

**Institutional Accreditation**  
**Beirut Arab University, Lebanon**  
**Assessment report**



**FIBAA**

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## Accreditation process

The contract on Institutional Accreditation was agreed upon by the BAU and the FIBAA on 05/02/2013. The self-evaluation report was submitted by BAU on 30/06/2014. The report included a SWOT-Analysis for each area.

In the meantime FIBAA appointed a review panel. The panel members are:

### **Prof. Dr. Thomas Heimer, Germany**

University of Applied Sciences Rhein/Main, Frankfurt School of Finance & Management

- *Head of Programme “(cooperative) industrial engineering”*
- *Former Executive Dean of the Frankfurt School of Finance and Management*

*Chairman of FIBAA Accreditation Commission for Programmes and for Institutional Procedures*

### **Prof. Dr. Hasan Bicak, Cyprus**

Cyprus International University (CIU)

- *Advisor of the Board of Trustees of CIU on QA and Accreditation*
- *Former President of YODAK (Higher Education Planning, Evaluation, Accreditation and Coordination Council of North Cyprus*

*Dean of the Faculty of Business and Economics, Eastern Mediterranean University, North Cyprus*

### **Urs Hofmann, Switzerland**

Former Chief Learning Officer Credit Suisse

Independent Executive Advisor Learning and Development

- *Peer Reviewer for EQUIS (Business Schools and CLIP (Accreditation of Corporate Universities)*
- *Vice President of the University of Applied Sciences Zurich*

### **Sebastian Knobloch, Germany**

University of Wuppertal

Student of Entrepreneurship und Innovation (M.Sc.)

Completed: Business Administration (B.A.) at University of Applied Sciences Düsseldorf

*Former member of the Academic Senate, the Student Parliament, the Faculty Council and the Examinations Board*

### **Prof. Dr. Ahmad Jammal, Lebanon**

Ministry of Education & Higher Education, Lebanon

Director General of Higher Education

### **Project manager:**

#### **Dr. Heinz-Ulrich Schmidt, Germany**

FIBAA, Special Representative

The panel's appraisal took into account the self-evaluation report, supplemented with further documents requested by the panel, and the results of the on-site visit. The on-site visit took place on the BAU's premises in Beirut on 26-28/10/2014. At the end of the visit, the panel gave a short feedback on its first impression to the representatives of BAU.

On 23/01/2015 the assessment report, which contains recommendations for further development, was forwarded to the BAU with the request to comment on its findings. The FIBAA panel received the comments of BAU on 04/02/2015 and took it in account when finalizing the assessment report.

## **Summary**

***Based on the assessment report the FIBAA Accreditation Committee for Institutional Procedures decided upon accreditation in its meeting on 13th of April, 2015. FIBAA awards its Quality Seal for Institutional Accreditation***

The Beirut Arab University, Lebanon, is accredited. The accreditation is valid (*s. § 10 Special conditions for awarding the FIBAA quality seal for Institutional Accreditation*) for six years.

For the overall assessment, please refer to the quality profile at the end of this report.

The measures the HEI will take in order to implement the recommendations of the panel members are to be considered in the context of re-accreditation.

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## A. General Facts from the Self-Assessment Report

### A.0. Basic Data and information

#### A.0.1 Basic data

Name of the University:	Beirut Arab University (BAU) P.O. Box: 11 50 20 Riad El Solh, 11072809 Beirut, Lebanon
Legal status of the University:	Private (non-profit) University, state accredited by the Ministry of Education and Higher Education in Lebanon since 1961
Year of foundation:	1960
Number of full-time employed academic staff:	- Lecturers: 155 - Assistant professors: 110 - Associate professors: 87 - Full Professors: 104
Number of full-time employed non-academic staff:	318 Administrative staff and technical staff: - Female: 162 - Male: 156  Workers (Maintenance, cleaning, genitors...) - Male: 285 Total: 603
Number of degree programmes offered:	Undergraduate programmes: 44  Postgraduate programmes: 95 - Diploma and Executive Programmes: 6 - Master Programmes: 60 - PhD programmes: 29
Number of degree-seeking students enrolled: Number of non-degree-seeking students enrolled:	Undergraduates: 9037  Postgraduate students: 1199 - Diploma & Executive Programmes Students: 240 - Master students: 627 - PhD students: 332

#### A.0.2 Institutional Background (based on *self-assessment report (SAR)*).

(All judgements in the following A sections of this assessment report are based on statements of BAU)

Beirut Arab University (BAU) has a quite long history and a substantial presence in Lebanon and Middle East. BAU is committed, since its foundation in 1960, to deliver and promote quality in education, research and community services.

In October 1960, BAU commenced with two faculties, the Faculty of Arts and the Faculty of Law, and one year later the Faculty of Business Administration was launched.

In 1962, the University established the Faculty of Architectural Engineering. In 1975 the Faculty of Engineering was opened. In 1976 the Faculty of Science was established. In 1986, the University launched the Faculty of Pharmacy. In 1995, both the Faculty of Medicine and the Faculty of Dentistry were added to cover the demand of the local and regional job market.

In 2005, the Faculty of Nursing was established as the tenth faculty at BAU. Due to the rising needs for professionals specialized in health sciences, the Faculty of Nursing was reformed to become the Faculty of Health Sciences in 2007, which includes the majors of Nursing, Medical Laboratory Technology, Physical Therapy and Nutrition.

Since its accreditation in 1961 by the ministry of education and higher education, BAU gained the right by the Lebanese government to provide PhD programmes and the first granted degree was in 1992.

As an immediate response to the discovery of petroleum in Lebanon, the Faculty of Engineering introduced a new programme in Petroleum Engineering in 2013. Moreover, BAU endeavours to implement new programmes and diplomas such as the Women Studies diploma, PharmD and Doctor in Physio-Therapy, Diploma of Journalism, Diploma TAFL (Teaching of Arabic for Speakers of Other Languages), Teaching Diploma, Translation Diploma (English and French languages) in areas that cope with emerging social needs and global evolvement in education and research.

BAU is continuously analysing future market demands through discussions on specialized committees, especially advisory committee, as well as the feedback by the University's networks. A demand for professionals, who have hands-on skills with strong backgrounds in graphic design, interior design, fashion design, product design and landscape design has been revealed by BAU's links to the market actors. Accordingly, BAU prepared a programme in the area of Design and Art that has started already in the fall semester of the academic year 2014/2015.

Through its ten existing Faculties, BAU offers 44 undergraduate programmes and 95 postgraduate programmes of which 29 are PhD programmes, across a broad range of fields providing an educational environment for currently 9037 undergraduate students and 1199 postgraduate students from Lebanon and the region.

BAU started its main campus in the capital Beirut, which is considered as one of the world heritage sites. In 2006, an additional site in Debbieh (Jabal Lebanon governorate) 33 kilometres south of Beirut was established. Currently, this site encompasses the Faculties of Architectural Engineering, Engineering and Science. In 2010, a new BAU branch was established in Tripoli 88 kilometres north of Beirut, north of Lebanon, which accommodates five Faculties: Business Administration, Architectural Engineering, Engineering, Science, and Health Sciences. In 2009 a Research Centre for Environment and Development was established in a new site in the Bekaa region (45 km east of Beirut).

### **A.0.3 Mission, Vision, Objectives, Core values**

The mission, vision and objectives of BAU are clearly stated in the "Beirut Arab University Policies & Bylaws" (2014). The following definitions are taken from that document.

**The mission:** "BAU has been committed, since its establishment in 1960, to offer outstanding educational programmes and to provide an embracing environment for academic creativity and the development of leadership skills, instilling the concept of social responsibility, while respecting diversity and multicultural understanding. The University promotes a stimulating academic atmosphere for its academic staff to ensure excellence in research and the dissemination of its outcomes to address community needs, both nationally and internationally. BAU relies on the contribution of the University expertise in the sustainable development of the local community, while being engaged with its alumni. BAU believes in its highly efficient leadership, well-structured governance system and greatly motivated academic staff."

**The vision:** "To be among the top Universities in the region, with a global perspective that generates multi-cultural leaders equipped with competence and insightfulness, for the

development and progress of their society.” The University Council on 19/12/2013 has decided upon the vision.

**Objectives** of BAU according to its mission and vision and decided upon in its Strategy 2013-2018 are:

- To achieve excellence in governance system
- To provide high-quality education and training
- To offer a supportive environment for academic staff
- To contribute significantly to the advancement of research
- To enhance academic and student services
- To enrich University life for all students
- To stimulate public engagement
- To instil in graduates the competencies that satisfy job-market needs
- To strengthen academic cooperation and relations at national and international levels
- To diversify financial resources

Core Values:

- Integrity
- Excellence
- Diversity
- Accountability
- Respect
- Social Responsibility
- Creativity

#### **A.0.4 BAU’s Centres, Offices and Departments** *(Description based upon the SAR)*

##### **Centres**

Few years ago, the University noted a lack in community awareness regarding the community services undergone by the University and the needs of the job market. Scanning BAU internal environment and the holding community revealed the need for establishing specialized University centres to enhance academic and research capabilities and to increase the impact of the University on the holding community. These centres are:

- The Academic Development Centre.
- The Centre for Studies and Consultation.
- The Media Centre.
- The Language Centre.
- The Human Rights Centre.
- The Research Centre for Environment and Development.
- The Centre for Entrepreneurship.
- The Centre of Continuing Education (has been launched on fall 2014/2015).

##### **Offices and Departments**

In the process of improving the quality of performance, internal and external collaboration at all levels, BAU has established a number of departments to accomplish its objectives and fulfil its mission and vision. These are:

### **- The University Alumni Affairs and Career Office**

The purpose of the University Alumni Affairs and Career Office is to encourage alumni to remain involved in the ongoing life of the University and to find ways to reconnect them to the institution and to each other. It offers a variety of activities like studying the need of the labour market and building relations with companies in Lebanon and abroad to provide alumni with job vacancies, organizing the annual job fair, and organizing career lectures concerning C.V. writing techniques and interview tips. The office helps graduates to stay engaged with the University community and network.

### **- The Technical Office**

The Technical Office aims at providing high quality technical support through cooperating with academic staff and non-academic staff, by collecting and storing information as well as preparing and publishing reports.

### **- The International Relations Office**

The International Relations Office aims at assisting in the process of internationalization at BAU through promoting and implementation of international agreements, in addition to supporting international staff and students mobility.

### **- The Information Technology Department**

The Information Technology Department provides guidance, and technical skills required to establish and support the information technology infrastructure, and the accompanying services that support BAU's mission and objectives.

The Department of information technology provides information technology services for electronic networks, Internet and intranet services, software and applications for all University faculties and departments, in addition to providing e-learning facilities and training. The Department is divided into several sections:

- Students Information System (Banner)
- University Portal Programme (Luminis)
- Programmes and Electronic Networks
- Computer Maintenance and Support

### **- The Students' Activities Department**

Providing a rich University life for all students is the main role of this department. The Student Activities Department at BAU provides them with opportunities, resources and support necessary to explore and expand their personal interests. It develops the students' personal skills and experiences and helps them work as a team. It also promotes civic engagement in the BAU community, encourages the creation of partnerships and also fosters an environment that values the diversity of people, free expression and self-directed learning. It offers many activities, such as the "Open Day", the "BAU lifestyle" exhibition, the "Summer Camp". It also offers recreational activities, such as the popular show entitled "Shabeb w Banet", and the "Annual Gala Dinner" which is a yearly event that is organized in the presence and participation of the Clubs' Coaches. The Department organizes workshops by hosting "The Lothan Youth Achievement Centre (LOYAC)", and the social media like "Bobolink' Social Networking Company". It also organizes social events like "Blood donation Day". The department contains many clubs (Social, Artistic, Cultural Clubs) like Dance club, Music club, Drama club, Aerobics, the Environmental Protection club, Scouts, Red Cross Youth centre, as well as sports teams like Football team, Basketball team, Volleyball team, Handball team, Ping Pong team, Thai Boxing team, Muay Thai, Swimming team, and Archery club.

### **- The Public Relations Department**

The Public Relations Administration was established to coordinate and liaise the cooperation

between BAU and the local community. It consists of the following units:

- Events and Public Relations office
- Design and Publications office
- Communications office
- Media Centre
- Imaging and Marketing office

#### **A.0.5 Facilities**

BAU provides its academic and non-academic staff and students with many facilities and services, which include:

##### **- General Facilities**

- Sports facilities and gyms in Beirut, Debbieh sites and Tripoli branch.
- Sports halls and football fields.
- Dorms and housing facilities in Debbieh site.
- Cafeterias and minimarkets in all sites.
- Outdoor events venues in all sites.
- Banking facilities in all sites.
- Phone and mail services in all sites.
- Conference halls in all sites.
- Astronomical Observatory in Debbieh site.
- Transportation to/from Debbieh site and parkings in all sites.
- Printing and copying centre in all sites.
- Reading rooms in all sites.

##### **- Health Care Facilities for Students and Staff**

- Medical clinics.
- Dental clinics.
- Nutrition and dietetics clinic.
- Physical therapy laboratory.

##### **- Other services**

- Conference centres and exhibitions facilities.
- Cultural campaigns.
- An academic, cultural and social periodical magazine (Al-Zamil).

##### **- University Libraries**

Throughout five decades, BAU recognized a development that embodied its libraries to serve academic purposes and scientific research. Eight libraries were founded since the initial Arts and Humanities library was established in 1960, occupying a total surface area of 3500 square meters.

Because of the revolution in the field of information and technological advances and the necessity to keep up with scientific progress, the University updated the libraries to be cultural centres and to expand in the acquisition of electronic sources.

BAU benefits from the services provided by 8 outstanding libraries distributed among Beirut site, Debbieh site, and Tripoli branch:

- Arts Library (Beirut site).
- Law and political science library (Beirut site).

- Business administration library (Beirut site).
- Architectural engineering library (Debbieh site).
- Engineering and science library (Debbieh site).
- Medical sciences library (Beirut site).
- Dentistry library (Beirut site).
- Tripoli library (centralized library is divided into 5 sections including business administration library, engineering library, architectural engineering library, science library, health sciences library).

The libraries hold different kinds of information resources, printed and electronic books, theses and dissertations, academic researches, textbooks, references, special collection such as rare books. The libraries also provide printed and electronic journals, electronic books, and many kinds of multimedia. Access to specialized and multidisciplinary databases (Emerald, Science Direct, Academic Search Complete TM, Access Medicine, Britannica, CINAHL Plus, Computer & Applied Sciences Complete TM, Dentistry and Oral Sciences Source, DynaMed, Environment Complete, HEDBIB, Medline Complete...etc) is provided. In order to improve and expand the library services, seven of the top Universities in Lebanon have expressed their desire to use their best endeavours to cooperate in the selection, pricing negotiation and access methods of electronic resources for the best interest of the library users in an economical way for the library. Accordingly, a consortium under the name of “Lebanese Academic Library Consortium- LALC”, was established in 10/9/2013.

**A.0.6 Further information (based upon the SAR according to the FIBAA requirements:**

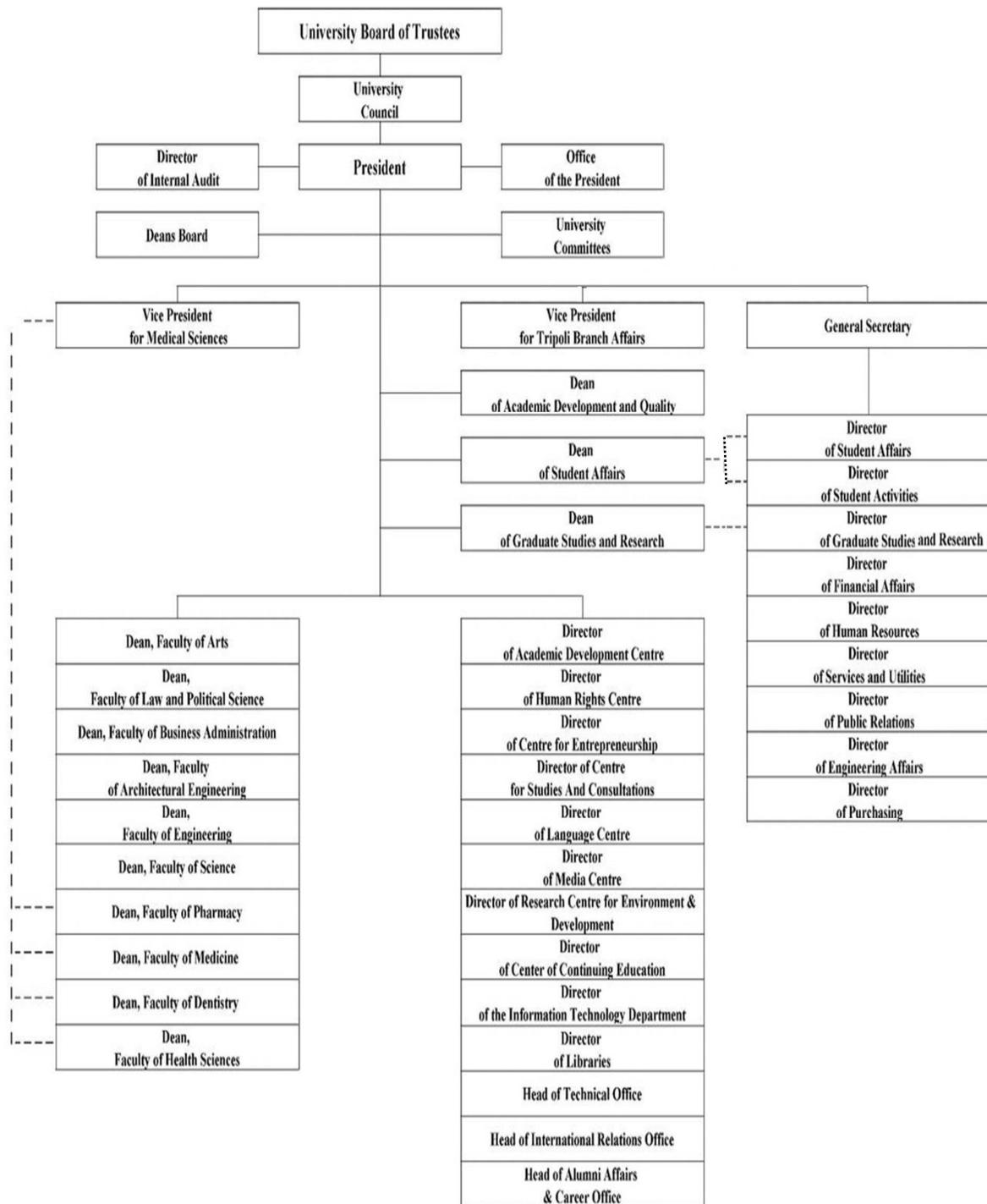
1. *The University’s management and decision-making structure*
2. *The context the University is active in*
3. *The main academic segments offered by the University*
4. *The target groups the University wants to address*
5. *The main distinctive feature (unique selling point) of the University*
6. *How the University finances its activities*

**A.0.6.1 The University’s management and decision-making structure**

BAU management consists of the following councils and decision-making levels:

- The University Board of Trustees (UBT).
- The University Council.
- The University President.
- The University Vice-Presidents.
- The University Secretary General.
- The Deans’ Board.
- The Faculty Deans.
- Dean of Academic Development & Quality.
- Dean of Student Affairs.
- Dean of Graduate Studies and Research

Figure 1: Organisational structure of BAU



Due to the enhancement of the University responsibilities in education, research and community services. The University President, according to the University Policy, has decided to establish committees comprising academic, administrative and technical personnel.

The main objectives of these committees are to discuss specified relevant issues and raise suggestions to the higher levels of Decision-Making. The University committees are:

- Students’ Affairs committee
- Academic programmes Committee

- Quality Assurance committee
- Scientific research committee
- Library committee
- Laboratories committee
- Clinical titles committee
- Academic staff promotion committee
- Human resource committee
- Students financial support committee
- Financial affairs committee
- Building and assets committee
- Planning Committee

#### **A.0.6.2 The context the University is active in**

The University works within a middle-class society, where parents aspire their sons and daughters would acquire a high quality higher education despite the challenging political and economic conditions. BAU seeks to meet the diverse needs of students and the market requirements of the different professions.

#### **A.0.6.3 The main academic segments offered by the University**

The University's main fields of activity are teaching, research, community services and professional training. However, the University focuses on teaching and research as the main areas of work.

BAU offers academic programmes that combine disciplinary depth with interdisciplinary perspectives. BAU also offers professional training and continuing education integrating community-based learning within the curricula of the University.

BAU has ten faculties:

- Faculty of Arts
- Faculty of Law and Political Science
- Faculty of Business Administration
- Faculty of Architectural Engineering
- Faculty of Engineering
- Faculty of Science
- Faculty of Pharmacy
- Faculty of Medicine
- Faculty of Dentistry
- Faculty of Health Sciences

All faculties have prepared their own research strategies, which are constantly upgraded and focus on:

- Seeking innovation in research using research facilities available at BAU.
- Community-based research.
- Advances in research areas according to global challenges.
- Strengthening interdisciplinary research.

The University established an Institutional Review Board (IRB), to control the procedures of performing clinical researches and to check the ethical aspects, feasibility and validity of the procedures.

#### **A.0.6.4 The target groups the University wants to address**

BAU addresses the students who are looking for quality education at affordable tuition fees, as the main target group. BAU is deeply concerned with the stakeholders, and many mechanisms have been established to measure the satisfaction of stakeholders about the performance of the graduates, such as the advisory committees in all faculties and the involvement of stakeholders in the SWOT analyses concerning BAU graduates performance and offered community services, were evident.

#### **A.0.6.5 The main distinctive feature (unique selling point) of the University**

The main distinctive feature of the University is to provide a quality educational system with affordable tuition fees to cope with the economical situation of its students. The University offers its programmes at different sites and campuses with the same quality, which enables students to join any BAU campus.

BAU offers many educational disciplines (Humanities, Science, Engineering Sciences, and Medical Sciences) that covers almost all professions required by the job market in Lebanon and in the region. The international accreditation of the BAU educational programmes in Architectural Engineering, Electronics and communication Engineering and Computer Sciences pursue the quality and the reputation of BAU in those areas.

BAU facilities and activities enable students to enjoy full University life and experiences. Moreover, international accreditation for the institution and its programmes is an important factor in attracting students and secures high-standard education (see below).

The already mentioned strategy has been developed based upon surveys (students, academic and non-academic staff), upon SWOT Analysis, upon Review of the Previous Strategy Achievements and upon Planning Assumptions. Each of the ten strategies has its special objectives and its respective actions and, in addition, BAU has defined Key Performance Indicators (KIP) for education, management and research.

#### **A.0.6.6 How the University finances its activities**

BAU is an educational institution classified as a non-profit organization. The University applies an effective mechanism to improve its financial sustainability. Gradually, BAU has delivered its stream of revenues in order to develop a new funding model in the light of a highly competitive market. The flows of funds can be grouped into the following categories:

##### **- Student Tuition Fees**

These include tuition fees and all other types of administrative fees that contribute to about 90% of the University income. The tuition covers undergraduate and postgraduate programmes, freshman, Intensive English and remedial courses.

##### **- Other Revenue Streams**

The other revenues are the key for the success of income diversification. The objective is to increase the contribution of these streams to the total revenues in the light of a rapidly changing tertiary education sector. Revenue streams are detailed in the following:

- BAU specialized clinics:  
The dental clinics, at the Faculty of Dentistry, the nutrition and dietetics clinic, in addition to the physical therapy clinic, which are established at the Faculty of Health Sciences, are expected to provide substantial income to University.
- BAU is renting some of its facilities, such as cafeterias, to the private sector.
- Consultancy services, laboratory testing and experimentation, drugs analysis, cement tests, arbitration and legal counselling, and training courses.
- Governmental funds and support for the scientific research projects at BAU such as those coming from The National Council for Scientific Research (CNRS). BAU aims at enhancing that line of income.

- Philanthropic funding comes mainly from donating bodies for establishing buildings, facilities at BAU and for students' tuition fees. Examples include the donations received for the establishment of BAU's Tripoli branch, and the donation made by Raoul Wallenberg Institute of Human Rights and Humanitarian Law for funding the Human Rights Centre at BAU.
- The European Union (EU) provides funding through the Tempus Programme. BAU has participated in eleven Tempus projects since the establishment of the Tempus Office in Beirut in 2002. In the framework of these projects, the EU has partly funded the establishment of the Centre for Entrepreneurship (CFE), the International Relations Office (IRO), the University Quality Assurance Unit (QAU), in addition to purchasing some video conferencing equipment which are currently in use for BAU's activities.

### **- Return on Investment**

In the last couple of years, BAU invested in any liquidity bank account seeking additional revenue opportunities. The initiative was successful and added some revenues to BAU. All funds are directed to finance BAU's activities including salaries and the development process in different fields (quality education, research, laboratories, libraries, facilities, international institutional accreditation, international programme accreditation, students' activities...etc.).

### **Specific facts and appraisals by the peers**

The following text is based on additional information collected by the peers during the site visit and the appraisals developed by the peers. Here again in the A-sections the information collected from the SAR is expressed. In the B.1-sections additional information collected during the site visit is presented without any judgement. The appraisals are set in the C-sections.

## **I. Management**

**I.A. Management** (Description based upon the SAR according to the FIBAA Criteria for Institutional Accreditation:

1. *General management approach*
2. *Promotion of innovation by the management in the different performance fields*
3. *Integration of supervisory bodies into decision-making processes*
4. *Entrepreneurial thought: importance, activity and promotion*
- 5/6. *What services/what strategic steps in the last 3-5 years to further advance the University*
7. *Relationship of resources and staff to University's strategy (current situation and long-term development)*

### **I.A.1 General management approach**

#### **1. Management principles**

The following principles, published in the University Policy, provide guidelines and reflect the University's core values for managerial decision-making and actions:

- Division of Work or Responsibilities
- Teamwork
- Responsibility, Authority and Accountability
- Transparency
- Justice-Based Management

Managerial positions at BAU are fair to their subordinates. BAU applies Justice-Based Management, which is a leadership philosophy and management system. Standard principles of justice are applied within the University to create and sustain cultures that preserve the dignity and promote the development of every member of BAU, for example, BAU applies clear set of rules and regulations in terms of incentives and benefits for all University members.

- Balance between Centralization and Decentralization

## **2. Division of Responsibilities**

BAU's organizational structure has witnessed a number of changes over the last few years, in response to the development of new strategies and to reinforce lines of authority in addition to allow the participation of stakeholders (academic staff, non-academic staff, students...etc) in BAU's advancement.

BAU focuses on the attainment of its ultimate goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources. Governance, competent and accountable management, transparent and coherent institutional quality processes are the tools to achieve BAU objectives.

BAU has updated its organizational structure in 2014 in order to facilitate the implementation of the new strategy and to achieve University's ultimate goals.

## **3. Strategic Direction**

According to SAR, in the past years, BAU made substantial investments in both financial and human capital in order to promote excellence. BAU curricula underwent positive modifications in the past 8 years. To ensure that BAU's programmes are nationally and regionally recognized, the University developed and implemented its first strategy (2007-2012), to promote the University's role as a leading centre for teaching and learning, research and serving the community. As a part of the strategic direction of BAU, each Faculty developed its own strategy in the light of BAU strategy including vision, mission, objectives and action plans for the same period. The respective Faculty council approved each strategy.

BAU places importance on the alignment between its activities and its mission. BAU has supportive systems, such as managerial teams, communication systems, systems for appraising and rewarding staff and a decision-making system that responds to internal demands and external opportunities and threats. Currently, the system to reward academic staff and non-academic staff excellence is limited, however, in its new strategy, BAU is planning to design appropriate systems of appraisal and reward.

## **4. University Administrations**

BAU enjoys unity of command, unity of direction, equity and stability. The Secretary General is the executive officer to whom all non-academic directors report. The Human Resources Administration is responsible for development and reviewing of job descriptions for all positions. Currently, BAU is engaged in preparing clear definitions of authority and responsibility for all posts. Non-academic staff are selected and promoted based on qualifications. Rules and procedures ensure reliable and predictable compliance to bylaws. Moreover, BAU has established a committee, which is responsible for creating and reviewing policies and procedures.

BAU is also using an internal audit unit in order to evaluate the performance of administrative and financial sectors at the University.

### **I.A.2 Promotion of innovation by the management in the different performance fields**

The University encourages and stimulates the innovation process through its management system. One of the BAU strategic objectives is "to ensure that the decision-making structure can respond rapidly to initiatives" quoted from the internal environment and the external environment. Activities of the management in order to promote innovation:

- A University research committee was established in 2011 composed from staff members from different faculties. It is evident that there is an increase in the number of research projects and in the upgrade of the research facilities. A research centre for environment and development (RCED) was created in Bekaa that contributes to sustainability in divers human activities in Lebanon.
- BAU had created new administrative posts to improve the workflow and to upgrade the administrative process. BAU makes continuous review of their processes to adopt innovation procedures.
- BAU tries to be innovative in knowledge transfer by involving the University in research projects that address community issues and by participating to national and international projects considering inter-professional joint research.
- BAU had introduced new methods in teaching and learning based on interactive teaching, small group, problem-based learning and team based learning, in addition to the application of entrepreneurial thinking in teaching. BAU has developed a specific centre for entrepreneurship.
- BAU supports the innovation in community services through collaboration with different ministries in Lebanon in the domains of environment, drug analyses, and health care and by establishing clinics (Dental, nutrition, medical treatment) to the community, in addition to the already mentioned research centre in Bekaa.

### **I.A.3 Integration of supervisory bodies into decision-making processes**

The responsibilities of each supervisory body are defined in the Policies & Bylaws document of BAU and the decision-making processes are identified at each level:

- University board of trustees (UBT): manages investment funds, endorses annual budget, appoints the president of BAU and grants him authority to manage and operate the University activities.
- University council (UC): Reflects and responds to the needs and suggestions of the faculties with respect to curricula, personnel, interfaculty relations and academic responsibilities. The UC recommends new programmes and new or modified policies.
- Dean's Board (DB): discusses academic affairs, faculty's affaires, academic staff affaires, scientific research and report to the UC.
- Faculty's councils (FC): It maintains, under the chairmanship of the Deans, the standards of teaching and learning, research and serving the Lebanese society. Students are represented in these councils.
- BAU faculties consist of departments; each has a department council.
- 13 Committees have been created to assist in the development and management of the University.

Both, UC and DB, are under the chairmanship of the president of BAU. Deans are appointed by the UBT according to the nomination of BAU president. Deans are members of UC and DB and they are responsible of managing faculties according to the University rules and regulations. In addition, there are further deans: A dean of academic development and quality, a dean for student affaires, a dean of graduate studies and research.

The decision-making process starts by raising issues and suggestions from the lower levels (Faculty councils, Departmental councils, Advisory committees etc.). The heads of departments and committees raise proposals to the dean to be presented to the DB for further discussion, and then the president raises the discussed issues to the UC to take the decision. Some issues are forwarded to the UBT for final ratification.

### **I.A.4 Entrepreneurial thought: importance, activity and promotion**

Entrepreneurial thoughts and activities are promoted in the management of BAU through multiple issues:

- Restructuring the governance system: UBT and University Advisory Board (UAB) including professionals, Businessmen, Alumni, etc.

- Improving procedures of learning and teaching: New policies for admission, improving student advising, participation in extra curricular activities, Experiential and internships programmes, community-based learning, etc.
- Establishing the Institutional Review Board (IRB) supporting community based researchers.
- Continuous evaluation of the student's satisfaction about the services offered by BAU.
- Deeping public engagement by strengthening the link with the professional organizations.
- Establishing a special centre for entrepreneurship within BAU.

#### **I.A.5/6 What services/what strategic steps in the last 3-5 years to further advance the University**

According to the SAR, many strategic steps have been taken to further advance the University in the last 3-5 years. A Quality Assurance process is active at all levels: institutional and programmes. Results of QA process are collected, analyzed. A quality assurance unit was created to assess and monitor the various activities.

The strategic steps cover:

- Area 1: Students  
BAU has offered scholarships to top ranked students; improved the rules governing the admission exam; offered an entrepreneurship as a University elective course and developed a wider marketing campaign at the University level.
- Area 2: Programmes and Curricula  
BAU has achieved a great success in updating and improving the programmes and curricula based on international benchmark standards. BAU focused on the role of stakeholders in the process of enhancement and supported the construction of advisory committees in each faculty.
- Area3: Academic Staff Members  
BAU issued a manual explaining the rights and duties of academic staff members; supported their professional training, encouraged them to apply creative teaching methods and techniques and continuously improving the information technology (IT) facilities for the better performance of the academic staff. BAU, also issued an assessment guide for the preparation of effective examinations.
- Area 4: Research and Graduate Programmes  
BAU identified the research priorities, upgraded research facilities and supported the engagement of staff members in multidisciplinary research in addition to their participation in research projects.
- Area 5: Partnerships and Cooperation  
BAU emphasized awareness of the community through the alumni affairs and career office; BAU established collaboration links through improving partnerships with Arab and Lebanese higher education institutions and European projects such as Tempus; BAU Improved international mobility through ERASMUS MUNDUS projects; and reinforced participation of stakeholders through Faculties Advisory Committees.
- Area 6: services and Facilities  
BAU enhanced the status of laboratories by updating their equipment and the establishment of new laboratories; BAU libraries have been upgraded; BAU Improved classroom conditions and provided adequate campus facilities for students and academic staff and non-academic staff members.

### I.A.7 Relationship of resources and staff to the University’s strategy (current situation and long-term development)

According to the SAR, BAU is trying to allocate appropriate resources. There is a huge investment in construction and renovation of different sites, laboratories, clinics, classrooms and in establishing green areas and sport halls. BAU allocated resources also for the information technology facilities (IT) and for the Libraries. BAU offers continuous support to the academic and non-academic staff: transportation allowance, medical insurance, and educational allowances for staff children. BAU supports staff to attend national and international conferences and to publish in high indexed journals. BAU improves the capabilities of its human resources. BAU considers certain actions in their strategy to increase fund-raising initiatives.

### I.B Additional facts based upon results of the site visit and additional documents

(taking into account the respective **FIBAA** Indicators:

1. Benefits for the target groups
2. Focus on future
3. Creativity
4. Effectiveness
5. Efficiency)

#### I.B.1 Additional findings

Indicator	Result
<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>- Meet requirements of target group</li> <li>- Impact on society by T&amp;R&amp;Transfer</li> <li>- Importance of T&amp;R for target group</li> <li>- Benefits for the HEI by T&amp;R&amp;Networks</li> <li>- Management contribution to benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Students are integrated in the discussion of academic issues at BAU on faculty level in decision making position</li> <li>• The faculties encourage and provide incentives for students with regard to social activities related to social responsibility (Consulting, Human rights etc.) and to engage in community</li> <li>• Offering health services to society (e.g. nutrition, physiotherapy, medical campaigns, dental services etc.)</li> <li>• Workshop and lectures to Lebanese NGOs are offered</li> <li>• Some research is aiming at societal challenges as e.g. the Environmental Centre and health related research</li> <li>• They have key performance indicators (KPI) for all kinds of strategy issues</li> <li>• Promotion track exists and guarantee to support</li> <li>• The Management is aiming at target groups               <ul style="list-style-type: none"> <li>- students employability enhancing programmes and Alumni treatment is well established,</li> <li>- faculty is addressed,</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Industry is embedded by Consulting Centre as well as advisory boards and involving stakeholders in teaching, and decision making boards</li> <li>- Priorities are set towards students University life</li> <li>• The management actively manages stakeholders and alumni networks</li> <li>• New organizational structure to facilitate the implementation of the new University strategy and to achieve University's ultimate goals</li> </ul>
<p><b>Focus on future</b></p> <ul style="list-style-type: none"> <li>- Impact of forecasts on mission/Strategy</li> <li>- Design of processes to meet requirements</li> <li>- Role of networks to design future</li> <li>- Management tools to encourage HRs innovativeness</li> </ul>	<ul style="list-style-type: none"> <li>• SWOT analysis, developing mission, vision, strategic areas including objectives and actions as well</li> <li>• The management is the driver of the development of the future strategy based on analysed challenges.</li> <li>• Management is taking care of perception of employees on their view on the future strategy and involve it in the BAUs strategy building</li> <li>• Alumni as well as stakeholders (via advisory boards etc.) are involved in strategy building. Beside domestic also international relations are considered</li> <li>• Management installed process to evaluate quality of programmes and to adjust if needed.</li> <li>• Carrying out research to meet the needs of the community and produce global benefits</li> <li>• Supporting research related to industry</li> </ul>
<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>- How dynamic &amp; flexible are processes</li> <li>- Which innovations implemented recently</li> <li>- QA on Research and teaching is up-to-date</li> <li>- How innovativeness is encouraged by Networks</li> <li>- How Management encourages HEI-entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• The management encourages change, whenever demand is identified. It is responsive to external needs and changes</li> <li>• Committees for each strategic area are established and managed by processes. Some of those have been established recently.</li> <li>• Among the various subsidiaries Management established structures (course supervisor, programme director etc.)</li> <li>• Students in councils and in community services have been recently established to enlarge their input to University development.</li> <li>• Availability and access to hardcopies are elements of the BAU libraries' strategy</li> <li>• There is a centre for enhancing the entrepreneurship of the members of BAU that has been stipulated by the management</li> </ul>
<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>- Adjustment of</li> </ul>	<ul style="list-style-type: none"> <li>• Management shows a sophisticated system for adjustments by continuous evaluation</li> </ul>

<p>mission/strategy/processes</p> <ul style="list-style-type: none"> <li>- Are there key performance indicators</li> <li>- Selection of network partners</li> <li>- Management contribution to maintain/develop network</li> </ul>	<ul style="list-style-type: none"> <li>• Matching of teaching content and exams is guaranteed by an exam committee that evaluates the matching</li> <li>• Each Faculty has a curriculum committee to update the curricula</li> <li>• Performing survey with concerned bodies to enhance quality. E.g. its clear appraisal system for HRs</li> <li>• Students are mainly involved in decision-making process even though partly with no voting right.</li> <li>• Enhancing IT structure</li> <li>• Criteria: reputation of academic institutions, exchange of academic staff, researchers, students; joint research projects; joint supervision of theses; mutual benefits; scope of activities;</li> <li>• Management supports network building with reputational HEIs (like Cologne etc.)</li> <li>• Management encourages networks on corporate side.</li> <li>• Management monitors and reviews co-operations constantly</li> <li>• Management applies effective decision making procedures</li> </ul>
<p><b>Efficiency</b></p> <ul style="list-style-type: none"> <li>- Availability of resources to accomplish the mission</li> <li>- How distribution of resources is done</li> <li>- Is distribution of resources efficient</li> <li>- Impact of stakeholders on efficiency</li> <li>- Management contribution to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Competent and sufficient academic and non-academic staff are available; enough financial resources; general resources: buildings, open areas, labs, libraries, parking etc.</li> <li>• Budget allocation follows the effective-priority based distribution of resources to support the mission and objectives. Distribution of resources is efficient. Assessment according to KPI.</li> <li>• The SWOT analysis is based on empirical inquiries in the faculty; administrative staff and students (including stakeholders) use the results of the inquiry to amalgamate with the strategy. There might be a trade-off between leadership and democracy towards strategy building.</li> <li>• Very sophisticated and flexible system of contracting staff and faculty</li> <li>• Students: Membership in committees was nominated by BAU. Now they are elected by some kind.</li> <li>• Generation of innovation by management</li> <li>• Management always takes measures toward</li> </ul>

	<p>improving efficiency on all levels through internal audit, continuous evaluation, and quality assurance measures.</p> <ul style="list-style-type: none"> <li>• Strengthening the internal auditing</li> <li>• Applying effective decision-making procedures</li> </ul>
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## I.C Appraisal

Based on the facts reported above the reviewers come to the following appraisals:

1. BAU's constitutional statements consistently regulate the managerial decision-making and the management principles. The internal management structure clearly shows responsibilities and authorities of the management. In all discussions as well as in their documents BAU and its members have shown that BAU's mission, vision and objectives are not just coded on paper, but also drive the actions of all actors in the University. This is not only true for internal processes, but also for its interactions with society. It is convincing to see, how well the interception between BAU and various social groups (employers, NGOs, health sector etc.) in Lebanon is organised. Based on their mission and vision statements in accordance with their organisational setting the University follows clear management objectives.

2. Acting in presence, BAU is a convincingly future oriented University. Orientation towards innovation and entrepreneurial thinking is an important element of its activities in all respective fields of performance. The BAU strategy 2013 – 2018 is a convincing source of evidence. BAU is well on track of their self-defined path to the future. The developments towards the future are well supervised and monitored by the support of evaluations and analysis. With regard to its international development, BAU needs further improvement. Here future activities have to show, how well the set objectives will be reachable. Innovations play quite a role in BAU's path to the future.

3. The authorities and roles of different councils (Board of trustees, University council, Dean's Board, different committees, Faculty council) are clearly stated by BAU's bylaws and well implemented. Many committees have been created at all levels of governance (Presidency, University council, Faculties, Departments) to participate in successfully developing the strategic plan actions of BAU. Integration of supervisory bodies into decision-making processes is realised as defined by the bylaws.

4. In a retrospective, an impressive number of changes according to the strategic plan 2007-2012 have been realised as indicated by BAU's key performance indicators (study and teaching, transfer knowledge, research, partnerships, services). Changes in organizational structure followed the development of the new strategies allowing the participation of different stakeholders in decision-making (Academic and non-academic staff, Students, Alumni, etc.). In its attempt to integrate many actors in its development BAU in the view of the reviewers might benefit from lower complexities by a leaner organisational approach. It was perceived by the reviewers that productivity may be optimized and transparency may be enhanced by a leaner structure. Further, BAU should take into consideration that students shall be represented with voting power in all academic hierarchy layers and not only in a consulting mode.

5. Going along with the past strategic plan BAU has elaborated a number of structural settings and incentives that encourage employees as well as other stakeholders to live an entrepreneurial attitude. BAU has realised in the last years a number of innovations in their study programmes as well as in other operations that is above average.

6. With the strategic plan 2013-2018 BAU has established a consistent and convincing approach to the future development of the University. The strategic plan shows quite a number of challenges BAU has to manage in the future. The objectives defined in the strategic plan are very ambitious and it is quite exciting to see in the future, how many ideas have been realised. That is true in particular because based on the high complexity described above (see 4.) the reviewers recommend to establish a less demanding setting to follow in the future. The reviewers are quite aware of a trade-off between participation of stakeholders and the decisions made by the management in charge. However, BAU's attempt to include all stakeholders in almost all decisions in a various way seems quite a challenge on the pace of change in the University.

7. BAU has not only invested in human resources to establish its objectives but also invested in the competencies of its employees to successfully accomplish its objectives. There is a clear development of resources and staff at BAU, to render the implementation of the strategy.

**Summary:** With regard to criteria I.1, I.2, I.3 and I.4, BAU meets the quality requirements: The University is able to realistically assess its position in the market place and its development prospects; it has clear goals regarding its future viability and puts these into effect; appropriate resources are made available. The management of the University is characterized by entrepreneurial thought and action, by activities benefiting target groups, and by continuous innovation; the measures taken by the University's management in support of these principles (e.g. incentive schemes, targets, personnel advancement) are measurable, clear, goal-oriented, and efficient; the University provides the financial, material, and human resources required for implementing strategy and innovation and for benefiting target groups.

With regard to criteria I.5, I.6 and I.7, BAU exceeds quality requirements: Entrepreneurial thought and action are anchored in the University's self-image; the University has developed a coherent, effective, credible, and organizationally anchored strategy for continuous innovation and for the generation of benefits for its target groups, so that all employees in all areas are not only aware of it, but also pro-actively support its implementation; for that purpose incentive schemes, targets, and personnel advancement initiatives are not only developed by the University's management, but also actively used by the employees.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter I. 1			X		
Chapter I. 2			X		
Chapter I. 3			X		
Chapter I. 4			X		
Chapter I. 5		X			
Chapter I. 6		X			
Chapter I. 7		X			

## II. Networks

**II.A Networks** (Description based upon the SAR according to the FIBAA requirements:  
Criteria for Institutional Accreditation:

1. *Networks strategy of the University in its relationship with other Universities and academic institutions, businesses, and other organizations*
2. *Maintenance of its networks*
3. *Assessment of the outcome of its networking activities, and how to benefit from them in the future*
4. *Relevance of the University's networks for its internationality*
5. *Contribution of the networks to its general objective to benefit its target groups)*

### **II.A.1 Networks strategy of the University in its relationship with other Universities and academic institutions, businesses, and other organizations**

Three out of the ten already mentioned strategy areas are concerned with the University's network strategy. These three areas are related to its relationship with other academic institutions, alumni, friends, public and other organizations. These three strategic areas are:

- Deepening public engagement.
- Strengthening alumni and friends network.
- Enhancing international relations.

The main actions required to achieve the objectives of these strategic areas are listed in BAU's strategic plan 2013 - 2018. BAU is continuously working to achieve its network strategy through the following activities:

- Establishing Faculty Advisory Committees.
- Establishing different University centres such as the Centre of Studies and Consultation and the Centre for Entrepreneurship, which provide services to the community.
- Agreements with other Universities such as the agreement with Hacettepe University (Turkey), Hamdan Bin Mohammed e-University (United Arab Emirates), Université d'Angers (France), and RWTH Aachen (Germany).
- Increasing the participation in national and international projects such as Erasmus Mundus and Tempus.
- Continuing to promote the alumni network by the establishment of the Alumni Affairs and Career Office at the University and the Alumni Clubs in Beirut, Tripoli, Bekaa in Lebanon and the Alumni Club in Amman in Jordan.
- Maintaining agreements between BAU Medical Faculties and Lebanese hospitals such as the Hariri, Maqassed, Hammoud, Zahraa hospitals and other hospitals.
- Encouraging Faculties to organize national and international conferences such as the international conferences held at the Faculty of Dentistry in 2009, the "Research Souk" (March 2011) organised with Euro-med University EMUNI which is a conference bringing together Euro-med Universities to discuss and exchange their academic experience with the title "Innovation and Employability", Lahay conference with United Nations Commission for international Commercial Law by the Faculty of Law and Political Science in 2012, and the latest conferences organized by the Faculty of Arts in 2014.
- Seeking international accreditation for BAU academic programmes and for the institution from well-known international accrediting bodies.

- Enhancing Networking activities with other organizations such as the National Council for Scientific Research (CNRS) in Lebanon.

### **II.A.2 Maintenance of its networks**

As quoted in the SAR, BAU maintains its networks through periodic evaluations and relevant corrective actions for its network activities through:

- Conducting and evaluating the annual reports of BAU offices and departments, centres and faculties.
- Continuing to organize national and international seminars, workshops such as IT Microsoft Day by the Faculty of Engineering in 2012, the Social Media Workshop by the University in 2013, and the seminar on Supply Chain Management by the Faculty of Business Administration in 2014.
- Maintaining the annual organization of BAU's Job Fair.
- Assessing, on a continuous basis, the national and international projects by the national and international auditors assigned by these projects.
- Posting BAU's latest news for the public on BAU's website.
- Presenting to these networks the significance of their feedback and participation in serving the general interest of BAU and assisting in its development.

BAU is currently planning to evaluate all agreements with different parties according to specific standards, guidelines and criteria to keep the running agreements and to terminate the others.

### **II.A.3 Assessment of the outcome of its networking activities, and how to benefit from them in the future**

BAU deliberates the outcomes of its network activities through the regular meetings of the University's various committees and councils. BAU also holds meetings with the concerned partners in order to evaluate the current status of the projects and activities to propose potential corrective actions (if needed). Moreover, BAU makes use of the feedback collected from the different advisory committees of BAU faculties, which leads to improvement. BAU assesses the outcomes of its networking activities by analyzing the impact of these activities on the sectors that they were applied in. Since these networks are linked to BAU community, their feedback is constructive and is implemented to develop and modify certain aspects that the network finds in need for modification, in the future.

### **II.A.4 Relevance of the University's networks for its internationality**

BAU is expanding its network on the international level through different and diverse mechanisms including bilateral agreements with international institutions to share best practices as well as research collaboration. BAU is also active in organizing international conferences, workshops and other international activities, which help BAU to exchange thoughts and new innovative ideas. In addition, BAU encourages students and staff mobility to promote learning, research experiences overseas and the exchange of different cultural traditions. Moreover, BAU's academic staff actively participates in international projects such as European Tempus and ERASMUS MUNDUS projects in order to modernize the BAU educational system and to be in line with the new international trends in higher education.

### **II.A.5 Contribution of the networks to its general objective to benefit its target groups**

BAU's networks provide mutual benefit to all partners in different aspects depending on the nature of the network. BAU has several networks, each with definite objectives, which benefit a specified target group. Among these networks are the Lebanese community, alumni and friends and the stakeholders networks. In some cases, there is a co-operation between these networks, which eventually pour into the interest of both sides.

As quoted in the SAR, BAU is always strengthening the link between professional organizations and the University for the benefit of the community. BAU makes use of the stakeholders network to collect their feedback on the achievements, quality and success of its graduates in the Lebanese market. This feedback is analysed and based on the results of the analysis, BAU modifies the academic programmes in order to enhance the graduates' attributes to meet the demands of the evolving economy. Accordingly, it provides skilled graduates to the community, while making use of the alumni network to increase employability and the chance for better job opportunities.

Moreover, through the Lebanese community and stakeholders networks, BAU proposes joint training programmes between its faculties and some industrial, medical, pharmaceutical, banking and legal sectors and social practice sites to exchange and share mutual experiences, which is part of the scheduled training programmes for students. BAU, in turn, benefits its community network by providing specialized services through its centres, especially the Centre for Entrepreneurship, Centre of Studies and Consultation and the Human Rights Centre.

## II.B Additional facts based upon results of the site visit and additional documents

(taking into account the respective **FIBAA** Indicators:

1. Benefits for the target groups
2. Focus on future
3. Creativity
4. Effectiveness
5. Efficiency)

### II.B.1 Additional findings

Indicator	Result
<b>Benefits</b> - Meet requirements of target group - Impact on society by T & R & Transfer - Importance of T&R for target group - Benefits for the HEI by T & R & Networks - Management contribution to benefits	<ul style="list-style-type: none"> <li>• International networks are successful in ERASMUS Mundus and Tempus. They need further development concerning student exchange and research attraction. They do not have joint programmes.</li> <li>• The interception with corporate sector is very close via Alumni, members in advisory and supervisory committees and boards as well as via links of the career centre and the Entrepreneurship centre</li> <li>• Dissemination of information on existing networks might be beneficial to students and faculty.</li> <li>• Alumni management is established with Facebook groups etc.</li> <li>• Enrich students' life</li> <li>• Offering health services to society such as dental,</li> </ul>

	nutrition, physiotherapy clinics and medical campaigns
<b>Focus on future</b> - Impact of forecasts on mission/Strategy - Design of processes to meet requirements - Role of networks to design future - Management tools to encourage HRs innovativeness	<ul style="list-style-type: none"> <li>• SWOT analysis, developing mission, vision, strategic areas including objectives and actions as well</li> <li>• Applying required quality mechanisms</li> <li>• Enhancing all existing programmes, introducing new programmes and degrees to meet the labour market needs</li> <li>• Developing faculties' research plans</li> <li>• Deepening public engagement</li> <li>• Strengthening alumni and friends' network</li> <li>• Enhancing international relations</li> <li>• Seeking new ideas for innovation in community based research</li> </ul>
<b>Creativity</b> - How dynamic & flexible are processes - Which innovations implemented recently - QA on research and teaching is up-to-date - How innovativeness is encouraged by networks - How Management encourages HEI-entrepreneurship	<ul style="list-style-type: none"> <li>• There is a continuous development of the settings of BAU in regard to structure and strategies</li> <li>• There is an appropriate QA system established.</li> <li>• There is a strong link to Alumni network</li> <li>• They establish different Centres that aim at certain challenges like human rights, consultancy etc.</li> <li>• Innovation in teaching &amp; learning, research; innovation in administration; innovation in community services</li> <li>• Recruiting academic leaders and academic staff, who play the role of entrepreneurs</li> <li>• Encouraging leaders from across the University to turn ideas into actions</li> </ul>
<b>Effectiveness</b> - Adjustment of mission/strategy/processes - Are there key performance indicators - Selection of network partners - Management contribution to maintain/develop network	<ul style="list-style-type: none"> <li>• Involving stakeholders; representatives of industry are members of advisory board</li> <li>• They have a consultancy Centre that aims at maintaining links to industry and semi-private institutions</li> <li>• Qualitative KPI for education, management, research available, measurement in some aspects to be improved</li> <li>• Alumni setting: There are four alumni associations with large number of members. The three are located at the various locations. They coordinate among each other and BAU. The Association is completely autonomous. Objective is to support</li> </ul>

	<p>degree holders' jobs and to relate with BAU. Membership of alumni in faculty meetings is by nomination.</p> <ul style="list-style-type: none"> <li>• Alumni support by BAU: Career Centres address alumni to jointly identify jobs; all facilities are open to alumni life long. Charity by BAU is done jointly with Alumni Associations.</li> <li>• Alumni impact: Impact of alumni is to set in engineering faculty meeting to support job finding. Many alumni are members of teaching staff and have an influence on the curricula. Alumni association is active in the development of Bekaa territory. Alumni are represented in advisory committees. Alumni relate with enterprises in the region; the alumni help BAU to gain funds for the north. There seems to be a very close network with the alumni on faculty level.</li> <li>• Alumni changes to future: An intensified link with employers; link is good they feel respected. A magazine for the Alumni should be established that reports what is going on. There should be an institutionalised committee for the interrelation between Alumni and BAU departments. BAU is slow in releasing job offers. BAU should help to offer collaborations for PhD and postgraduate programmes at other Universities.</li> <li>• Alumni are regularly consulted by BAU on their perception of improvements.</li> <li>• Criteria: reputation of academic institutions, exchange of academic staff, researchers, students; joint research projects; joint supervision of theses; mutual benefits; scope of activities.</li> </ul>
<p><b>Efficiency</b></p> <ul style="list-style-type: none"> <li>- Availability of resources to accomplish the mission</li> <li>- How distribution of resources is done</li> <li>- Is distribution of resources efficient</li> <li>- Impact of Stakeholders on efficiency</li> <li>- Management contribution to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• The necessary resources (human, financial, general) are available. Distribution follows priorities.</li> <li>• Using feedback for network assessment</li> <li>• Benefiting from best practices</li> <li>• Stakeholders are involved by various means (Advisory committees, committee memberships etc.)</li> <li>• Management always takes measures toward improving efficiency on all levels through internal audit, continuous evaluation, quality assurance measures.</li> </ul>

## II.C Appraisal

1. The network activities are in line with the strategy of the University; they focus on

- Deepening public engagement
- Strengthening the alumni network
- Generally enhancing international relations

2. BAU is strongly embedded in networks. Representatives of the stakeholder organisations (Alumni, Corporate representatives, representatives of different public interest groups) are regularly invited in a number of committees (Advisory Boards, Boards of Centres etc.).

A very important and well-integrated Alumni Organization is the backbone of a number of networks. The Alumni Affairs and Career Office coordinates and promotes the alumni network and aims at establishing Alumni Clubs in different locations in Lebanon and in Jordan.

A Consultancy Centre encourages staff member to participate in consultancy work and to improve existing and creating new networks with industry partners.

Nevertheless, alumni network representatives as well as representatives of other stakeholders asked for larger involvement in the BAU's matters (transparency and information) and dissemination of information on existing networks might be beneficial to students and faculty, too.

The International Relation Office coordinates and improves collaboration in international networks. As a matter of their strategic plan the University encourages faculties to gain international accreditations in order to increase international recognition, but also to enlarge international network activities in their respective fields. A newly appointed Dean has the responsibility to coordinate and improve the international network for research activities.

3. The University evaluates on a yearly basis its activities in networks. They also reflect regularly on the impact of the networks on the activities of the University (Teaching, Research etc.); they systematically collect feedback of the different advisory committees and its networking activities. However, systematic KPI's are not yet defined. The lack of KPI in the field of networks makes it difficult to evaluate the Universities progress. Thus, the review team recommends a development of a consistent KPI system.

4. The International Relation Office established in 2011 is responsible for improving the network activities, the visibility and international recognition of the Beirut Arab University. The international network exists, but it is still a challenge and needs further development. There are also some relations outside the Arabic world but still dominated by networks in the region.

First successful projects in "Mundus" and "Tempus" programmes, however, indicate BAU's growing actions in international networks. Furthermore BAU by its networks and with the support of the International Relation Office is able to invite international visiting professors from Arabic countries as well as also from Europe and the USA. The University also organizes international conferences and workshops, which help the University to exchange experiences, know how and to get additional innovative ideas.

However, the internationality of BAU remains still on a quite nascent stage and shall be subject to further investments in the future. The reviewers recommend considering that the international office may be strengthened.

5. Stakeholders (Alumni, Industry, professional organizations, Public Organizations, etc.) are systematically integrated in the Universities organization (Members of advisory committees, teaching activities, consultancy works etc.). The University actively encourages the network partners and stakeholders to give feedback and to help improving quality of the programmes, of the research activities and the international visibility. The network of BAU is among the big assets the University can rely on.

**Summary:** With regard to criteria II.1 – II.4, BAU meets quality requirements:

The co-operations and network partnerships engaged correspond with the strategic concept of the University; they have a positive effect on research, teaching, internationality, and the generation of benefits for University shareholders; their effectiveness in most matters is regularly monitored and measured. The establishment of KPIs for the international exposures is of high urgency.

With regard to criterion II.5, BAU exceeds quality requirements:

The University has worked with partners to establish extensive strategic networks involving an actually practised close co-operation on several levels (student exchanges, faculty exchanges, joint study programmes, joint degrees, joint research projects).

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter II 1			X		
Chapter II 2			X		
Chapter II 3			X		
Chapter II 4			X		
Chapter II 5		X			

### III. Teaching and learning (Contents/Didactics), Research

**III.1.A. Teaching** (Description based upon the SAR according to the FIBAA requirements: Criteria for Institutional Accreditation:

1. *Strategy for teaching and learning and its implementation*
2. *QA in acquisition, selection, and guidance of students*
3. *Extent of social responsibility, knowledge transfer, and extra-curricular contents taken into account by the University's teaching. Their further development*
4. *QA and further development of curriculum's content and didactics. Measurement of intended learning outcome.*
5. *International aspects taken into account in the implementation of the curricula and their further development*
6. *Support of students' transition into professional life and their subsequent development*
7. *Advice and support provided to students.)*

#### III.1.A.1 Strategy for teaching and learning and its implementation

According to its SAR, BAU aims to provide students and the academic staff members with a creativity-stimulating learning environment that enhances the academic performance. One of the sub-objectives is "to deliver high quality and distinctive curricula in all academic programmes". BAU has allocated 12-16 credit hours for University requirements, which include mandatory courses (Arabic Language, English Language and Human Rights of a

total of 5 credit hours) and elective courses (of a total of 11 credit hours, such as Communication Skills, Teaching Methods, Intellectual Property Rights, Entrepreneurship, Photography, Introduction to Music, Introduction to Astronomy, Man and Environment, Oral and Dental Health, First Aid, Time Management, Stretching... and others), to allow students to explore new areas of knowledge and subjects beyond their majors. Each educational programme has designed its curriculum taking into consideration these University requirements. The educational philosophy underlying different faculty programmes is derived from the University's mission.

All educational programmes have undergone enhancement of their curricula in the past few years to cope with the rapidly evolving professions, and to enable BAU graduates to compete in the labour market.

BAU issued a manual explaining the rights and duties of academic staff members; supported their professional training, encouraged them to apply creative teaching methods and techniques and continuously improving the information technology (IT) facilities for the better performance of the academic staff. BAU also issued an assessment guide for the preparation of effective examinations.

BAU has set future objectives to pursue, which are summarized as follows:

- Enhancing the curricula of all programmes to meet the job-market needs.
- Providing the essential teaching and learning facilities to BAU Faculties.
- Introducing new programmes and degrees.
- Facilitating student and staff mobility
- Applying innovative teaching and learning methods
- Enhancing professional, clinical, social and media training programmes
- Developing continuously assessment methods.
- Encouraging research-based education
- Achieving international accreditation for the academic programmes and for the institution.

### **III.1.A.2 QA in acquisition, selection and guidance of students (combined with III.1.A.7 Advice and support provided to students)**

The admission process was updated recently to ensure the quality of student selection. In the academic year 2014-2015, the admission of students will rely on BAU's admission exam in addition to a personal interview, practical or skill exams, at the faculties that require such procedures. Moreover, starting from the academic year 2014-2015, BAU will be implementing two admission exams, one in spring and the other in summer. These exams will follow the international standards, such as the Scholastic Assessment Test (SAT) for the engineering faculties and the International Medical Admission Testing (IMAT) for medical faculties. Faculties will be preparing their own exams based on the requirements they seek in their prospective students.

Applicants must provide evidence of their English language proficiency in one of the following ways: All undergraduate applicants and transferring students are expected to pass BAU's English Language Admission Exam with a minimum score of 60%. However, applicants are exempted from the English Language Admission Exam if they passed a TOEFL Exam with a minimum score of 500 or IELTS with a minimum score of 6.5.

Academic advising is an integral part of each student's educational experience. Academic advisors provide students with information on academic requirements needed for degree completion. It is a shared responsibility between the student and the advisor. Advisors assist students in discussing how a course of study fits a particular academic or career interest. Advisors also answer questions concerning academic issues, such as problems

with a particular class, and guide students through the registration process.

Each department in the University's Faculties assigns academic advisors to provide guidance to students (one advisor for each group of students). The academic advisor assists in course selection and helps to solve any problem his/her advisees might encounter throughout their enrolment.

### **III.1.A.3 Extent of social responsibility, knowledge transfer, and extra-curricular contents taken into account by the University's teaching. Their further development**

BAU introduces the theme of social responsibility in all aspects, in alignment with its mission. This concept is evident in its programmes, courses, in addition to the community involvement of its academic staff members in professional activities related to social responsibility. Faculties offer students opportunities to engage in community and other activities related to social responsibility. In some faculties, this principle is evident through the type of study that emphasizes on the commitment towards community. There is an elective University requirement course entitled social responsibility and a CSR course in FBA. Committed to social responsibility, each faculty contributes according to its specialty and activities.

Although new information and communication technologies have made easier for students to access research results, there is still a large gap between the knowledge produced by researchers and practice. BAU supports the development of course contents consistent with the latest findings in research, which is an on-going process in all faculties, and encourages the inclusion of the latest research outcomes in all scientific domains, into the course contents in all faculties. Some examples are available. One example of this model is applied at the Faculty of Science where the link between research and teaching is evident at the undergraduate level where one of the student's assessment methods is done through assigning small research projects. In these research projects, students would learn how to do a brief literature survey, understand the fundamental notions, develop an intuitive feeling for the quantities discussed, and learn how to compare different techniques and results, and finally apply this to the problem at hand. A second example at the Faculty of Pharmacy which established Junior Research Teams (JRT) in Medicinal Chemistry and Phytochemistry specialties offered by the Department of Pharmaceutical Sciences.

BAU helps students to be environmentally interactive and seek innovative solutions to societal problems. BAU also encourages the participation of students in extracurricular activities. BAU Code of Ethics considers social responsibility among one of its main aims.

### **III.1.A.4 QA and further development of curriculum's content and didactics. Measurement of intended learning outcomes**

In most of the programmes, teaching and learning strategies are based on a student-centered approach and principles of adult learning, which is more convenient for these programmes, while other programmes follow teacher-centred approach. Students play a major role in directing and taking on a high degree of responsibility for their learning in the student-centred approach. Instructors are adopting the role of facilitators who help learners to develop their own understanding of the content. In order to achieve BAU's teaching and learning strategic objectives, effective combination of different modes of delivery, models for teaching and learning are adopted. Diverse learning methods include; lectures, workshops, seminars, tutorials, group focused discussions, student presentations, and work-based learning are implemented. The academic staff members facilitate such an atmosphere, while keeping abreast with the cultural, technological and pedagogical changes and challenges affecting education globally. Since quality assurance is an ongoing process, faculties always have to consider the advancement of the profession and global changes, and to comply with these changes, then modify their programmes and curricula in accordance.

The assessment strategies are constructively mapped to the learning outcomes of each course. Different types of assessment ensure that different learning styles are acknowledged and that students will be challenged both academically and professionally to develop the targeted competencies and transferable skills throughout the educational programme. In addition, diverse methods of assessment help those with difficulties in their learning to improve their performance.

The University prepared a special guide for assessment to the staff members to facilitate the designing of an effective examination. The strategy emphasizes also on upgrading the learning resources of the students to facilitate curricular enhancement and to achieve the intended learning outcomes. Faculties consider also the alignment of the learning outcomes with methods of assessment, implemented in the curriculum which include various tools such as oral, written, practical exams, case studies, field trips, assignments and others that measure the ILOs of the courses.

### **III.1.A.5 International aspects taken into account in the implementation of the curricula and their further development**

Introducing the Human Rights course into the curriculum of all faculties as a University mandatory requirement is one of the international aspects taken into account in the implementation of curricula.

In order to stimulate students and staff mobility, BAU International Relations Office facilitates the communications of students and academic staff with the relevant international institutions and assists them in the required paper work. Students are able to participate in exchanges (study or work placements) for 3-10 months. Examples of student mobility at the BAU Faculties are given.

BAU secures all necessary facilities to the outgoing students and the incoming students and/or academic staff to complete the mobility programme with maximum benefits for both parties. The impact of increasing mobility will be reflected in research and other scholarly activities such as the mobility of students at the Faculties of Art and Law with European countries in the framework of ERASMUS MUNDUS projects.

### **III.1.A.6 Support of students' transition into professional life and their subsequent development**

BAU and its faculties have adopted several mechanisms and initiatives to support students' smooth transition into professional life and subsequent development. These initiatives are summarized as follows:

- BAU organizes an annual job fair for its students in order to introduce them to different national and international firms and organizations.
- BAU organizes workshops to develop certain skills that graduates will be in need for their work fields such as marketing and communication skills, ... etc.
- BAU has established an alumni affairs and career office that collects graduates' information and tracks their destinations and success in their fields.
- BAU has established an alumni affairs network, which provides the necessary information about the job market for its graduates.
- BAU invites successful alumni to their mother faculties to share their experiences with students.
- BAU has established a Centre for Entrepreneurship to provide its graduates with technical and logistic supports to build their own small business, as well as incorporating with other business.
- BAU invites members from professional orders to discuss with graduates the rules, skills and qualifications required for a certain job.

- BAU are preparing now to launch the Continuing Education Centre to put their graduates on the right track for the subsequent development of their professional knowledge.
- BAU organizes training programmes in industrial firm, hospitals, banks...etc for its students to put them in the real working life.

### III.1.B Additional facts based upon results of the site visit and additional documents

(taking into account the respective **FIBAA** Indicators:

1. Benefits for the target groups
2. Focus on future
3. Creativity
4. Effectiveness
5. Efficiency)

#### III.1.B.1 Additional findings

Indicator	Result
<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>- Meet requirements of target group</li> <li>- Impact on society by T&amp;R&amp;Transfer</li> <li>- Importance of T&amp;R for target group</li> <li>- Benefits for the HEI by T&amp;R&amp;Networks</li> <li>- Management contribution to benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Success rates, study times etc. as KPIs are established</li> <li>• Offering programmes that meet the job market needs</li> <li>• Offering elective University requirement courses</li> <li>• KPIs for teacher performance exist. Deans conduct annual appraisals.</li> <li>• There are study programme coordinators for each programme in order to assure equivalence in level and standards on each of the BAU campuses</li> <li>• International Strategy:             <ol style="list-style-type: none"> <li>1. Increase number of students from non-Arabic countries and researchers from outside the Arabic world.</li> <li>2. Gain international reputation.</li> <li>3. A step successfully to reach is international accreditations.</li> </ol> </li> <li>• BAU teaching and learning strategic areas focus on upgrading students' learning resources to facilitate curricular enhancement and to achieve the Intended Learning Outcomes (ILOs).</li> <li>• Providing the essential facilities</li> <li>• Providing clear articulation and development of the teaching/research link</li> <li>• Strengthening the link between professional organizations and the University for the benefit of the community</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of the stakeholders network to collect their feedback on the achievements, quality and success of its graduates in the Lebanese market</li> <li>• Use of the alumni network to increase employability and the chance for better job opportunities</li> <li>• Providing specialized services through its centres</li> </ul>
<p><b>Focus on future</b></p> <ul style="list-style-type: none"> <li>- Impact of forecasts on mission/Strategy</li> <li>- Design of processes to meet requirements</li> <li>- Role of networks to design future</li> <li>- Management tools to encourage HRs innovativeness</li> </ul>	<ul style="list-style-type: none"> <li>• SWOT analysis, developing mission, vision, strategic areas including objectives and actions as well</li> <li>• They have enhanced the faculty members performance with regard to didactic issues.</li> <li>• There are also training courses on how to design programmes etc. They also established a marketing committee to enhance the competitiveness of their programmes. That includes information to the community on their programmes.</li> <li>• Encouragement to innovation in curricula is established top-down</li> <li>• Updating existing programmes and curricula</li> </ul>
<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>- How dynamic &amp; flexible are processes</li> <li>- Which innovations implemented recently</li> <li>- QA on Research and teaching is up-to-date</li> <li>- How innovativeness is encouraged by networks</li> <li>- How Management encourages HEI-entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• The QA system is established. Annual appraisal meeting based on questionnaires are used. Measures to eliminate shortcomings are in place.</li> <li>• They frequently introduce new programmes according to the market needs.</li> <li>• Establishment of a new Continuing Education Centre</li> <li>• Programmes are generated with the network members.</li> <li>• Applying innovative teaching and learning methods</li> <li>• Internationalisation: BAU started to explore TEMPUS and ERASMUS MUNDUS projects, but has not joint academic programmes yet</li> </ul>
<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>- Adjustment of mission/strategy/processes</li> <li>- Are there key performance indicators</li> <li>- Selection of network partners</li> <li>- Management contribution to maintain/develop network</li> </ul>	<ul style="list-style-type: none"> <li>• KPI exist and are used by curriculum committee and the international activities. BAU has 20% non-Lebanese students, but wants more non Arabic students.</li> <li>• Advise by the stakeholder from industry are established in advisory committees.</li> <li>• Criteria: reputation of academic institutions, exchange of academic staff, researchers, students; joint research projects; joint supervision of theses; mutual benefits; scope of activities.</li> <li>• They try to provide exams at different locations simultaneously, if possible. If that is not feasible, they try to combine exams from a pool of same</li> </ul>

	<p>quality to set two independent exams.</p> <ul style="list-style-type: none"> <li>• Course coordinators are from the faculty and exams are marked on the basis of joint marking criteria.</li> <li>• Internalisation: They just started establishing an international office. In the past President and Dean of the faculty under consideration had set the international partnerships.</li> </ul>
<p><b>Efficiency</b></p> <ul style="list-style-type: none"> <li>- Availability of resources to accomplish the mission</li> <li>- How distribution of resources is done</li> <li>- Is distribution of resources efficient</li> <li>- Impact of Stakeholders on efficiency</li> <li>- Management contribution to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are devoted to teaching in accordance to mission</li> <li>• Study programme coordinators exist to ensure same level and standards and coordinate programme issues among the BAU campuses</li> <li>• Stakeholders are integrated in various committees and boards to introduce the perspective of the stakeholders to the decision makers in charge.</li> <li>• Students: Workload is reasonable even so they see room for enhancing didactics. At the medical faculties they use team based and project focused didactic approaches. Workload is described in module description. The student members in the faculty council can address problems with the curricula and get feedback.</li> <li>• Extracurricular activities are promoted at BAU.</li> <li>• Management promotes stronger collaboration and partnership between University and community</li> <li>• The number of books and databases in BAU's libraries has increased and new books are annually purchased upon the faculties' requests to satisfy students' learning needs.</li> </ul>

### III.1.C Appraisal

1. The main objective of BAU is to provide a quality education and to endow its students with the essential competencies required for the job market and for their professions. One of the main concerns of BAU's strategic plan is to follow carefully the planned policies and procedures for improvement that would enhance the overall quality of the graduates. BAU realizes the importance of teaching and learning which enable its students to become active participants in their societies. In designing its strategy, BAU considers the implementation of its objectives and strategic action plan to achieve a quality education.

2. The selection of students is done by sophisticated assessment centres and includes a language capacity check. The actions taken by BAU are above standards even in an international comparison.

3. BAU teaching and learning strategic objectives are in alignment with its mission statement. One of the sub-objectives is "to deliver high quality and distinctive curricula in all

academic programmes". BAU has achieved a great success in updating and improving the programmes and curricula based on international benchmark standards. BAU focused on the role of stakeholders in the process of enhancement and supported the construction of advisory committees in each faculty.

4. The activities by BAU in quality assurance are of high quality and exceed quality standard requirements. Here two lines have been established to maintain high quality in the programmes' didactics and content:

1. BAU has developed a Key Performance Indicators (KPI) system that allows a strong quality control of the teaching offered by the University. In particular BAU was able to prove that the KPIs are not only used to monitor teaching performance but also are used as a means in annual appraisals with the teaching faculty to address problems in the teachers performance. Going along with the KPIs a system to support the quality of the teaching staff in didactics and methodology has been established.
2. With the establishment of programme and course coordinators BAU has established an organisational structure that stands for high quality. Coordinators are in charge to establish problems in current programmes and course, to search for innovations and to tackle problems. In conjunction with the coordinators teaching and exams are coordinated among the various regional locations of BAU. That helps to standardise the quality requirements in the programmes taught at various locations.

The reviewers are impressed by the consistency of BAU's approach in that field.

5. BAU's offer in the composition of its teaching programmes is also of high quality. BAU has established a carefully selected range of programmes in its faculties that cover Bachelor, Master and PhD programmes. Faculty members do not solely develop the programmes. In all programme developments BAU always consults representatives from the industry to contribute to the composition of the curricula according to the industry's needs. In particular the strong commitment and support by Alumni helps to establish academic programmes that match the needs of the future employers of the students.

The KPIs on teaching results as part of the quality management system that help to early identify shortcomings in teaching outcomes. In particular the fact that every course is evaluated ensures quality of the teaching and the treatment of students. However, even though there are evaluations in all courses, there is some indication that quality enhancements could be made by the KPI system, which needs further development. In particular, the impact of KPIs on didactics might benefit by some improvements.

6. Improvements have been also seen in the accreditation by activities to support employability and support for those already employed. BAU today offers limited Executive programmes like MBA and PharmD. There is still a strong focus on the Bachelor and consecutive Master programmes. As life long learning becomes more and more important, BAU already considers to expand its offers towards that kind of programmes. The reviewers appreciate that initiative. That is also true for activities aiming at extra-functional competencies.

BAU emphasizes the development of extra-functional competencies among students, which can be observed in the following examples:

- 1- A University Elective Course on communication skills offered every semester.
- 2- A Mandatory Course on Communication Skills for Pharmacists.
- 3- Courses on Communication Skills offered at the Faculty of Medicine.
- 4- A course entitled Speech Communication offered at the Faculty of Engineering
- 5- University elective courses on Music, Sports, Photography, Drawing and Methods of Teaching.

Nevertheless, students, alumni and faculty members stated that BAU is putting too little emphasis on those competencies. That encompasses trainings in social skills as moderation, literature and community building as well activities to help students to develop arts and other competencies. Here BAU needs to invest more in that area in order to exceed quality standard requirements.

7. A real demand for improvement is seen in the internationalisation strategy of BAU. Even though round about 20% of all students do not show a Lebanese passport, the international exposure is rather limited. Here two factors are to be named in particular:

1. The international shares in the curricula might need some careful consideration.
2. While the most recent strategic plan identifies internationalisation as a major issue it has remained a top-down process that has up to now not lead to a major change in the study programmes. Joint programmes with foreign Universities do not exist, nor is the share of non-Arabic students significant.

BAU has taken appropriate means by the establishment of the international office. The impact of the office is not measurable yet. However, positive effects are to be expected. For an appropriate international exposure however, an international office is not sufficient. More investments on faculty level are needed to successfully enhance the international links of BAU and to turn the University into an institution with a solid international exposure. With the University's engagement in TEMPUS and ERASMUS MUNDUS projects a first step has been taken into the right direction, which by now needs further activities on all layers of the institution; e.g.: with regard to internationalisation: BAU lacks a bit a Key Accountant system to relate with industry, in particular with large companies. That currently is done rather erratic and decentralised. Expansion of international networks will help to accelerate BAUs development.

**Summary:** With regard to criteria III.1.3, and III.1.5–III.1.7. BAU meets quality requirements: Overall conditions for study, the curriculum and the quality of teaching guarantee a high quality, internationally oriented education ensuring graduate employability; the portfolio of courses offered is plausible.

With regard to criteria III.1.1, III.1.2 and III.1.4, BAU exceeds quality requirements: The University offers a superior level of teaching, of service, of support, and provides a high-quality infrastructure to its students; from student selection to graduates easily finding employment, it guarantees a high-quality, internationally oriented education, as well as an opportunity for personal development; the University is valued by students and companies alike, and maintains intensive networks with businesses; graduates earn an above-average initial salary.

The University's curricular portfolio (Programme Status Reports) is systematically reviewed and adapted to changing demands.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter III.1.1		X			

Chapter III.1.2		X			
Chapter III.1.3			X		
Chapter III.1.4		X			
Chapter III.1.5			X		
Chapter III.1.6			X		
Chapter III.1.7			X		

**III.2.A Research** (Description based upon the SAR according to the FIBAA requirements: Criteria for Institutional Accreditation:

1. *The University's research strategy and the respective key performance indicators regarding implementation*
2. *Implementation of its general strategy in research activities and respective perspectives for the future*
3. *Implementation of research activities into teaching and communication of research outcomes and transfer of knowledge*
4. *Continuous up-to-date research*
5. *QA of the University's research: Measurement)*

#### **III.2.A.1 The University's research strategy and the respective key performance indicators regarding implementation**

BAU seeks excellence in research and is concerned with its quality and innovativeness. In addition, BAU is committed to enhance research activities nationally and internationally. "BAU promotes the conduction of high quality research" is an important objective in the new strategy. BAU also has a research policy that describes the commitment of the University to support and encourage the academic staff to participate in international conferences and to publish their scientific research works in top ranked journals. The details towards steps of innovation are presented in the 2013-2018 strategy.

BAU supports research activities in different aspects by considering research incentives, upgrading the research environment, facilitating the hosting, and organization of national and international conferences and events.

The indicators of performance that are used to measure and ensure the successful implementation of BAU research strategy are:

- The publications in highly indexed journals have been increased.
- Increasing the number of research projects
- Participating in national and international scientific events
- Developing Faculties' research plans.
- Organizing BAU Research Day.

#### **III.2.A.2 Implementation of its general strategy in research activities and respective perspectives for the future**

The 2013-2018 strategy involves different strategic areas, other than research, which serve the progress of research at the University level. Under the strategy of education, some actions of two different educational objectives were related to research. The main points include BAU's intentions to provide clear articulation and development of the teaching/research link and to consider work-related learning and research-teaching linkages in the academic programmes. In addition, research-based education is highly considered in the undergraduate and postgraduate curricula.

One of BAU's objectives is to ensure that its research outcomes are beneficial for society and economy. This objective can be achieved by assessing community needs, directing public engagement to on-campus research, orienting BAU's campus research outcomes toward the benefit of society and the economy, and supporting research related to industry.

In addition to BAU's clear future vision for research, each faculty also has its own plan of research. These research plans focus mainly on the continuous upgrading of research facilities including libraries and laboratories, promoting multidisciplinary research within the faculty, encouraging publications in high-ranking journals and promoting collaboration with other institutions. It is worth mentioning that in seeking excellence in specific areas, BAU is currently planning to establish a kidney research unit at the Department of Pharmacology and Therapeutics, Faculty of Pharmacy.

Recognizing the importance of scientific and applied research, BAU is committed to foster a research culture conducive to solving community problems. BAU research policy facilitates the application of its strategy through adopting mechanisms to overcome the obstacles that may emerge during the processing of the strategy. The policy highlights the rules, provisions and procedures that govern BAU's support for research activities.

### **III.2.A.3 Implementation of research activities into teaching and communication of research outcomes and transfer of knowledge**

BAU is keen on linking research outcomes to education through focusing on this concept to be transferred to the Faculty programmes. To help in conveying the research outcomes from different settings into BAU's academic environment, BAU encourages its academic staff's participation in national and international conferences. After attending the conference, the staff member makes a presentation to explain what is new in his/her specialty, in the presence of academic staff members and students. The research outcomes are then transferred and communicated into BAU staff members and students.

A major part of the research outcomes and knowledge transfer is facilitated through joint collaboration in research and theses supervisions.

BAU encourages the invitation of international academic staff in different specialties to explain their latest findings in research and to give their suggestions on the progress of research.

### **III.2.A.4 Continuous up-to-date research (combined with III.2.A.5 QA of the University's research: Measurement)**

BAU prepares an annual research report that lists all the research work conducted throughout the previous year, as well as the publications and conferences attended by the academic staff in all faculties. With the annual research report at hand, BAU continuously evaluates the quality of research conducted by the academic staff and postgraduate students through different indicators. Accordingly, BAU periodically checks:

- The quality of academic staff and postgraduate students publications.
- Number of articles published in high index journals.
- Number of applied research in any given field.
- Number of community-based research.
- Number of funded research, both nationally and internationally.

At the community level, BAU aims to advance innovation in community-based research, through carrying out research to meet community needs and ensuring that the research activities are exploited and disseminated for the benefit of society and the economy. Additionally, BAU endeavours to develop a supportive research environment through a number of actions:

- Organizing conferences and workshops.
- Setting up a University-wide research fund to allow strategic investment in

identified areas of research.

- Exploiting the available BAU networks to support and internationalize BAU research.
- Orienting research towards application by collaborating with end uSARs.

Accordingly, BAU encourages its faculties to improve their research plans, supports interdisciplinary research among various faculties and programmes, improve the available and shared research facilities, and support individual and collaborative research work. In addition, BAU focuses in its 2013-2018 strategy, for the coming five years on creativity and innovation in research.

### III.2.B Additional facts based upon results of the site visit and additional documents

(taking into account the respective **FIBAA** Indicators:

1. Benefits for the target groups
2. Focus on future
3. Creativity
4. Effectiveness
5. Efficiency)

#### III.2.B.1 Additional findings

Indicator	Result
<b>Benefits</b> - Meet requirements of target group - Impact on society by T&R&Transfer - Importance of T&R for target group - Benefits for the HEI by T&R&Networks - Management contribution to benefits	<ul style="list-style-type: none"> <li>• They have KPI to evaluate the outcomes</li> <li>• In Pharmacy they established 6 laboratories.</li> <li>• Appraisals for research performances are part of a the total faculty member evaluation by the dean</li> <li>• There is a knowledge transfer from research to teaching and into the community.</li> <li>• Providing community services that include water and soil analyses</li> </ul>
<b>Focus on future</b> - Impact of forecasts on mission/Strategy - Design of processes to meet requirements - Role of networks to design future - Management tools to encourage HRs innovativeness	<ul style="list-style-type: none"> <li>• SWOT analysis, developing mission, vision, strategic areas including objectives and actions as well</li> <li>• There are interests to enlarge the size of third party funded research and services.</li> <li>• Assessing the community needs</li> <li>• Research: BAU plans to establish an evaluation scheme for research in the next years</li> <li>• Considering research based education in the undergraduate and graduate curricula</li> <li>• A research committee (Institutional Review Board) has been established that follows the research activities inside BAU.</li> <li>• Conducting research for solving problems on national level</li> <li>• Enhancing the role of BAU Centre for Environment and Development</li> </ul>

<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>- How dynamic &amp; flexible are processes</li> <li>- Which innovations implemented recently</li> <li>- QA on Research and teaching is up-to-date</li> <li>- How innovativeness is encouraged by networks</li> <li>- How Management encourages HEI-entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance in research is established since this year. Not too clear what is it made of.</li> <li>• Adopting new trends in teaching and learning as well as in research</li> <li>• Encouragement to set co-operation with HEIs abroad.</li> <li>• There is an agreement with various HEIs. But it seems no strategy is available to select the suitable institutions.</li> <li>• BAU issued a Research Policy.</li> </ul>
<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>- Adjustment of mission/strategy/processes</li> <li>- Are there key performance indicators</li> <li>- Selection of network partners</li> <li>- Management contribution to maintain/develop network</li> </ul>	<ul style="list-style-type: none"> <li>• Research is mandatory for faculty members</li> <li>• Research: BAU invested quite a lot in renovating laboratories and establish constantly new focuses in research</li> <li>• BAU wants research to be focussed on identified societal challenges</li> <li>• It is evaluated in the annual appraisal talk</li> <li>• BAU does not use a clear evaluation scheme to value the contribution by the research results (A-Journals etc.) in all faculties. There is no clear indication of what their research efforts shall be focussed on.</li> <li>• PhD Students: They get the resources they need and some faculties have agreements for joint supervision of PhD students. They feel that the supervisors are competent and devoted for supervising them.</li> <li>• Research Meeting: Evaluation by publications mainly. They have 200 publications in scientific journals (do not know about rankings of journals in all faculties)</li> <li>• Research: Funding is increasing</li> <li>• Criteria: reputation of academic institutions, exchange of academic staff, researchers, students; joint research projects; joint supervision of theses; mutual benefits; scope of activities;</li> </ul>
<p><b>Efficiency</b></p> <ul style="list-style-type: none"> <li>- Availability of resources to accomplish the mission</li> <li>- How distribution of resources is done</li> <li>- Is distribution of resources efficient</li> <li>- Impact of Stakeholders on efficiency</li> <li>- Management contribution to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Research has been upgraded in promotion issues. So when a faculty member seeks for promotion a certain research outcome level has to be reached.</li> <li>• Research resources are continuously maintained and developed</li> <li>• Providing free access to highly indexed online journals and data bases</li> <li>• Stakeholder to Research: CNRS: BAU intercepts frequently by grants for faculty members; in other industrial they co-operate in industrial co-operations. They are active in proving projects. Sc. Adv. CNRS: They are the only institution to support research for HEIs. They found between 60 –</li> </ul>

	<p>120 project per year. They funded -7-8% of total at BAU projects. In environmental research, BAU efforts are increasing from a low basis. BAU is No. 3 among the Lebanese HEIs Lebanese Atomic Energy Commission (LAEC). In nuclear energy there is very close cooperation with faculty of science.</p> <ul style="list-style-type: none"> <li>• Research Committee: Selection of conference participants is regulated by rules.</li> <li>• Management ensures that BAU research and outcomes are beneficial for society and community.</li> </ul>
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### III.2.C Appraisal

1. BAU's main focus in the past was put on teaching. Research had been seen in the past as of less importance than teaching. This has changed with the most recent strategic plan. Under the on-going strategic plan stronger emphasise is laid on research. The University has started in conjunction with the strategic plan to invest in its research infrastructure. During the site visit laboratories had been visited and the quality of the labs had been evaluated. It looks like BAU is here on a very good track that hopefully will maintain its momentum.

2. The insufficient experience in research experience becomes prominent when looking at the research management tools. Here BAU meets quality standards required, even though there is some variety in the performance among the various faculties. Although KPIs for research have been developed and established, there are the following shortcomings:

1. There is no clearly defined evaluation scheme (KPIs) for research performance. However, faculty members gain some management support in allocating their research resources.
2. Core competence fields are not identified and strategically established. Even though it is common sense in the setting of modern Universities to establish a knowledge triangle by the setting of an entrepreneurial University approach, BAU is hardly responding to those concepts.
3. The amount of grants and funding from third parties is still not overwhelming, even though CNRS is stating increasing numbers of projects with BAU and BAU is third among the Lebanese Universities funded by CNRS.  
Since BAU has recently improved the internal management and framework for research opportunities, the reviewers hope that these activities will accelerate the intended research outcomes of the faculties.

3. The knowledge transfer in the knowledge triangle is not visibly institutionalised at BAU. Even though according to the contemporary strategic plan research is required by each faculty member, there is no mechanism established for a systematic knowledge transfer from research to teaching. Accordingly it is not surprising that frequently conference visits are quoted as research. Here a larger focus might be laid on the procedures and criteria to be met by the faculties' research. In particular those should be set based on outcomes not on outputs like participation in projects or alike.

4. As has been stated above, BAU meets the quality standard requirements by establishing a KPI system for research. However as also stated above the KPI system does currently not fully serve the purpose. A more outcome oriented KPI system is preferable on the individual as well as on the organisational layer. On the individual layer a more consistent and effective KPI system might help to increase the faculties research performance and to identify

bottlenecks in the research agenda. On the organisational level a more sophisticated KPI system would help to strengthen (inter-)disciplinary research competencies and clusters that will help to generate core competence fields that provides BAU with an USP.

5. The quality of research at BAU, even though quite different in the various faculties, is in average just meeting the requirements. The emergence of a research reputation depends heavily on the resource allocated to research. BAU is accordingly on the right track in its strategic plan to enlarge investments in research in the next years. However, it might be worth to learn from other HEIs that a top-down approach does not always seem to be the best approach to establish strong research forces. It might be of help to BAU to compare its research management structure to those at HEIs with a stronger research power. Establishing research deans, indicating clear performance criteria to faculty members as well as developing fields of core competencies might be appropriate to raise BAU's research performance to a level that exceeds quality requirements. In addition, the reviewers recommend considering to enhance the example at the Faculty of Pharmacy, which established Junior Research Teams (JRT) in Medicinal Chemistry and Phytochemistry specialties, to all faculties.

**Summary:** The research profile of BAU meets quality requirements in all criteria: The University pursues a plausible research strategy embedded in the University's overall strategic orientation; the transfer of findings from research into teaching occurs on a systematic basis.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter III.2.1			X		
Chapter III.2.2			X		
Chapter III.2.3			X		
Chapter III.2.4			X		
Chapter III.2.5			X		

#### IV. Dynamics

**IV.A. Dynamics** (Description based upon the SAR according to the FIBAA requirements: Criteria for Institutional Accreditation:

1. *Approach to deal with changes within its environment*
2. *Change processes on its own initiative (goals, steps)*
3. *Quality management system regarding continuous and systematic development of the University*
4. *Measures in order to promote continuous development of its employees*
5. *Role of diversity within the framework of the University's strategy*
6. *Significant changes (strategy, infrastructure, networks) within the last 3-5 years)*

#### **IV.A.1 Approach to deal with changes within its environment**

BAU is responsive to the demands of its surrounding environment and it interacts dynamically for the benefit of both. BAU itself was launched, in response to the strong community need, a high-quality education to Lebanese people. In this regards, BAU established several programmes such as the Pharm.D. programme, Nutrition programme, Woman Studies Diploma, Education Diploma, Master of Radiation Protection, MBA in Supply Chain Management and others, based on the scanning of the community's needs and the feedback collected from different sectors. Recently in 2013, BAU established and launched a Petroleum Engineering programme in response to the discovery of petroleum in the Lebanese coastal strip. In the SWOT analysis conducted in 2007, it was found out that stakeholders were concerned about graduates communication skills and the proficiency of the English language. Accordingly, an English intensive course and a communication skills course were designed and offered to the BAU students. In addition, BAU decided, after sensing the interest of the Lebanese community in interior design and the market need for this profession, to start the process of establishing a new faculty of "Design and Arts". BAU is currently designing the curriculum and recruiting staff for this new faculty, aiming to start the study in the academic year 2014/2015.

#### **IV.A.2 Change processes on its own initiative (goals, steps)**

BAU with a desire to change its environment, to cover the needs of its community and to engage in more public activities, has initiated change processes on its own initiatives at the University and faculty levels. BAU initiatives are offered as a result of the community needs on one hand, while these initiatives will help improving and shaping the community, on the other hand.

BAU main campus was established in 1960 in Beirut, then over the years it expanded and covers the Lebanese territories to reach Debbieh, Mont Lebanon region, Tripoli and Bekaa at the East territory.

BAU, with its four focal points, was able to interact with and affect positively its surrounding communities through providing high quality education to the students, while offering different services to the public and responding to their needs and developing their cultural and social status. The areas, where BAU sites and branches were established, rebounded and flourished. Debbieh was occupied by a small population, yet when BAU established this site, the area is being changing and prospering, and there has been a significant social development represented by an increase in the number of inhabitants, construction, housing and the related services.

#### **IV.A.3 Quality management system regarding continuous and systematic development of the University**

The action plan of BAU strategy starts with the identification of the University's internal points of strengths and weaknesses and the external opportunities and threats. The execution of actions is followed and assessment of performance is monitored, aiming to accomplish the desired goals and to achieve the University's mission.

BAU established a dynamic internal system to monitor and evaluate the internal academic and administrative performance. The quality assurance process of BAU is applied and placed at each level of institutional function including ongoing evaluation of faculty programmes and curricula and research activities.

BAU is committed to ensure and improve the quality of the offered academic programmes based on international standards, guidelines and criteria to cope with the breadth of human knowledge and up-to-date technologies and to make the graduates compete for the best job opportunities. In this regard, the Faculty of Architectural Engineering was awarded an international validation by the Royal Institute of British Architects (RIBA) for its programme starting from June 2012 for a period of 5 calendar years. In addition, the Faculty of Engineering and the Faculty of Science attained the international accreditation in 2013 by the

Accreditation Board for Engineering and Technology (ABET) of USA for its Electronics and Communication Programme and Computer Science programme. Moreover, most of BAU's Faculties have already contacted international accrediting bodies seeking the accreditation for its programmes such as:

- The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) from USA, for the Journalism and Mass Communications programme at the Faculty of Arts. The documents for the accreditation have been prepared and the Faculty is waiting for the site visit;
- The Australian Psychology Accreditation Council (APAC) from Australia, for the Psychology programme at the Faculty of Art. The documents for the accreditation have been prepared and the Faculty is waiting for the site visit.
- Swiss-German Foundation for International Business Administration Accreditation (FIBAA) for the Business Administration programme and MBA programme at the Faculty of Business Administration. The self-assessment report has been prepared; the site visit will take place in March 2015.
- Canadian Society for Chemistry (CSC) from Canada, for the Chemistry programme at the Faculty of Science.
- The Canadian Council for Accreditation of Pharmacy Programmes (CCAPP) from Canada, for the Pharmacy programme. The Faculty received the pre-accreditation visit in May 2012.
- Association for Dental Education in Europe (ADEE) from Ireland, American Dental Association (ADA) from USA for the Dentistry programme. The Faculty received the visit of ADEE in April 2014.
- Canadian Association of Schools of Nursing (CASN) from Canada for the Nursing programme at the Faculty of Health Sciences, which is waiting for the accreditation visit.
- World Confederation for Physical Therapy (WCPT) from England for the Physical Therapy programme at the Faculty of Health Sciences. The self-assessment report is under preparation according to the criteria of WCPT.

In addition, BAU has applied for the Institutional Accreditation by FIBAA.

#### **IV.A.4 Measures in order to promote continuous development of its employees**

To promote the development of their intellectual skills and abilities, BAU is keen to offer training programmes for its employees. In 2012, extensive training courses were held for all the non-academic staff and young academic staff in order to raise their awareness entitled productivity and communication skills. In addition, BAU encouraged delegates and individuals to attend workshops and conferences to update their knowledge and to get acquainted with new concepts and ideas. Currently, BAU is planning to implement a professional programme in order to promote the community professional development of its non-academic staff. In addition, a special training programme for the enhancement of academic staff skills in BAU was implemented in spring 2014.

#### **IV.A.5 Role of diversity within the framework of the University's strategy**

Diversity encompasses differences in culture, background and experience among individuals and groups, where different people have their unique outlook reflecting the surrounding social and cultural ideas and concepts. BAU is committed to create an atmosphere of intellectual freedom to support personal growth, and calls for respecting differences among people. According to its own perception actually, diversity is one of the seven core values, which states that "BAU is to promote tolerance of differences and respect for the other", in its 2013-2018 strategy. According to the core value BAU believes in the equality of people, the value of individual differences, and the unlimited potential of the human spirit, and today BAU sees itself on the way towards a multiracial, multicultural, multi-religion and multigenerational academic community.

Accordingly, BAU is dedicated to enrich its campus community to contain a diverse mix in student, academic staff and non-academic staff. The University welcomes individuals belonging to different groups encompassing their various characteristics, that comes from different colours, genders, races, religions, languages, political views, geographical locations, physical abilities and socioeconomic status.

BAU is committed to assure that its educational programmes, facilities and experience are accessible to all the Lebanese and non-Lebanese citizens. It promotes the interaction with people belonging to different cultures, races, ethnic groups and backgrounds.

BAU recently released its Code of Ethics, which states that the University is keen on realizing the principle of equality and the repulsion of extremism and discrimination among members of the human community, and offering them equal opportunities regardless of colour, race, religion, origin, family status, gender, age, physical disability, social status, or social class... etc.

Out of 211 full-time academic staff, 141 are males while 70 are females. In addition, out of 318 employees at BAU, 162 are females while 156 of them are males.

BAU has been appointed females in top positions such as the director of public relations, director of student affairs, director of human resources and five deans.

This diversity in academic staff is clearly evident on a mixture of Lebanese and non-Lebanese; out of 211 faculty staff 131 are non-Lebanese while 80 are Lebanese.

#### **IV.A.6 Significant changes (strategy, infrastructure, networks) within the last 3-5 years**

BAU issued a research policy that describes the commitment of the University towards supporting the faculty members to conduct effectively in the scientific advancement and facilitating their participation in international conferences and to publish their scientific production in top-ranked journals.

Developing the research culture for elite undergraduate students is one of the strategic goals of the interactive learning operation. Allowing early exposure to research experience improves the creativity and innovative sense of the students, the fact that may enrich the scientific society with pioneer researchers. In this context, Junior Research Club (JRC) was established in the academic year 2012/2013 as a prototype at the Faculty of Pharmacy to support outstanding undergraduate students.

BAU is constantly enhancing and upgrading its current academic programmes and improving the faculties' curricula. "To constantly improve and enhance the programmes and curricula" is one of the strategic objectives of BAU. The University established the curricula committee to follow up the enhancements and changes of the faculties and applying for the new programmes.

In 2013-2018 strategy, BAU strives to deepen public engagement, to be a good neighbour and to engage with the communities in which BAU works and to collaborate with them for mutual benefit. To accomplish these, BAU is determined to promote stronger collaboration and partnerships between the University and the community, ensure that BAU research outcomes are beneficial for the society and the economy.

#### **IV. B Additional facts based upon results of the site visit and additional documents**

*(taking into account the respective FIBAA Indicators:*

- 1. Benefits for the target groups*
- 2. Focus on future*
- 3. Creativity*
- 4. Effectiveness*
- 5. Efficiency)*

#### IV.B.1 Additional findings

Indicator	Result
<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>- Meet requirements of target group</li> <li>- Impact on society by T&amp;R&amp;Transfer</li> <li>- Importance of T&amp;R for target group</li> <li>- Benefits for the HEI by T&amp;R&amp;Networks</li> <li>- Management contribution to benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Many changes in regard to T&amp;R and community services since 2006.</li> <li>• The share of female and non-Lebanese teachers is fairly high.</li> <li>• The student body on the faculty level is well integrated but hardly on any upper level.</li> <li>• Students propose: Representation in all committees on all levels. They are committed and want to contribute more strongly to the development of the BAU. That even so they feel they have got good access to the institutions.</li> <li>• Students' requests: Lower tuition fees; higher internet speed; better quality of digital administration tools.</li> <li>• Faculties offer students opportunities to engage in community and other activities related to social responsibility</li> </ul>
<p><b>Focus on future</b></p> <ul style="list-style-type: none"> <li>- Impact of forecasts on mission/Strategy</li> <li>- Design of processes to meet requirements</li> <li>- Role of networks to design future</li> <li>- Management tools to encourage HRs innovativeness</li> </ul>	<ul style="list-style-type: none"> <li>• SWOT analysis, developing mission, vision, strategic areas including objectives and actions as well</li> <li>• The integration of student body on hierarchy levels above faculties is an objective for the future</li> <li>• Students: More international relations; more involvement in modern IT technology; training for students in issues like quality assurance; more joint programmes with Universities in other countries; more sponsorships for student events; relationship with alumni should be enhanced; more language courses available.</li> </ul>
<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>- How dynamic &amp; flexible are processes</li> <li>- Which innovations implemented recently</li> <li>- QA on Research and teaching is up-to-date</li> <li>- How innovativeness is encouraged by networks</li> <li>- How Management encourages HEI-entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment, feedback, continuous tuning actions and corrective measures</li> <li>• Organizing and participating in social events</li> <li>• Administration: Problems are collected via the boards and committees. They also interrelate with other stakeholders as alumni. In recent times they have started a pro-active approach at BAU.</li> <li>• Administration: They have changed the admission criteria to select the students. The department of student life is very active;</li> <li>• Academic and Non-academic staff development</li> <li>• Innovation in community services</li> </ul>
<p><b>Effectiveness</b></p> <ul style="list-style-type: none"> <li>- Adjustment of mission/strategy/processes</li> <li>- Are there key performance indicators</li> <li>- Selection of network partners</li> <li>- Management contribution to maintain/develop network</li> </ul>	<ul style="list-style-type: none"> <li>• KPI exist on various levels. They are f.i. research outcome, performance of faculty in teaching, management, community contribution etc. There is a clear structure</li> <li>• They all have 40 hours working hour commitment per week. Lecture hours depend on status (tenure), additional activities (head of centre) etc. On average they teach 9-12 hours a week. In committees they work depending on their involvements/status on</li> </ul>

	<p>average 3-5 hours per week.</p> <ul style="list-style-type: none"> <li>• The workload is regulated by bylaws for the whole BAU. The reported working hour for BAU is 40h per week. They teach up to 12h in under- or post-graduates plus courses to professional training. There is workload reduction for research. Successful research needs to be promoted. At some faculties they have research units to support them.</li> <li>• Continuous evaluation: minutes, reports, achieving indicators, committees' feedback, proposing corrective measures</li> <li>• Criteria: reputation of academic institutions, exchange of academic staff, researchers, students; joint research projects; joint supervision of theses; mutual benefits; scope of activities;</li> </ul>
<p><b>Efficiency</b></p> <ul style="list-style-type: none"> <li>- Availability of resources to accomplish the mission</li> <li>- How distribution of resources is done</li> <li>- Is distribution of resources efficient</li> <li>- Impact of Stakeholders on efficiency</li> <li>- Management contribution to efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Applying entrepreneurial thinking in teaching and learning</li> <li>• The Advisory committee includes expertise and figures, belonging to different domains, from the Lebanese society.</li> </ul>

#### IV. C Appraisal:

1. BAU is in close contact with its external stakeholders and holds structured meetings with them to match and influence changes resulting in its environment. The Advisory Committees of the Faculties composed by sophisticated members of the Lebanese community meets twice a year. Alumni are establishing coordinates both among themselves and also with the University in different areas. Strong relations with employers and the National Centre for Scientific Research (CNRS) does not only enable the University to keep its programmes up-to-date and relevant but also creates job opportunities and contributes to the research capacity.

2. BAU through its Strategic Framework 2013-2018 has clear goals and objectives with performance indicators. Thus it follows a proactive strategy in shaping the University and its environment.

3. As a significant element of quality assurance system, BAU has all of the basic bylaws, rules and regulations written and implemented. It applies the PDCA cycle in a number of cases to improve the quality of teaching and learning at the University. In this respect in carries out surveys, collects the views of its internal and external stakeholders and analyses this information and develops strategies for continuous improvement at its premises.

4. RIBA and ABET accreditations and initiatives taken to accredit the other programmes shows the significance attached to quality assurance and improvement. BAU has already taken major steps to foster the quality culture among its staff, but may take attention of the

variety of actions at the same time in order to avoid to get overwhelmed by complexity of actions.

In order to improve the teaching effectiveness of its teaching staff, BAU organizes workshops mainly on pedagogy, involving course design, class management and assessment of student works.

5. BAU is a cosmopolitan University, with students, academic and administrative staffs from various nationalities, religions and gender. Non-discrimination is a major policy implemented at the University. They attach great importance to the equal representation of each group in academic and administrative affairs of the University.

6. BAU has managed to gain quite some momentum in all its actions. With regard to infrastructure all campuses are very well equipped. Debbieh Campus has been developed since 6-7 years. It is subject to constant investments. The IT infrastructure as well as the academic infrastructure is above standard. With the establishment of the Strategic Framework 2013 – 2018 momentum has increased. The plan is highly ambitious and gives all actors clear guidance on where to develop.

**Summary:** With regard to criterion IV.4, BAU meets quality requirements:

The University actively monitors changes and takes them into account in its areas of activity; it is dynamic and achievement-oriented, and strives to achieve diversity in terms of the make-up of its faculty, administrative staff, and student body; it participates in University development initiatives nationally and, in some cases, internationally.

It possesses a quality management system, which is comprehensive and leads to tangible consequences.

With regard to criteria IV.1, IV.2, IV.3, IV.5 and IV.6, BAU exceeds quality requirements:

The University is dynamic and achievement-oriented; diversity in terms of the make-up of its faculty, administrative staff, and student body is a matter of course; the University plays an active role in the shaping of its regional and national community; it does not simply react to societal change, but instead takes an active role in the shaping of its environment and of society by developing, promoting, and implementing appropriate measures; It plays an important role, both nationally and internationally, in University development initiatives.

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
Chapter IV. 1		X			
Chapter IV. 2		X			
Chapter IV. 3		X			
Chapter IV. 4			X		
Chapter IV. 5		X			
Chapter IV. 6		X			

## **B. Facts and Evaluation of the SWOT-Analyses**

Annotation: BAU has provided SWOT-Analyses for each chapter within the self-assessment report. Due to data protection regulations they are not described in detail here.

### **B.1 Facts** (based upon the SAR according to the FIBAA requirements)

#### **B.1.1 The Continuous Assessments of the Institution**

SWOT analyses in BAU were carried out on students, academic programmes and curricula, academic staff and non-academic staff, graduate programmes, partnerships and cooperation agreements, as well as services and facilities. Progress was monitored and reviewed annually through the University Strategy Committee, and adjustments were made where appropriate. BAU conducted also a cross-sectional survey during 2011 to follow up on the progress that had been achieved. The survey covered the entire University: 99 academic staff members, 111 non-academic staff members, 170 graduate students, and 1149 undergraduate students. The survey also explored the level of the satisfaction in the areas of education, programmes, research, partnership, salaries, annual vacation, and health insurance. Moreover, the survey explored the satisfaction of non-academic staff in the areas of working environment, rules and policies, salaries and annual vacation, raising funds and resources, and communication systems. For students, the survey focused on the quality of education, programmes, research, facilities and the information technology services, fees, careers and admission exams.

Towards setting up the new five-year University Strategy for 2013-2018, the BAU Strategy Committee has been set up. To enable the BAU Strategy Committee to accomplish the precise and objective formulation of the strategy, adequate measures have been taken towards the fulfilment of this aim by addressing the various faculties and administrations to elicit their views on the different strategic issues as specified by the Committee. These issues include Teaching and Learning, Research and Graduate Students, Resources and SARvices. At the same time the University SWOT analyses were conducted through the development of surveys and scales. These were then addressed to the academic staff members, administrative departments and centres at the University.

A “think tank” meeting was held, and included the Head of the University Board of Trustees, the President of the University, the Vice-Presidents, the BAU Secretary General, Deans, Assistant Deans, student representatives, and the directors of administrative departments and centres to present and discuss suggestions for the preparation of the University’s strategy. In addition, BAU also elicits the oral feedback of the stakeholders and the community, through direct observations and different technical and non-technical meetings with internal and external bodies.

The 2013-2018 strategy has been then prepared and launched late 2013. Based on the identification of the strengths, weaknesses, opportunities and threats, the 2013- 2018 strategy defines the areas to be focused on in comparison with the previous strategy.

BAU’s strategic objectives are continuously monitored and reviewed. The objectives are flexible to respond timely to specific opportunities and threats that may appear in the competitive fields.

#### **B.1.2 SWOT analyses**

In order to link the assessment of the institution to the FIBAA standards, the surveys were modified in September 2013 according to the structure required by FIBAA (Management, Networks, Teaching and Learning, Research and Dynamics).

Each survey includes more than 30 questions which are distributed among the different sub-standards, and the resulting weighted average is calculated for each one. Then,

according to administered surveys, the results are correlated with the strengths, weaknesses, opportunities and threats.

The final judgement of the attainment of the BAU outcomes for each standard is determined according to the following rules:

If the weighted average exceeds 80%	Exceeding Expectations (EE)
If the weighted average ranges between 70% and 80%	Met Expectations (ME)
If the weighted average ranges between 60% and 70%	Progressing towards Expectations (PE)
If the weighted average is below 60%	Does Not Meet Expectations (DNME)

### B.1.2.1 SWOT analysis regarding Management

A survey was designed according to FIBAA standards of Management and conducted in the fall of 2013 on 222 academic staff members and 226 non-academic staff members. The questions were grouped in different sections for each substandard and the resulting weighted average was calculated for each one.

The SWOT analysis results were used in preparing the 2013-2018 strategy in the following main relevant strategic areas:

- Enhancing the effectiveness of the University's governance system through revising the University hierarchy; giving more flexibility to BAU administration concerning the budget resources and in setting norms of compensation to respond to changing market conditions; preparing clear job descriptions and identifying the responsibilities of the academic staff and non-academic staff; establishing a proper constitution of committees and working groups to achieve the desired objectives; introducing new posts and units to improve the quality of performance; monitoring and reviewing continuously the University policies and procedures of the governance system; strengthening the internal auditing of the University.
- Improving decision-making and accountability through selecting effective educational and administrative leaders; applying effective decision-making procedures; providing a suitable margin for decision-making and autonomy for the University departments and units; consistent with the values of the University; following the appropriate implementation of decisions; as well as reviewing and evaluating previously taken decisions.

### B.1.2.2 SWOT analysis regarding Networks

According to FIBAA standards, a survey on network activities was carried out in the fall of 2013 on 182 respondents from the BAU academic staff, non-academic staff and students. The questions were grouped in different sections for each Network substandard and the resulting weighted average was calculated for each one.

The SWOT analysis results were used in preparing the new BAU network strategy 2013-2018 in the following three relevant strategic areas:

- Deepening Public Engagement
  - o Public engagement reflects to what extent the academic staff members interact with the local and global communities. Engagement with the civil society is essential to certify that academic and professional activities have indisputable economic, social and cultural benefits. This strategic area is addressed through BAU centres, agreements and activities.

- Strengthening Alumni and Friends Network
  - o BAU is committed to build a strong relationship with its alumni and friends based on mutual cooperation, benefit and confidence that should be cherished and maintained.
  - o Enhancing International Relations
- In order to promote its position at the international level, BAU encourages further development of international cooperation with other international institutions in the fields of education, research and the exchange of students, researchers, as well as academic staff.

#### **B.1.2.3.1 SWOT analysis regarding Teaching**

A survey on teaching and learning was conducted in the fall of 2013 for 1877 students and staff members from different faculties. The survey included different questions, which are grouped in areas according to the FIBAA standards. Proper strategic actions were taken in preparing the 2013-2018 strategy through the following objectives: achieving excellence in education, promoting academic staff excellence, improving academic and student services and providing a rich University life for all students. Supporting outstanding students and increasing the number of the scholarships are among the points that will be worked on in the next five years.

#### **B.1.2.3.2 SWOT analysis regarding Research**

Research was one of the main self-evaluation activities in the SWOT analysis conducted by the University. According to the results of the last SWOT analysis conducted for 250 academic staff members from different faculties BAU dedicated a strategic area for research.

#### **B.1.2.4 SWOT analysis regarding Dynamics**

University dynamics SWOT analysis was carried out in Fall 2013 for academic staff and non-academic staff, where many areas are covered according to FIBAA standards, such as the interaction of the University with the surrounding environment, the internal actions taken regarding the University response towards the community needs, the continuous and systematic development of the University regarding resources and performance improvement, the diversity within the framework of the University's strategy and dynamics issues related to teaching and learning as well as research. According to the results, the University's approach towards changing its community is among the strategic objectives that are considered in BAU's 2013-2018 strategy.

### **B.2. Evaluation**

In line with the BAU commitment to continuous evaluation, BAU seems to be used to SWOT analyses as diagnostic tools, each followed by respective decisions regarding strategic improvement plans.

The SWOT analyses reported in the SAR refer and are based on respective FIBAA requirements for Institutional Accreditation. They are sources of evidence of the quality culture of BAU.

Based on surveys among the respective target groups, the results are related to the respective perceptions. With regard to Management and Networks it was observed that most of the items met or progressively met the expectations through the continuous actions taken by BAU. With regard to Teaching the SWOT results proved that all the items met the expectations according to BAU scale as they exceeded 70%. Although BAU assigned a new position, "Dean of Scientific Research and Development", in 2012, which later was

changed to become “Dean of Postgraduate Studies and Research”, the SWOT analysis results regarding research showed some need for action, which aims at raising the quality and structure of research trends. Nearly the same is true with regard to the results of the SWOT analysis regarding Dynamics. Although, BAU has taken on several steps towards a community approach, there are more actions yet, which need to be done in this context.

The results of the SWOT analyses were discussed in the responsible committees. In order to advance the University, strengths and weaknesses of BAU and external threats and opportunities as well have been carefully analysed, followed by formulating a strategic plan and including the implementation of actions in line with the strategic plan: The performance is monitored (KPI) and assessed to achieve the mission of BAU. The reviewers really appreciate that the results strongly and successfully influenced the development of the BAU strategy 2013-2018. The detailed objectives and respective actions in the ten strategic areas promise success, have a focus on future and are convincingly oriented towards further successful development of BAU. Thus, the SWOT analyses and the internal reaction of all involved bodies demonstrate the entrepreneurial and innovative orientation of BAU at all levels.

### C. Quality Profile Institutional Accreditation BAU

Quality requirements	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>Chapter I Management</b>					
Chapter I. 1			X		
Chapter I. 2			X		
Chapter I. 3			X		
Chapter I. 4			X		
Chapter I. 5		X			
Chapter I. 6		X			
Chapter I. 7		X			
<b>Chapter II Networks</b>					
Chapter II 1			X		
Chapter II 2			X		
Chapter II 3			X		
Chapter II 4			X		
Chapter II 5		X			
<b>Chapter III Teaching and learning (Contents/Didactics), Research</b>					
<b>III.1 Teaching</b>					
Chapter III.1.1		X			
Chapter III.1.2		X			
Chapter III.1.3			X		
Chapter III.1.4		X			
Chapter III.1.5			X		

Chapter III.1.6			X		
Chapter III.1.7			X		
<b>Chapter III Teaching and learning (Contents/Didactics), Research</b>					
<b>III.2 Research</b>					
Chapter III.2.1			X		
Chapter III.2.2			X		
Chapter III.2.3			X		
Chapter III.2.4			X		
Chapter III.2.5			X		
<b>Chapter IV Dynamics</b>					
Chapter IV. 1		X			
Chapter IV. 2		X			
Chapter IV. 3		X			
Chapter IV. 4			X		
Chapter IV. 5		X			
Chapter IV. 6		X			