation unit directors and deans.
10. Review the sustainable projects executed at AUB (for example, Irani Oxy Engineering building is LEED certified).
11. Review audit reports.
12. Identify and study the improvements made in response to audit reports.
13. Review financial planning reports.
14. Identify documents that support coordination and collaboration. Review documented successful outcomes resulting from institution's periodic assessments of planning, resource allocation, and institutional renewal processes.
15. Conduct surveys to determine the level of satisfaction from the users' perspective.

Self-Study Working Group VII

MSCHE Standard VII: Leadership, Governance and Administration

Working Group Co-chairs
- Zaher Dawy, Professor, Electrical and Computer Engineering, FEA
- Samar Noureddine, RN, Professor, HSON

Membership
- Mohamad Ghassan Abiad, Associate Professor, Nutrition and Food Sciences, FAFS
- George Abi Saad, Professor of Clinical Specialty, Surgery, FM
- Ghinwa Awada, Senior Internal Auditor
- Bana Bashour, Associate Professor, Philosophy, FAS
- Rasha Bohsali, Director of Operations and Strategic Initiatives, OSB
- Michael Clinton, Professor, HSON
- Soha Hmeidan, Associate VP for Advancement Services

- Hanan Itani, Director of Procurement and Contracts Administration, Campus Procurement and Contract Administration Department
- Fadi Jardali, Professor, Health Management and Policy, FHS
- Mary Khairallah, Projects Coordinator, Office of the Vice President for HR
- Salma Dannawi Oueida, Associate VP for Development and Alumni Relations, Office of Development
- Dania Salem, Assistant Director of General Education and Assessment, AAU
- Elie Shammas, Assistant Professor, Mechanical Engineering, FEA
- Rabih Shibli, Director of CCECS
- Yasmine Abou Hamdan, Undergraduate Student, Economics, FAS
- Sukayna Fadlallah, Graduate Student, FM

Purpose

Working Group VII will examine the leadership, governance, and administration in terms of structure, roles and responsibilities, accountability and operation, with a focus on their effectiveness in fulfilling the university's mission and strategic goals. The working group will gather and review relevant documents and information from various sources to evaluate the extent to which the university meets Standard VII and make recommendations for continuous improvement. It will also determine the linkages that exist between Standard VII and relevant institutional priorities.

Questions

The working group will address the following self-study questions:
1. To what extent does AUB fulfill the criteria of Standard VII and satisfy the requirements of affiliation relevant to this Standard?
2. To what extent are the bylaws, manuals, policies, and procedures related to governance and administration clearly documented, periodically assessed, updated, adequately disseminated, implemented and acted upon?
3. To what extent are the governing body, leadership, and administration effective and accountable in meeting AUB's mission and strategic goals with education as a primary purpose?
4. To what extent does shared governance provide sufficient opportunities for the various constituencies to participate in initiatives and decision-making?
5. How regularly and effectively does AUB assess leadership, governance, and administration, and use assessment results for improvement?

Methodology

The working group will gather and analyze information and documents from various key sources that include the following:
1. Mission statement.
2. Charter and corporate bylaws.
3. Organizational structure and reporting relationships.
4. Strategic plans and goals.
5. Documents related to the Board of Trustees: bylaws, membership, committees (executive, finance, academic affairs, medicine and health, investment, trusteeship, audit, facilities, compensation and benefits), and minutes of meetings.
6. Documents related to the President: duties and responsibilities, appointment, contract, periodic review, and qualifications.
7. Documents related to the Administration: duties and responsibilities, appointment, contract, periodic review, and qualifications of Provost, VPs, COO, CFO, CIO, Deans, and Directors of key units, in addition, to supporting units.
8. Documents related to Non-Academic Personnel: Bylaws, manuals, policies and procedures.
9. Documents related to Faculty: Senate Bylaws, faculty manual, policies and procedures, Senate and faculty committees, minutes of meetings.

10. Documents related to Students: USFC Bylaws, SRC Bylaws, participation in University committees, minutes of meetings.
11. Documents related to the University Auditor: duties and responsibilities, appointment, contract, evaluation, and qualifications.
12. Procedures for developing, disseminating and reviewing bylaws, policies and procedures
13. Procedures for appointments, reappointments, annual evaluation, promotion and tenure of academic personnel.
14. Procedures for appointments, promotion and annual evaluation of administrative non-academic personnel.
15. Policies and procedures related to conflict of interest.
16. Governance - and administration - related data from existing University surveys (OIRA).
17. Interviews (president, provost, COO, VPs, deans, trustees) and focus group meetings.

Self-Study Working Group VIII

MSCHE Working Group VIII: Verification of Compliance & Requirements of Affiliation

Working Group Chair
- Imad Elhajj, Associate Professor, Electrical and Computer Engineering, FEA

Membership
- Hala Abu Arraj, Associate Registrar, Office of the Registrar
- Kamel Aboughali, Professor, Department of Mechanical Engineering, Chairperson, FEA
- Elie Al-Chaer, Professor, Department of Anatomy, Cell Biology and Physiological Sciences, Chairperson, FM
- Andrew Cartwright, University Auditor (supporting role)
- Trudi Hodges, Title IX Coordinator
- Salim Kanaan, Director of Admissions and of Financial Aid Office
- Ziad Kiblawi, Graduate Student, FAS
- Rima Iskandarani, Instructor, Department of English, FAS
- Shadi Najjar, Associate Professor, Civil & Environmental Engineering, FEA
- Christine Rizk, Manager of Financial Reporting & Compliance, Comptroller's Office
- Charbel Tarraf, Associate Dean, Student Affairs
- Drew Wickens, Chief Financial Officer, Office of CFO

Purpose
Working Group VIII has two aspects to its mandate:
1- Verification of institutional compliance with Accreditation-Relevant Federal Regulations.
2- Requirements of Affiliation.

Methodology
Regarding the verification of compliance, the working group will address the seven applicable areas out of the eight areas defined:
1- Student identity verification in distance and correspondence education.
2- Transfer of credit policies and articulation agreements.
3- Title IV program responsibilities.
4- Institutional records of student complaints.
5- Required information for students and the public.
6- Standing with state and other accrediting agencies.
7- Contractual relationships.
8- Assignment of credit hours.

Regarding the requirement of affiliation, as per MSCHE recommendations, we will address the first six of the applicable requirements as well as Requirement 14 out of the fifteen **Requirements of Affiliation**:

1- Authorization to operate.
2- Institution is operational.
3- Graduate one class before accreditation.
4- Communicate with the Commission in English.
5- Comply with government policies, regulations, and requirements.
6- Comply with Commission policies.
14- Governing body provides information.

Requirements 7-13 and 15 will be covered by the other working groups addressing the standards for accreditation according to MSCHE recommendations. These requirements are:

7- Statement of Mission and Goals.
8- Evaluation of Educational and Other Programs.
9- Assessment of Student Learning Programs.
10- Institutional Planning based on institutional effectiveness and improvement.
11- Financial Resources adequate to support institutional mission.
12- Disclosure of Governance structure.
13- Conflict of interest.
15- Core of faculty to ensure continuity and coherence of educational programs.

For the Verification of Compliance and Requirements of Affiliation, the working group will work with the relevant offices to identify, collect, review and analyze appropriate documents to verify that AUB is compliant.

Working Group VIII will collect, review, and analyze key sources, with a focus on digital material, of relevant documentation and institutional processes and procedures to demonstrate compliance with the Requirements of Affiliation. This working group will coordinate via the chair with the other working groups regarding Requirements of Affiliation 7-13 and 15, to demonstrate compliance within the self-study report.

Non-Disclosure Forms

All steering committee and working group members signed two forms: "Information and Computer Resource Use" and "The Code of Business Ethics" for the purpose of spreading awareness of these policies and ensure compliance.

Self-Study Collaboration Site

In order to facilitate both collaboration and document-sharing among Self-Study working groups, the Self-Study steering committee has created, with the help of the Information Technology Office (IT), a collaboration site (SharePoint) that is accessible on and off campus. This site provides the working groups and steering committee members with access to supporting documents and information, such as AUB previous reports, MSCHE documents, benchmarks, and others. It provides as well as subsite for each working group where members can share and collaborate on documents, minutes, documentation roadmap, chapters, and other documents. While some of these documents are publically available, others are password-protected. A guide was developed by IT to help the working group members navigate and utilize the portal properly.

All members of the steering committee and working groups were advised to use the guidelines below when naming files and folders or referencing them. The instruction given were as follows:
- Save uploaded files with month-day-year.
- Save documents under documentation folder and reference them appropriately.

Although the working groups may use the same document, it is important that the co-chairs reference all documents related to their standards on the working group's specific site.

ORGANIZATION OF THE SELF-STUDY REPORT

The final Self-Study report will be presented in the below format. Each chapter will include in its introduction an overview of the standard, linkage to strategic priorities, summary of methodologies used, evidence and findings including strengths and challenges, conclusions and recommendations for improvement with appendices containing relevant information.

Cover Page
Table of Contents
Executive Summary
Chapter 1 : Introduction
Chapter 2 : Standard I-Mission and Goals
Chapter 3 : Standard II- Ethics and Integrity
Chapter 4 : Standard III- Design and Delivery of the Student Learning Experience
Chapter 5 : Standard IV- Support of the Student Experience
Chapter 6 : Standard V- Educational Effectiveness Assessment
Chapter 7 : Standard VI- Planning, Resources and Institutional Improvement
Chapter 8 : Standard VII- Governance, Leadership and Administration
Chapter 9 : Verification of Compliance with Accreditation-related Federal Regulations
Chapter 10 : Conclusions, Recommendations, and Strategies for Implementation
Glossary of Terms
Appendices

Editorial Process

Chapters produced by the working groups will be drafted and edited by their respective co-chairs. Working groups' co-chairs will submit the first draft for review and comments by the steering committee followed by a second edited draft. The editing subcommittee of the steering committee will work with each of the working group co-chairs to edit their chapter reports. The final report will also be reviewed by the editing subcommittee to ensure that it meets the Commission on Higher Education's guidelines, speaks with a consistent voice, and accurately represents the work of the working groups.

Editorial Style and Format

To ensure consistency of style, co-chairs of each working group are designated to draft their respective chapters addressing the standards for accreditation and are asked to adhere to the below format guidelines.
- Microsoft Word Processing
- Font Century Schoolbook, 10-point font
- 1-inch margin on all sides
- Single-spaced pages
- Justified
- Maximum length of 13 single-spaced pages per chapter
- Main heading in bold, upper and lower case, 12-point font

- Sub-headings in italics, upper and lower case, 11-point font
- Use one space to separate header from paragraphs (paragraph spacing set to 0)
- Use one space to separate paragraphs (paragraph spacing set to 0)
- Page numbers right justified in footer
- No indentation

Below are stylistic guidelines to abide by:
- When listing names, order them alphabetically
- Use APA referencing format for citations
- Use titles and positions instead of names
- Use active voice
- Concise writing
- Logical and objective conclusions based on clearly presented evidence
- All abbreviations and acronyms should be spelled out in the list of acronyms section

TIMETABLE FOR THE SELF-STUDY

Due By	Task
2016	
October 31 - November 1	Attend Self-Study Institute
December	Assemble Steering Committee; kickoff meeting
2017	
January	First meeting of Steering Committee and Working Group Co-chairs
January - March	Prepare draft of Self-Study Design
March	Submit draft of Self-Study Design and Documentation Roadmap to MSCHE Liaison
April	MSCHE VP Liaison visits to provide feedback on Design; approves Design
April	Self-Study revisions complete (with approval from MSCHE)
April to August	Working Groups review data, conduct interviews, meet with Steering Committee
September - October	Working Groups report progress to Steering Committee
November - December	First draft from Working Groups; feedback obtained
2018	
January - February	Team Chair selected and confirmed
February - March	Second draft from Working Groups; feedback obtained
February	Evaluation Team Chair and AUB select date for Team Visit and the Chair's preliminary visit
End of March	Final draft of chapters from Working Groups submitted to Steering Committee
March	MSCHE selects Evaluation Team members and institution approves
April - May	Steering Committee drafts Self-Study Report based on drafts by Working Groups
June	Co-chairs complete Self-Study Report
July - Aug	Review and community-wide discussion of Self-Study; revisions made as necessary based on feedback
September - October	Second draft of Self-Study generated, edited and distributed
October - November	Submit Self-Study draft to Team Chair in advance of preliminary visit
October - November	Team Chair's preliminary visit to AUB; feedback on Self-Study draft
December	Verification of Compliance Report due and submitted to MSCHE
2019	
December 2018 - January 19	Edits/revisions to Self-Study based on Team Chair's feedback
February	Final version of Self-Study produced and sent to Visiting Team
March	Evaluation Team's visit to AUB
April	Evaluation Team's Report
May	AUB submits Institutional Response
June	Commission meets to determine accreditation action

PROFILE OF EVALUATION TEAM

The American University of Beirut Self-Study steering committee requires that the members of the Middle States Accreditation peer evaluation team include individuals who are sensitive to AUB's leadership role in the Middle East and who are familiar with institutions that combine an emphasis on the liberal arts with strong preparation in professional fields such as agriculture, business, education, engineering, health sciences, and medicine with a teaching medical center.

The steering committee further requires that the team consist of eight to twelve individuals, including a university president or chief academic officer, and that the members possess expertise in the following areas:
Governance, Leadership and Administration
Financial Management and Planning
Graduate Education and Research
Learning Outcomes Assessment
Strategic Planning and Institutional Assessment
General Education
Student Services and Student Governance
Enrollment Management
Tenure

Peer Institutions

In relation to the Carnegie Classification of Institutions of Higher Education[2], AUB would be classified as a Doctoral/Research University; Master's Colleges and Universities-Medium programs based on the number of Master's degrees and research doctorates conferred (120). However, in the presence of a medical school, the establishment of 11 Ph.D. programs since 2007, and with the recent BOT decision to reinstate tenure starting September 1, 2017, AUB is moving gradually and steadily toward becoming a 'Doctoral University-Moderate/Intensive research activity'.

For selecting peer and aspirant institutions, the steering committee included the following criteria, in addition to the breadth and scope of educational programs offered: student body size (undergraduate and graduate), faculty size, size of operating budget, size of endowment, degrees offered, and global rankings (QS, Times Higher Education, U.S. News Global, and U.S. News National).

---

[2] *http://carnegieclassifications.iu.edu/downloads/CCIHE2015-FlowCharts-01Feb16.pdf*

Below is a list of peer and aspirant institutions.

University Name	Notes	Classification	FT UG	FT Grad	FT Total	FT Faculty	PT Faculty	S-F Ratio	QS	THE	US News Global	Doc awarded	U.S. News Ranking (2017)	Endowment (2016)	Operating Expenses	Fiscal year	J articles published in 2016 (WoS)	J articles published in 2016 (Scopus)
Case Western Reserve University		Aspirant	5,020	5,160	10,180	1327	235	11 to 1	202	126	131	655	37	$1,776,000,000	$916,000,000	2015-2016	2,871	2,938
University of Rochester		Aspirant	6,050	3,400	9,450			10 to 1	185	151	95	378	32	$2,120,000,000			2,459	2,763
Drexel University		Peer	14,500	4,500	19,000	1,641	1,052	10 to 1	501-550	351-400	405	663	96	$650,000,000	$1,007,000,000	15-16	1,437	1,665
George Washington University		Peer	10,500	7,500	18,000	1,251	1,406	13 to 1	363	201-250	283	1091	56	$1,570,000,000	$1,050,000,000	15-16	1,942	2,209
Loyola University Chicago		Peer	9,750	3,965	13,715	927	881	14 to 1	701	NR	652	NA	99	$540,000,000	$529,000,000	15-16	758	977
Saint Louis University		Peer	6,945	4,045	10,990	1,441	628	11 to 1	NR	301	539	NA	96	$1,000,000,000	$783,000,000	15-16	1,068	1,222
American University in Cairo (Source: website)	No medical school	Regional Peer	5,250	600	5,850	535		11 to 1	365	601-800	NR	NA	Not applicable	$574,000,000	$156,000,000	15-16	149	188
American University of Sharjah (Source: website)	No medical school	Regional Peer	5,402	429	5,831	374			441-450	601-800	NR	NA	Not applicable	NA	$640,000,000	2017	203	278
American University of Beirut (Source: website)		Self	7,000	1,650	8,650	797	324	11 to 1	228	501	740	98	Not applicable	$551,000,000	$378,000,000	16-17	724	942
Sources		AUB	NCES	NCES	NCES	NCES		NCES	QS	THE	US News	US News	US News	US News	University website	University website	WoS	Scopus

NCES -National Center for Education Statistics
THE-Times Higher Education
QS World Ranking

DOCUMENTATION ROADMAP

Documentation Roadmap is presented as a separate document.

Appendix A: President's Invitation to Academic and Non-Academic Staff Participation in Working Groups

American University of Beirut
Office of the President

December 15, 2016

Dear Faculty and Staff,

As you are aware, AUB is accredited by the Middle States Commission on Higher Education (MSCHE) and has been successful in serial reaccreditation processes since 2004. It is now time for our institution's decennial reaccreditation. This evaluation consists of an extensive, in-depth self-study process that is designed to produce a Self–Study Report highlighting AUB's strengths, achievements and possible challenges. This report will serve as a basis for a future site visit by an evaluation team composed of peer reviewers selected by MSCHE.

A self-study steering committee was recently appointed with the primary task of overseeing the entire self-study process. The Steering Committee is chaired by Interim Provost Dr. Mohamed Harajli and co-chaired by Interim Associate Provost Dr. Hala Muhtasib, with Associate Dean of Arts and Sciences, Dr. Saouma Boujaoude serving as Vice Chair. There will be eight **Working Groups**, each of which will be co-chaired by two members of the Steering Committee.

All working groups will be guided by a Self-Study Design document that is to be prepared by the Steering Committee. The Design will define the tasks of the working groups, direct their research, analysis, and reporting on their assigned topic. Each working group is expected to engage in a process of active and open inquiry, recognize institutional strengths and challenges, and make recommendations for improvement which would ensure our institution's renewal and reaffirmation of accreditation.

This reaccreditation process is enriched when there is inclusiveness and broad representation for the AUB community. Hence, I am cordially inviting you to participate in AUB's Self-Study by volunteering on one of its eight working groups that will address the seven MSCHE Standards for Accreditation (*Mission and Goals; Ethics and Integrity; Design and Delivery of the Student Learning Experience; Support of the Student Experience; Educational Effectiveness Assessment; Planning, Resources and Institutional Improvement; Governance, Leadership and Administration*), and *Verification of Compliance* to the Requirements of Affiliation.

The Steering Committee will begin its work in January 2017 and continue through the Spring of 2019. The working groups will start their work and submit their report between the Spring of 2017 and the Spring of 2018. We anticipate having between 8 and 12 members (faculty, staff and students) in each working group.

I encourage you all to contribute to this extremely important service to AUB by participating in the "Self-Study", the heart of our reaccreditation process. Your acceptance to serve will require your dedication, cooperation, and consistently demonstrated efforts. Please follow the link if you wish to participate and submit the form by **January 5, 2017** at the latest.

Best regards,

Fadlo R. Khuri, MD
President

Research Questions: Develop research questions that address the standard **criteria** and are linked to **strategic priorities** (Appendix C).

Institutional priorities	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Strategic Priority 1	X	X	X	X	X	X	
Strategic Priority 2	X	X	X	X		X	
Strategic Priority 3	X	X	X	X		X	
Strategic Priority 4	X	X	X	X		X	

Capital Campaign "Boldly AUB", the Campaign to Lead, Innovate & Serve with strategic goals of expanding AUB's achievement and influence as a place of academic excellence, dedicated to serving communities and educating the next generation of citizen leaders to make the world a better place, with the aim of raising over $650M in philanthropic donations to the University's coffers.

Requirement of Affiliations (RoA): Address the RoAs that are aligned to your standard.

Standards for Accreditation	Address Requirements of Affiliation (RoA) Number			
Standard I - Mission and Goals	RoA 7 (Statement of Mission and Goals)	RoA10 (Institutional Planning based on institutional effectiveness and improvement)		
Standard III- Design and Delivery of the Student Experience	RoA8 (Evaluation of Educational and Other Programs)	RoA9 (Assessment of Student Learning Programs)	RoA10 (Institutional Planning based on institutional effectiveness and improvement)	RoA15 Core of faculty to ensure continuity and coherence of educational programs
Standard IV- Support of the Student Experience	RoA8 (Evaluation of Educational and Other Programs)	RoA10 (Institutional Planning based on institutional effectiveness and improvement)		
Standard V- Educational Effectiveness Assessment	RoA8 (Evaluation of Educational and Other Programs)	RoA9 (Assessment of Student Learning Programs)	RoA10 (Institutional Planning based on institutional effectiveness and improvement)	

Standard VI- Planning, Resources and Institutional Improvement	RoA8 (Evaluation of Educational and Other Programs)	RoA10 (Institutional Planning based on institutional effectiveness and improvement)	RoA11 (Financial Resources adequate to support institutional mission)	
Standard VII- Governance, Leadership and Administration	RoA12 (Disclosure of Governance Structure)	RoA 13 (Conflict of interest)		

Overlap with other Standards: Working Group co-chairs were encouraged to consult and coordinate closely with other WG co-chairs, especially when their work overlaps.

	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Standard I						X	X
Standard II							X
Standard III				X	X		
Standard IV			X		X		
Standard V			X	X			
Standard VI	X						
Standard VII	X	X					

Documentation Roadmap (DR): Update the DR which includes the standard criteria and serves as an inventory of reports, assessment and planning data, policies and procedures, and other resources that the Working Groups will use. Each WG needs to identify also any gaps in the inventory and gather additional documents and update the roadmap.

Working Group Submission process: WG co-chairs will submit a 1- page document that includes the WG charges (the purpose of the WG, questions that will guide its work, and the methodology it intends to follow as it researches the standard) and an updated documentation roadmap of their respective standard criteria.

Timeline:

Deadline	Deliverables
February 5, 2017	Co-chairs submit the draft charges to the SC for reference
Feb.6 – Feb. 10, 2017	Provost leadership meet with each of the 8 WGs
February 28, 2017	SC meets to discuss and provide feedback on the charges/questions of the WGs

Review MSCHE-Charges to the Working Groups and Guidelines for Reporting

The Design should include a charge to each working group that defines the scope of its tasks and responsibilities, provides guidance for its research activities and preparation of reports, and is linked to institutional priorities. As discussed in the previous chapter, it is highly recommended that one working group be assigned to each Standard in order to ensure that each Standard is addressed sufficiently within the Self-Study. Institutions considering a different approach should speak with their staff liaison. Within the framework of the *Standards for Accreditation and Requirements of Affiliation*, each working group is also expected to engage in a process of active and open inquiry to identify institutional strengths and challenges and to propose possible recommendations for ongoing improvement.

For each working group, this section of the Design should include:
- *Standards for Accreditation and Requirements of Affiliation* to be addressed;
- *Names and titles of members, and the Designation of Working Group chair(s);*
- *Key sources of relevant documentation to be gathered, reviewed, summarized and used to support conclusions of the Self-Study*;*
- *Relevant institutional processes and procedures to be reviewed, summarized and used to support conclusions of the Self-Study*;*
- *Linkages, where appropriate, between the assigned Standards for Accreditation and Requirements of Affiliation **and relevant institutional priorities,** as identified in the Overview section of the Design;*
- *Analysis* of institutional strengths, challenges and opportunities for improvement (recommendations).
  *to be included in the Documentation Roadmap

Self-study research questions of the kind emphasized in previous Commission self-study handbooks are not highlighted in this self-study model. If research questions are used, experience suggests that they are most helpful **if they are limited in number,** clearly **linked to institutional priorities**, **aligned with relevant** *Standards for Accreditation and Requirements of Affiliation*, and designed to evoke analytical, not descriptive, responses.

Reference: MSCHE Self-Study: Creating a Useful Process and Report, page 39

Appendix C: AUB Academic Strategic Priorities

1. **Student Learning Experience**
   1.1. Revisit the core curriculum and General Education requirements
   1.2. Transform learning experience to be more contextual, digital, and hybrid
   1.3. Establish holistic student wellness activities that provide opportunities for students to learn about and practice physical, emotional, mental, vocational, intellectual, and social wellness (activities including projects, internships, writing reflections, undergraduate research, study abroad, and others)
   1.4. Initiate new graduate programs (MS and Ph.D.)/schools based on regional relevance
   1.5. Improve student services (advising, career, mental and physical health, housing, athletics, and others)
   1.6. Infuse the values of citizenship, social responsibility, sustainability, and globalization in our student body and community

2. **Infrastructure and Academic Support**
   2.1. Establish new state-of-the-art buildings, classrooms, laboratories and student learning facilities
   2.2. Renovate and upgrade the existing infrastructure in support of research, learning, teaching and creativity (be more digital, adaptive, flexible, interactive, and others)
   2.3. Invest in the recruitment, mentorship and retention of the most qualified faculty and staff and oversee and properly resource sustainable success and impact

3. **Collaboration/Engagement/Outreach**
   3.1. Connect the university internally by integrating and enhancing synergy (areas of excellence)
   3.2. Connect the university externally (strategic partnerships)
   3.3. Capitalize on our location and strengthen community engagement
   3.4. Improve effort and effectiveness of outreach programs and centers
   3.5. Improve financial, intellectual, structural, and administrative sustainability

4. **Scholarship and Service**
   4.1. Identify areas of research excellence/clusters that focus on our critical contextual issues
   4.2. Build/enhance scholarly and creative work capabilities
   4.3. Establish centers of research excellence and initiate and enhance collaborative and interdisciplinary research that leads to sustainable impact
   4.4. Establish major research endowments and research grants
   4.5. Enhance and modernize research facilities
   4.6. Allocate shared research space and hubs for interactions that enhance innovation