



AMERICAN
UNIVERSITY
OF BEIRUT

SELF-STUDY DESIGN

SUBMITTED TO
THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION



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TABLE OF CONTENTS

I. INSTITUTIONAL OVERVIEW.....	3
II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY.....	10
III. INTENDED OUTCOMES OF THE SELF-STUDY	12
IV. ORGANIZATION OF THE STEERING COMMITTEE AND WORKING GROUPS.....	12
V. GUIDELINES FOR REPORTING	23
VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT	25
VII. VERIFICATION OF COMPLIANCE with Accreditation-Relevant Federal Regulations.....	26
VIII. SELF-STUDY TIMETABLE	26
IX. COMMUNICATION PLAN	28
X. EVALUATION TEAM PROFILE.....	30
XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE (AIU) INDICATORS AND METRICS	30
XII. EVIDENCE INVENTORY STRATEGY	31
XIII. STRATEGY FOR IDENTIFYING SELF-STUDY SITES TO BE CONDUCTED	31
XIV. STRATEGY FOR ASSESSING THE SELF-STUDY PROCESS	31
APPENDIX A: INQUIRY PLAN TEMPLATE	33
APPENDIX B: WORKING GROUP CHAPTER TEMPLATE	34
APPENDIX C: AUB STYLE GUIDELINES HIGHLIGHTS.....	37
APPENDIX D: FILE NAMING CONVENTIONS	38

GLOSSARY OF SELECTED ACRONYMS

Acronym	Name
AIU	Annual Institutional Update
EI	Evidence Inventory
EIM	Evidence Manager
SS	Self-Study
SC	Steering Committee
WG	Working Group
AUB-Specific Acronyms	
AUB	American University of Beirut
FAFS	Faculty of Agricultural and Food Sciences
FAS	Faculty of Arts and Sciences
FHS	Faculty of Health Sciences
FM	Faculty of Medicine
HSN	Rafic Hariri School of Nursing
MSFEA	Maroun Semaan Faculty of Engineering and Architecture
OSB	Suliman S. Olayan School of Business
SCDS	School of Computing and Data Sciences

I. INSTITUTIONAL OVERVIEW

Institution Description

The American University of Beirut (AUB) is a private, independent, co-educational, and non-sectarian institution of higher learning in Beirut, Lebanon. The university is governed by an autonomous board of trustees and accredited by the Middle States Commission on Higher Education (MSCHE). Its degrees are registered with the New York State Education Department (NYSED) and the Lebanese Ministry of Education and Higher Education (MEHE).

Founded in 1866, AUB bases its educational philosophy, standards, and practices on the American liberal arts model of higher education. A teaching-centered research university, AUB has more than 820 full-time faculty members and a student body of over 9,700 students. AUB currently offers more than 140 programs leading to bachelor's, master's, MD, and PhD degrees. There are currently over 1,900 students in master's programs and over 150 in doctoral programs. AUB provides medical education and training to students from throughout the region at the Faculty of Medicine and AUB Medical Center. In 2023, the first branch campus of AUB outside Lebanon opened in Pafos, Cyprus, as the American University of Beirut – Mediterraneo. AUB Mediterraneo offers 10 academic degree programs and currently has 245 students (227 undergraduate and 18 master's students) enrolled.

AUB was established as the Syrian Protestant College in 1866. In 1920, the name was officially changed to the American University of Beirut. Women were first admitted as students in 1921. The university has eight faculties and schools, listed in order of founding: Faculty of Arts and Sciences (FAS), Faculty of Medicine (FM), Rafic Hariri School of Nursing (HSON), Maroun Semaan Faculty of Engineering and Architecture (MSFEA), Faculty of Agricultural and Food Sciences (FAFS), Faculty of Health Sciences (FHS), Suliman S. Olayan School of Business (OSB), and the new School of Computing and Data Sciences (SCDS), which will open in fall 2026. AUB alumni number over 82,000 and live in 135 countries around the world.

Mission, Vision, and Institutional Goals

Mission

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

Vision

AUB aspires to be a unique global institution of higher education that stands out as a powerful role model, one which prepares ethical leaders for just, peaceful, resilient, and relevant societies. The university serves the peoples of the Middle East and beyond by sharing our common values of freedom of thought and expression, tolerance, honesty, and respect for diversity and dialogue, and by providing opportunities for all of its community members, including those less fortunate. AUB strives to improve all aspects and stages of the human condition through teaching, service, and research, and by preparing students as impactful and empowered citizens who play a transformative role in addressing the challenges that communities and individuals face at a global, regional, and local level.

Institutional Goals

In 2020, AUB published a strategic plan named VITAL 2030, organized around five strategic pillars, corresponding to each letter of the acronym, as outlined below. It was the result of three years of intensive engagement with stakeholders across the institution. It aims to ensure AUB's future success and relevance as well as its sustainability. Beginning in 2019, Lebanon experienced one of the worst economic collapses in recent history, leading to a 98% currency devaluation and widespread suffering. This was further exacerbated by stressors from the COVID-19 pandemic and the Beirut Port explosion in August 2020, which was one of the most powerful non-nuclear explosions

in modern history. The Gaza war also affected Lebanon as its territory was subject to frequent bombings starting in 2023, which intensified in September 2024, leading to the forced displacement of over 1 million people. As of late 2019, and in response to the many crises hitting Lebanon and the region, VITAL 2030 had to be repeatedly adapted and short-term urgent strategic priorities emerged, ranging from exploring programs in terms of viability and impact to leveraging new revenue-generating activities and identifying cost-saving measures, among others. AUB recently undertook a planned mid-cycle review of VITAL 2030 in the 5th year of the 10-year strategic plan.

VITAL 2030 Strategic Plan Overview	
Strategic Themes	Strategic Goals
V Valuing our community and sharing our values	Affirm common core values for AUB
	Enhance and communicate our relevance
	Thrive more as academically elite and less as economically elite
	Assure the sustainability of our strategic path, aligned with core values
	Manage our strategic growth so that it is in sync with our mission and values
I Integrating a humanities, technology, and purpose-based education across all disciplines	Enable AUB students to acquire knowledge, skills, and attributes that are both deep – grounded in disciplinary expertise – and broad, reflecting a strong understanding of the context, connections, and real-world applicability of their disciplines.
	Ensure our graduates are fluent in critical aspects of computing and data science
	Enable a collaborative and engaged working and learning environment
	Ensure that all AUB students are effective and professional communicators across digital, visual, oral, and written media, as appropriate to their disciplines
T Transforming the university Experience	Provide an innovative and progressive campus-wide experience for students
	Empower faculty and staff as the main driving force for transforming the university experience
	Enhance alumni engagement
A Advancing a world-class research agenda	Enhance the enablers for research excellence and innovation
	Enhance AUB's research identity to be more impactful and relevant locally and regionally and recognizable internationally for its multi-disciplinary themes of excellence
	Improve research outreach and transfer of knowledge
L Lifting the quality of health and medicine across our region (LIFE)	Build educational and technical expertise and research capacity for skilled, competent, and resilient health professionals
	Develop a novel, sustainable business model for the delivery and expansion of clinical services, locally and regionally
	Design and implement innovative models and development programs to promote health and enhance the resilience of healthcare systems
	Develop, leverage, and employ state-of-the-art technologies to support human and ecosystem health
	Build local, regional, and international partnerships in order to promote human and ecosystem health and shape global health

Accreditation History

AUB was first accredited as an institution by MSCHE in June 2004, with reaffirmations in 2009, 2014, and 2019. Six of AUB's faculties and schools have earned accreditation from professional accrediting agencies, in many cases as the first or only programs of their kind outside the US to be so accredited:

- The Faculty of Agricultural and Food Sciences' BS degree in nutrition and dietetics coordinated program was accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in 2013, with reaffirmation in 2017. In 2025, the BS program's ACEND accreditation was reaffirmed under the Foreign Dietitian Education (FDE) program standards. The Masters of Science in Nutrition and Dietetics Coordinated Program (MSNDCP) was also accredited by ACEND in 2025, under the International Coordinated Program (ICP) in Dietetics standards.
- The Maroun Semaan Faculty of Engineering and Architecture's BE in civil engineering, BE in computer and communications engineering, BE in electrical and computer engineering, and BE in mechanical engineering were accredited by the Accreditation Board for Engineering and Technology (ABET) in 2010 (retroactive to 2008), with reaffirmations in 2016 and 2023; BS in chemical engineering and BE in chemical engineering were accredited in 2016 (retroactive to 2012 and 2013, respectively), with reaffirmation in 2023; BE in industrial engineering was accredited in 2023 (retroactive to 2020); and bachelor of landscape architecture was accredited by the Landscape Architectural Accreditation Board (LAAB) in 2021.
- The Faculty of Health Sciences Public Health Program (PHP) was accredited by the Council on Education for Public Health (CEPH) in 2006, with reaffirmations in 2012 and 2019 to include the BS in environmental health, BA in health communication, master of public health (MPH), MS in epidemiology, MS in environmental sciences-major environmental health, and PhD in epidemiology.
- The Faculty of Medicine was accredited by the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) International Medical Education Accreditation Council in 2019 with reaffirmation in 2025. Currently, 20 residency programs and two fellowships are accredited by the Accreditation Council for Graduate Medical Education (ACGME-I). The Postgraduate Year-1 Pharmacy Residency Program is accredited by the American Society of Health-System Pharmacists. The Continuing Medical Education programs are accredited by the Accreditation Council for Continuing Medical Education.
- The Rafic Hariri School of Nursing baccalaureate and master's degree programs were accredited by the Commission on Collegiate Nursing Education (CCNE) in 2007, with reaffirmations in 2012 and 2022.
- The Suliman S. Olayan School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB International) in 2009, with reaffirmations in 2014, 2019, and 2025.

Since reaffirmation of institutional accreditation in 2019, AUB submitted and was granted approval by MSCHE for the below substantive institutional changes:

- The offering of programs classified as "Alternative Delivery Method-Distance Education" after the submission of the first two online programs. The Online Professional Postgraduate Diploma in Green Technologies was approved in July 2017 and the second program, Online Graduate Diploma in Building Energy System, in October 2019.
- The establishment of the first international branch campus, AUB Mediterraneo, in 2023.
- The establishment of the first additional location, AUB Academic and Executive Hub in Dubai in 2025 pending a substantive change site visit.

Recent Developments – Expansion

An integral part of AUB's strategic plan, VITAL 2030, is to increase the global presence and influence of the institution. Since 2020, the university has accomplished significant milestones toward this vision, and other initiatives are still underway. One of the biggest is the establishment of AUB Mediterraneo in Pafos, Cyprus, AUB's first branch campus outside of Lebanon. Other major undertakings are the further growth of online offerings through AUB Online, the Global Engagement Initiative out of AUB's NY office, the acquisition of AUB's first community hospital outside Beirut, the launch of a new School of Computing and Data Sciences, and opening the AUB Academic and Executive Hub in Dubai.

AUB Online

In fall 2020, AUB Online was launched to expand distance learning offerings. After starting the MBA Online in 2019, an intentionally and deliberately designed graduate program delivered fully online, other faculties across the university began developing online programs to serve various unmet needs in the market. AUB Online programs include master's degrees, academic diplomas, professional diplomas, professional certificates, and courses. With over 40 programs as of spring 2026, AUB Online has educated more than 5,000 individual learners thus far.

Global Engagement Initiative

The Global Engagement Initiative (GEI) was founded in 2020 and is based out of the Debs Center, AUB's office in New York City. It aims to contribute to AUB's overarching mission of advancing global knowledge by fostering partnerships worldwide. GEI is grounded in empowering AUB's faculty and students, with a mission to generate, enhance, and broaden connections with academic institutions and think tanks at the global level. GEI aims to develop long-lasting partnerships that foster scholarly connections and expand access to research and knowledge across various disciplines, emphasizing research specific to the Middle East and Arab World while holding global significance.

AUB Mediterraneo

AUB Mediterraneo commenced operation in fall 2023 as the first MSCHE-approved branch campus of AUB, governed by the same board and president as AUB, and adhering to the same policies as the main campus, ensuring consistency and quality in its operations. Degrees awarded by AUB Mediterraneo are officially registered with the Cyprus Ministry of Education, Sport, and Youth and are accredited by the Cyprus Agency of Quality Assurance and Accreditation of Higher Education (CYQAA). This accreditation is valid until the end of spring term 2028. Though it was not mandatory, the university decided to register the campus and its programs with NYSED to: (1) provide recognition and validation of programs offered, making them more attractive to prospective students and employers; and (2) ensure that the branch campus aligns with the main campus' academic standards and objectives, promoting quality in all AUB locations. As of fall 2025, AUB Mediterraneo has 245 students (227 undergraduate and 18 master's students) from 35 countries. The number of courses being offered at AUB Mediterraneo has grown from 21 in 2023 to 76 in fall 2025, across seven-degree programs.

Keserwan Medical Center

In September 2023, AUB acquired the Keserwan Medical Center (KMC), bringing it under the umbrella of its American University of Beirut Medical Center (AUBMC). With KMC being the largest hospital in the Keserwan region, AUB is helping increase Lebanon's national health capacity and better serve the people of Lebanon and the region. This initiative not only expands the reach of AUB's prominent medical services, but also fortifies its commitment to providing world-class healthcare to a region in need.

School of Computing and Data Sciences

The new School of Computing and Data Sciences (approved by the Board of Trustees in May 2025 and opening in fall 2026) will offer bachelor's, master's, and PhD degrees. The school aspires to further advance AUB's excellence in teaching and learning, research and innovation, medical care, and institutional effectiveness, thereby leveraging its legacy to transform societies through knowledge and service and uphold its mission as the premier higher education institution in the region and beyond. It will embrace a systems view of artificial intelligence and address the role of data of all scales and across diverse disciplines—from health and medical sciences to Arabic language and the environment. It will house a world-class interdisciplinary faculty body covering the full spectrum of expertise from theory and fundamentals to tools and applications, aiming to cultivate a generation of wise leaders, thinkers, designers, and builders.

AUB Academic and Executive Hub in Dubai

Launching in spring 2026, the AUB Academic and Executive Hub in Dubai reflects AUB's commitment to expanding its regional presence and delivering world-class education, leadership development, and applied research across the Middle East. Strategically located in the Dubai International Financial Centre, the hub is designed to serve as a dynamic platform for executive education, academic collaboration, partnerships, and alumni engagement. It will also serve as a regional base for applied research, business development projects, faculty-led seminars, and stakeholder dialogues on current issues. The AUB Academic and Executive Hub in Dubai is a MSCHE approved additional location that will be utilized to offer AUB's executive Master of Business Administration (EMBA) degree program and executive education offerings.

Number of Current Employees and Students

Summary data on the number of current employees – faculty and staff – at AUB in Beirut, Lebanon, and AUB Mediterraneo in Pafos, Cyprus, are presented below.

Current Full-Time Faculty Members

University	Female	Male	Total
AUB (Lebanon)	359	482	841
AUB Mediterraneo (Cyprus)	8	14	22
Total	367	496	863

Current Full-Time Staff Members (excluding medical centers)

University	Female	Male	Total
AUB (Lebanon)	667	787	1,454
AUB Mediterraneo (Cyprus)	15	11	26
Total	682	798	1,480

Data on student enrollment at AUB (Beirut, Lebanon) by level and by modality of instruction (in-person vs. online) is presented below. Also below is data on enrollment at AUB Mediterraneo (Pafos, Cyprus), where instruction is solely in-person. All student enrollment data is as of fall 2025-26.

In-Person Student Enrollment – AUB (Lebanon)

Level	Enrollment Count
Undergraduate	7,078
Medicine (MD)	440
Master's	1,511
PhD	152
Total	9,181

Online Student Enrollment – AUB (Lebanon)

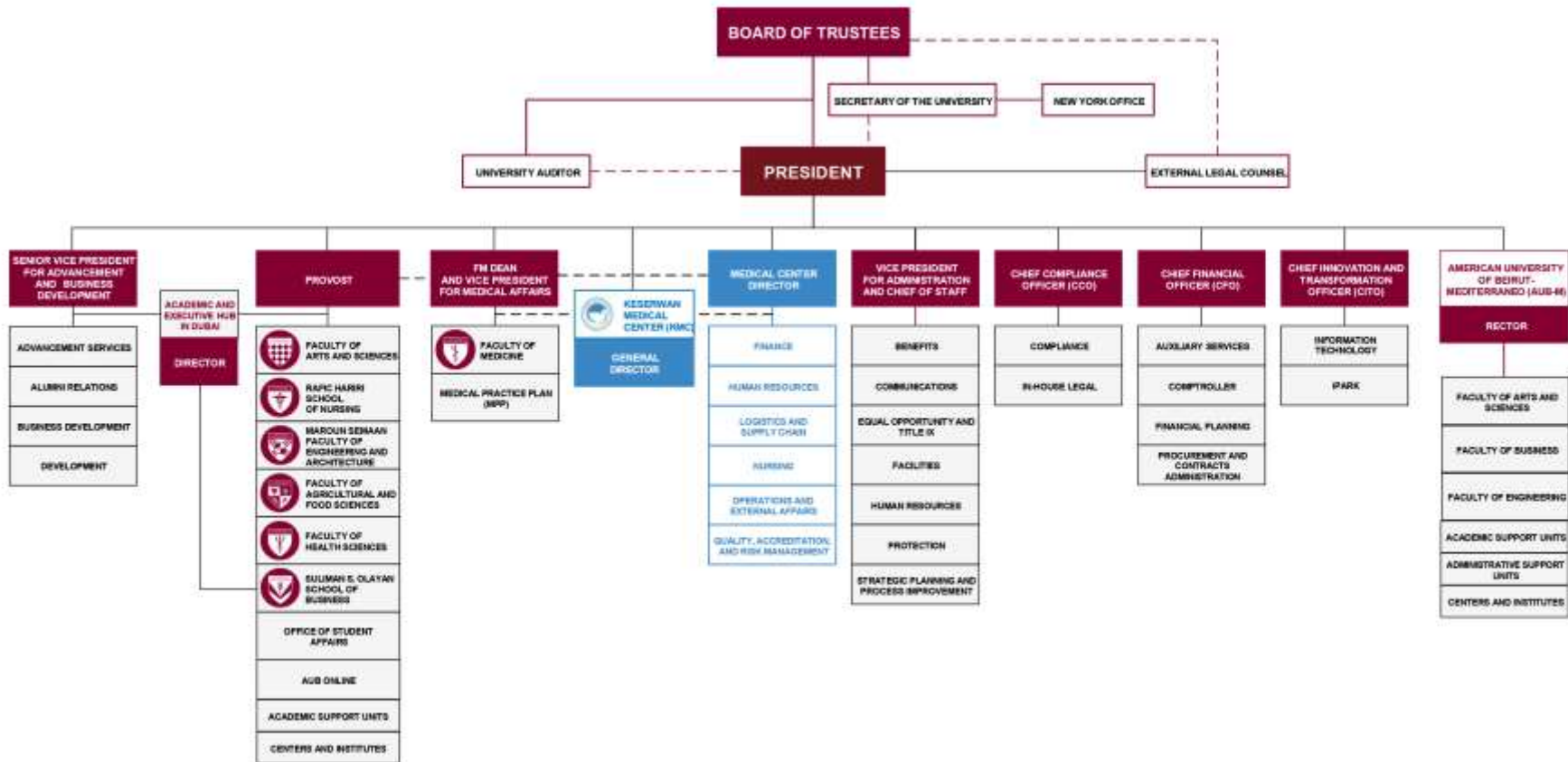
Level	Online
Master's	408
Academic Diploma	170
Professional Diploma	839
Certificate	1,407
Total	2,824

Student Enrollment – AUB Mediterraneo (Cyprus)

Level	Enrollment Count
Undergraduate	227
Master's	18
Total	245

Organizational Chart

The organizational chart captures the governance structure at AUB, highlighting the overall oversight role of the AUB Board of Trustees and leadership role of the university's president. The organizational chart includes the key units under the senior direct reports to the president in the main campus in Beirut as well as the twin campus AUB Mediterraneo in Pafos, the Academic and Executive Hub in Dubai, and the university's medical centers (AUBMC and KMC).



II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The university will address the following four institutional priorities which are directly linked to the institutional mission and the strategic plan, VITAL 2030, throughout the self-study process.

Number	Institutional Priority	Description
1	Enhance the Student Experience Across Modalities and Campuses	Ensure effective and up-to-date curricula and teaching methods across campuses and modalities of instruction, supported by appropriate educational and digital technologies and enriched through experiential learning opportunities. Strengthen academic advising and mentoring as well as comprehensive student support services that promote wellbeing, mental health, career readiness, and student success.
2	Expand Reach, Broaden Access	Expand access to AUB's academic programs by reaching a broader range of learner populations across local, regional, and international contexts, including through diversified academic offerings and modalities of instruction. Increase participation of underrepresented and underserved populations, as well as non-traditional learners, including first-generation students, refugees, students with disabilities, and lifelong learners.
3	Optimize Institutional Effectiveness	Strengthen data-driven decision-making, strategic planning, and resource and budget allocation to support institutional effectiveness and continuous improvement. Enhance enterprise systems and their governance, promote cross-unit/cross-function coordination and operational efficiencies, and build institutional capacity and resilience to respond effectively to changing conditions and crises.
4	Advance Research and Innovation for Local and Global Impact	Promote high quality and ethical research that is locally impactful, globally relevant, collaborative, and interdisciplinary. Enhance institutional research culture, infrastructure, policies, support systems, and capacity. Strengthen partnerships with funders, academic institutions, policymakers, civil society, industry, and the Lebanese diaspora to amplify impact.

A series of focus groups with key stakeholders was conducted to refine AUB's four institutional priority areas. The iterative drafts were then presented and discussed at all levels of the institution, including with the AUB Board of Trustees, Board of Deans, University Senate, University Student-Faculty Committee, and selected staff members, with new elements of concern incorporated. A preliminary review of focus group conversations indicates that our faculty, students, and staff care deeply about several strategic priorities for the institution.

The following tables show the alignment between the institutional priorities and AUB's mission statement, MSCHE standards, and the university's VITAL 2030 strategic plan.

Alignment of Institutional Priorities with Mission

Mission Statement Elements	Priority 1: Enhance the Student Experience Across Modalities and Campuses	Priority 2: Expand Reach, Broaden Access	Priority 3: Optimize Institutional Effectiveness	Priority 4: Advance Research and Innovation for Local and Global Impact
Excellence in Education	X	X		
Advancement of Knowledge through Research				X
Serve the People of the Middle East and Beyond		X		X
American Liberal Arts Model of Higher Education	X			X
Freedom of Thought and Expression and Respect for Diversity and Dialogue	X			X

Alignment of Institutional Priorities with MSCHE Standards

MSCHE Standards	Institutional Priority 1: Enhance the Student Experience Across Modalities and Campuses	Institutional Priority 2: Expand Reach, Broaden Access	Institutional Priority 3: Optimize Institutional Effectiveness	Institutional Priority 4: Advance Research and Innovation for Local and Global Impact
I. Mission and Goals	S	S	P	S
II. Ethics and Integrity	S	S	S	P
III. Design and Delivery of the Student Learning Experience	P			S
IV. Support of the Student Experience	P	S	S	
V. Educational Effectiveness Assessment	P	S	S	S
VI. Planning, Resources, and Institutional Improvement	S	S	P	S
VII. Governance, Leadership, and Administration	S	S	P	S

P = Primary; S = Secondary

Alignment of Institutional Priorities with AUB's VITAL 2030 Strategic Plan

Elements of Strategic Plan, VITAL 2030	Institutional Priorities
V. Valuing our community and sharing our values	IP1: Enhance the Student Experience Across Modalities and Campuses IP2: Expand Reach, Broaden Access IP3: Optimize Institutional Effectiveness
I. Integrating a humanities, technology, and purpose-based education across all disciplines	IP1: Enhance the Student Experience Across Modalities and Campuses IP2: Expand Reach, Broaden Access IP3: Optimize Institutional Effectiveness
T. Transforming the university experience	IP1: Enhance the Student Experience Across Modalities and Campuses
A. Advancing a world-class research agenda	IP4: Advance Research and Innovation for Local and Global Impact
L. Lifting the quality of health and medicine across our region (LIFE)	IP1: Enhance the Student Experience Across Modalities and Campuses IP2: Expand Reach, Broaden Access IP4: Advance Research and Innovation for Local and Global Impact

III. INTENDED OUTCOMES OF THE SELF-STUDY

Through the self-study process, the university aims to achieve the following outcomes:

- Demonstrate how the institution currently meets the commission's Standards for Accreditation and Requirements of Affiliation and provides evidence by standard in alignment with the Evidence Expectations by Standard.
- Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.
- Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served, and institutional mission and goals are met.
- Strengthen alignment across campuses and program delivery modalities.

IV. ORGANIZATION OF THE STEERING COMMITTEE AND WORKING GROUPS

AUB established a steering committee (SC) with co-chairs and seven working groups (WG) to prepare the self-study report. SC co-chairs are responsible for guiding the overall self-study process through the steering committee. SC co-chairs will ensure the steering committee is meeting its charge and assist where necessary. SC co-chairs will engage with AUB Board of Trustees, faculty, staff, and students to provide updates and solicit feedback. The co-chairs will ensure that communication is deep and intentional, university-wide and on all campuses.

Steering Committee

The steering committee, appointed by the president, is chaired by Provost Zaher Dawy and co-chaired by Associate Provost Jocelyn DeJong. It is comprised of an executive team and the working group co-chairs.

The steering committee charge is to provide leadership to the entire self-study process with major responsibilities that include to:

- Decide on the organizational structure of the self-study
- Develop the Self-Study Design
- Ensure that the timetable is implemented as planned
- Coordinate and promote communication within the institution and engage the entire AUB community in the self-study process
- Oversee the development and completion of the Self-Study Report

Executive Team	
Steering Committee Chair	Zaher Dawy, Provost
Steering Committee Co-Chair	Jocelyn DeJong, Associate Provost
MSCHE Accreditation Liaison Officer (ALO)	Roua Dalli, Director of Institutional Accreditation and Quality Assurance
Executive Team Member	Lina Choueiri, Deputy Provost
Executive Team Member	Wassim El Hajj, Rector, AUB Mediterraneo
Executive Team Member	Jennifer Muller, Senior Editor and Content Strategist
Executive Team Member	Bradley Jon Tucker, Vice Provost and Registrar
Co-Chairs of Working Groups	
Standard I. Mission and Goals	Ada Porter, Secretary of the University, Director of Debs Center Yusuf Sidani, Dean, Olayan School of Business
Standard II. Ethics and Integrity	Rihab Nasr, Professor, Faculty of Medicine Hans Muller, Associate Professor, Faculty of Arts and Sciences
Standard III. Design and Delivery of the Student Learning Experience	Izzat El Hajj, Assistant Professor, Faculty of Arts and Sciences Salah Sadek, Dean, Maroun Semaan Faculty of Engineering and Architecture, AUB Mediterraneo
Standard IV. Support of the Student Experience	Nayla Al-Akl, Dean of Student Affairs Pierre Karam, Associate Dean and Associate Professor, Faculty of Arts and Sciences
Standard V. Educational Effectiveness Assessment	Nuhad Yazbik-Dumit, Associate Dean and Professor, Hariri School of Nursing Lokman Meho, University Librarian
Standard VI. Planning, Resources, and Institutional Improvement	Samer Kharroubi, Professor, Faculty of Agricultural and Food Sciences Drew Wickens, Chief Financial Officer
Standard VII. Governance, Leadership, and Administration	Mary Jaber, Vice President for Administration and Chief of Staff Ammar Olabi, Dean, Faculty of Agricultural and Food Sciences

Working Group Membership

For each standard, the steering committee asked for nominations from the Board of Trustees, the Board of Deans which includes the rector of AUB Mediterraneo, faculty, staff, students, and co-chairs of the working groups. The executive team then selected members based on an appropriate distribution of expertise, roles within the institution and alignment with the MSCHE standards, AUB's institutional priorities, and intended outcomes of the self-study.

The full charge to the co-chairs of working groups, which has been shared with them in meetings of the steering committee, include the following:

- Nominate individuals to serve on their working group drawn from trustees, faculty, staff, and students
- Review lines of inquiry (which also incorporate AUB-specific institutional priorities and intended outcomes) and suggest to the steering committee any revisions by a given deadline
- Participate in regular steering committee meetings to report progress and plan next steps (monthly basis)
- Attend a full-day meeting of the MSCHE VP Liaison (likely online) to review the Self-Study Design
- Lead the work of their working groups based on the self-study goals, requirements, and timelines
- Submit monthly progress reports to steering committee
- Collaborate with other working groups and relevant units/stakeholders across campus as needed
- Participate in the communication of the self-study process to relevant constituencies (faculty, staff, students, trustees, alumni)
- Read and ensure that all working group members have a full understanding of the MSCHE requirements and criteria under the standard assigned to their working group and relevant evidence expectations
- Hold regular (monthly), minuted meetings to organize the work and plan activities and internal deadlines to address the working group's specific lines of inquiry
- Work with the evidence inventory manager (EIM) in their working group to identify and document sources of information and relevant data needed to address the relevant criteria for the assigned standard, with data collection and storage in line with MSCHE requirements
- Develop a final chapter for the assigned standard (to be integrated in the Self-Study Report) by the assigned deadline following the guidelines for reporting in section V and using the template provided in Appendix B
- Review the full Self-Study Report for feedback and fine-tuning
- Help organize and participate in the final on-site accreditation team's visit
- Participate in the internal review of the self-study process

Working Group I – Mission and Goals

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Working Group Membership

Name	Title	Working Group Position
Ada Porter	Secretary of the University and Director of the Debs Center	Co-Chair
Yusuf Sidani	Dean and Professor, OSB	Co-Chair

Rania Hussein	Director of Strategic Planning and Process Improvement	Member and Evidence Inventory Manager
Elie Akl	Vice Provost for Research and Professor, FM	Member
Imad Baalbaki	Senior Vice President for Advancement and Business Development	Member
Iman Nuwayhid	Professor, FHS	Member
Jose Zaglul	Trustee Emeritus	Member
Lina Abou Habib	Research Associate and Director, Asfari Institute for Civil Society and Citizenship	Member
Rami Zurayk	Professor, MSFEA	Member
Raymond Brassier	Professor, FAS	Member
Susanne Lane	Director of Advancement and Business Development Communications	Member
Tamer Amin	Professor, FAS	Member
Maria Bsar	AUB Student	Member

Standard I: Mission and Goals	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. To what extent is AUB's mission clearly defined, appropriate to its purpose within higher education, and responsive to the internal and external contexts shaping the university, including its expanding geographic reach and delivery modalities?	IP2: Expand Reach, Broaden Access; AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
2. To what extent are AUB's mission and goals publicized, widely known, and understood across campuses and stakeholder groups, and how does this shared understanding support institutional coherence?	IP3: Optimize Institutional Effectiveness; AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
3. How are AUB's institutional goals articulated as expressions of the university's mission and reflected across its institutional priorities?	IP1: Enhance the Student Experience across Modalities and Campuses; IP2: Expand Reach, Broaden Access; IP3: Optimize Institutional Effectiveness; IP4: Advance Research and Innovation for Local and Global Impact
4. How do AUB's mission and goals guide institutional decision-making related to planning, program development, and resource allocation, particularly in the context of multi-campus operations and the use of online and other delivery modalities?	IP3: Optimize Institutional Effectiveness AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities

Working Group II – Ethics and Integrity

Standard II. Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Working Group Membership

Name	Title	Working Group Position
Rihab Nasr	Professor, FM	Co-Chair
Hans Muller	Associate Professor, FAS	Co-Chair
Hovig Assilian	Senior Data Specialist for Business Intelligence	Member and Evidence Inventory Manager
Elena Antonacopoulou	Professor, Faculty of Business, AUB Mediterraneo	Member
Gladys Honein	Associate Professor, HSON	Member
Joelle Abi-Rached	Associate Professor, FM and FAS	Member
Lynn Berbary	Student Activities Manager	Member
May Awar Ammar	Director of Sponsored Programs and Technology Transfer	Member
Mitra Tauk	Equal Opportunity Officer and Title IX Coordinator	Member
Naseem Daher	Associate Professor, MSFEA	Member
Rami Mahfouz	Professor, FM	Member
Shady Elbassuoni	Associate Professor, FAS	Member
Simon Kachar	Executive Director of Communications	Member
Jude Chahine	AUB Student	Member

Standard II: Ethics and Integrity	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How accessible, effective, and trusted are grievance, appeal, and complaint-resolution processes at AUB for students, faculty, and staff?	IP1: Enhance the Student Experience across Modalities and Campuses IP3: Optimize Institutional Effectiveness
2. How well does AUB ensure that marketing, recruitment, and admissions strategies and communications are accurate and transparent across campuses and delivery modalities?	IP2: Expand Reach, Broaden Access IP3: Optimize Institutional Effectiveness
3. How well does AUB ensure that ethics- and integrity-related policies governing teaching, research, and innovation activities are kept updated, properly disseminated, and consistently applied?	IP1: Enhance the Student Experience across Modalities and Campuses IP3: Optimize Institutional Effectiveness

	IP4: Advance Research and Innovation for Local and Global Impact
4. To what extent do internal policies, procedures, and oversight mechanisms ensure integrity, fairness, transparency, and equal opportunity in institutional processes including procurement, hiring, faculty appointments, promotion, and retention?	IP3: Optimize Institutional Effectiveness IP4: Advance Research and Innovation for Local and Global Impact AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
5. How well does AUB ensure that data collection, assessment, and evaluation processes are conducted with integrity?	IP3: Optimize Institutional Effectiveness

Working Group III – Design and Delivery of the Student Learning Experience

Standard III. Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Working Group Membership

Name	Title	Working Group Position
Izzat El Hajj	Assistant Professor, FAS	Co-Chair
Salah Sadek	Dean and Professor, Faculty of Engineering, AUB Mediterraneo	Co-Chair
Hiba El Khatib	Associate Director, Institutional Analysis	Member and Evidence Inventory Manager
Ahmad Sabra	Associate Professor, FAS	Member
Amal El-Kassis	Student Services Manager	Member
Angala Massouh	Associate Professor, HSON	Member
Elizabeth Sweetman	Academic Officer, AUB Mediterraneo	Member
Issam Srour	Professor, MSFEA and Director of AUB Online	Member
Mohammad Harb	Associate Professor, MSFEA	Member
Nadia Bou Ali	Associate Professor, FAS	Member
Walid Nasr	Associate Professor, OSB	Member
Zeina Kanafani	Professor and Assistant Dean for Medical Student Affairs, FM	Member
Dana Takieddine	AUB Student	Member
Rana El Machtoub	AUB Mediterraneo Student	Member

Standard III: Design and Delivery of the Student Learning Experience	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How are curricula and program learning outcomes articulated and sustained across campuses and modalities of instruction?	IP1: Enhance the Student Experience across Modalities and Campuses AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
2. How are course- and program-level assessment methods designed to align with stated learning outcomes across campuses and delivery modalities, while remaining appropriate to different instructional contexts?	IP1: Enhance the Student Experience across Modalities and Campuses AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
3. How are faculty expertise, instructional support structures, and learning resources leveraged to sustain high-quality learning experiences across campuses and delivery modalities?	IP1: Enhance the Student Experience across Modalities and Campuses AUB-specific intended outcome: Strengthen alignment across campuses and program delivery modalities
4. How are research and innovation priorities reflected in the design of curricula and learning experiences, including opportunities for experiential, inquiry-based, and societally engaged learning?	IP1: Enhance the Student Experience across Modalities and Campuses IP4: Advance Research and Innovation for Local and Global Impact

Working Group IV – Support of the Student Experience

Standard IV. Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through coherent and effective support systems sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experiences, and fosters student success.

Working Group Membership

Name	Title	Working Group Position
Nayla Al-Akl	Dean of Student Affairs	Co-Chair
Pierre Karam	Associate Dean and Associate Professor, FAS	Co-Chair
Hiba Itani	Graduation Systems Administrator	Member and Evidence Inventory Manager
Basma Zeidan	Director, Office of International Programs	Member
Claire Malleson	Associate Professor, FAS	Member
Mayssa Dabaghi	Associate Professor, MSFEA	Member
Rabih Shibli	Director, Center for Community Engagement	Member
Rami Farran	IT Academic and Applications Services Director	Member
Ryan McDonald	Instructor and Director of the Writing Center, Faculty of Arts and Sciences, AUB Mediterraneo	Member

Sara Joe Chamate	Director of Counseling Center	Member
Wassim Abou-Kheir	Professor, FM	Member
Zeina Halabieh	Director of Student Services and FAS Space Management	Member
Omar Ghalayini	AUB Student	Member
Thomas Zrour	AUB Mediterraneo Student	Member

Standard IV: Support of the Student Learning Experience	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How does AUB define and communicate the essential attributes and competencies of its students, ensuring a consistent identity across all delivery modalities and campuses?	IP1: Enhance the Student Experience across Modalities and Campuses
2. How and to what extent does AUB provide complete and comprehensible financial information about the cost of studying at AUB, including financial aid and scholarships, across campuses and delivery modalities?	IP2: Expand Reach, Broaden Access
3. How does AUB utilize proactive support structures (orientation, advising, and counseling/wellbeing services) to enhance student integration, inclusion retention, success, and wellbeing?	IP1: Enhance the Student Experience across Modalities and Campuses IP2: Expand Reach, Broaden Access IP3: Optimize Institutional Effectiveness
4. In what ways are academic and support resources (technological, pedagogical, and physical) integrated to provide a seamless and equitable pathway toward graduation and career readiness?	IP1: Enhance the Student Experience across Modalities and Campuses IP3: Optimize Institutional Effectiveness
5. How does the institution evaluate the services it offers to students across its campuses and modalities for continuous improvement of the student experience and to repurpose resources?	IP1: Enhance the Student Experience across Modalities and Campuses IP3: Optimize Institutional Effectiveness AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities

Working Group V – Educational Effectiveness Assessment

Standard V. Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Working Group Membership

Name	Title	Working Group Position
Nuhad Yazbik-Dumit	Associate Dean and Professor, HSON	Co-Chair
Lokman Meho	University Librarian	Co-Chair

Dania Salem	Assistant Director of General Education and Assessment	Member and Evidence Inventory Manager
Abir Sinno	Director of Strategic Initiatives and Continuous Improvement	Member
Diala Badreddine	Accreditation Officer	Member
Elias Rahal	Professor, FM	Member
Georgios Charalambous	Lecturer, Faculty of Arts and Sciences, AUB Mediterraneo	Member
Hassan Dhaini	Associate Professor, FHS	Member
Houssam El Rassy	Professor, FAS	Member
Jessie Maalouf	Assistant Registrar	Member
Sanaa Sharafeddine	Professor, MSFEA	Member
Shadi Najjar	Professor, MSFEA	Member
Rasha Darweesh	AUB Student	Member

Standard V: Educational Effectiveness Assessment	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How does AUB examine the alignment and assessment of student learning outcomes and educational experiences across campuses and delivery modalities?	IP1: Enhance the Student Experience across Modalities and Campuses AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities
2. How does AUB assess whether students entering through different access pathways and delivery modalities achieve program-level learning outcomes and key indicators of student success using disaggregated assessment and achievement data?	IP2: Expand Reach, Broaden Access
3. How does AUB evaluate the consistency and effectiveness of its assessment structures and processes across campuses and delivery modalities, and use assessment findings to inform institutional decision-making, improvement, and accountability	IP3: Optimize Institutional Effectiveness AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities
4. How does AUB evaluate the effectiveness of educational programs in advancing research-informed teaching and innovation, and use findings to guide future curricular and pedagogical development?	IP1: Enhance the Student Experience across Modalities and Campuses IP4: Advance Research and Innovation for Local and Global Impact

Working Group VI – Planning, Resources, and Institutional Improvement

Standard VI. Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

Working Group Membership

Name	Title	Working Group Position
Samer Kharroubi	Professor, FAFS and Associate Dean, OSA	Co-Chair
Drew Wickens	Chief Financial Officer	Co-Chair
Sara Abou Hamdan	Associate Comptroller, Office of Comptroller	Member and Evidence Inventory Manager
Alan Shihadeh	Dean and Professor, MSFEA	Member
Assaad Eid	Professor and Associate Dean, FM	Member
Gaby Andraos	Director of Facilities	Member
Khalil Kreidieh	Director of FM Academic Affairs	Member
Krzysztof Fleszar	Professor, OSB	Member
Malek Tabbal	Dean, Faculty of Arts and Sciences and Professor of Physics, AUB Mediterraneo	Member
Rana El Sayed	Director of Stewardship	Member
Samar Diab	Director of Human Resources - Campus	Member
Ishac Diwan	Professor of Practice, FAS	Member
Yousif Asfour	Chief Innovation and Transformation Officer	Member

Standard VI: Planning, Resources, Institutional Improvement	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How does AUB raise the funds, create the capacity, and implement the pathways to extend its reach to economically disadvantaged students, underrepresented, and non-Lebanese students across campuses and delivery modalities, and how do these efforts support student wellbeing, belonging and success?	IP1: Enhance the Student Experience across Modalities and Campuses IP2: Expand Reach, Broaden Access
2. How does AUB become a model of systems integration and data analytics to enhance the student experience across campuses and modalities of instruction, and how does it secure the resources required to either implement the integrated systems it needs or to support the systems it already has?	IP1: Enhance the Student Experience across Modalities and Campuses IP3: Optimize Institutional Effectiveness
3. How does AUB achieve greater synergies across academic and administrative units with similar functions, roles, and/or responsibilities?	IP3: Optimize Institutional Effectiveness
4. How does AUB strategically leverage its full research enterprise—including funding streams, infrastructure, governance, and talent development—to advance research excellence that enhances faculty and student capacity, institutional visibility, and societal impact across campuses	IP3: Optimize Institutional Effectiveness IP4: Advance Research and Innovation for Local and Global Impact

5. How does AUB ensure integrated and harmonized policies, systems, and operational practices across campuses and delivery modalities to support institutional effectiveness, efficiency, and resilience?	IP3: Optimize Institutional Effectiveness AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities
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Working Group VII – Governance, Leadership, and Administration

Standard VII. Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Working Group Membership

Name	Title	Working Group Position
Mary Jaber	Vice President for Administration and Chief of Staff	Co-Chair
Ammar Olabi	Dean and Professor, FAFS	Co-Chair
Mariette Abboud	Executive Officer, Office of VP for Administration	Member and Evidence Inventory Manager
Alain Daou	Dean, Faculty of Business and Associate Professor, AUB Mediterraneo	Member
Amr El Kebbi	Assistant Professor, OSB	Member
Karine Nasrallah	Chief Compliance Officer	Member
Mahmoud Al-Hindi	Associate Professor and Associate Dean, MSFEA	Member
Maria Mansour	Director of Financial Planning	Member
Massoud Khraiche	Associate Professor, MSFEA	Member
Melani Cammett	Trustee	Member
Nada Sbaiti	Director of Prospect Research	Member
Tarek Ghaddar	Professor, FAS	Member
Marianne El Tikli	AUB Student	Member

Standard VII: Leadership, Governance, and Administration	
Specific Lines of Inquiry	Aligned with Institutional Priorities
1. How do the qualifications and roles of the senior leadership team shape the effectiveness of AUB's operations across campuses and delivery modalities? How is assessment employed at the leadership level to identify areas for improvement and optimization?	IP3: Optimize Institutional Effectiveness AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities

2. What role does the senior leadership team play in expanding reach and broadening access, and how effective is it?	IP2: Expand Reach, Broaden Access IP3: Optimize Institutional Effectiveness
3. How does AUB's governance structure ensure the centrality of the student experience and promote its continuous enhancement? What policies, procedures, and guidelines are in place to support this priority?	IP1: Enhance the Student Experience across Modalities and Campuses AUB's intended outcome: Strengthen alignment across campuses and program delivery modalities
4. How does the governing body ensure a conducive environment for research and innovation advancement, spanning areas that include protecting academic freedom, securing resources for facilities and infrastructure, developing incentive models, and creating opportunities for both local and global impact?	IP4: Advance Research and Innovation for Local and Global Impact

V. GUIDELINES FOR REPORTING

To ensure coherence, accuracy, and consistency across all components of the self-study, the following guidelines define the reporting expectations for the WGs and the SC. These guidelines facilitate a coordinated reporting process.

Reporting Requirements

Each WG is responsible for preparing the following deliverables in accordance with the standards, templates, and formatting guidance provided:

- WG Inquiry Plan (**Appendix A**)
- Monthly Progress Reports
- Draft Working Group Chapter (**Appendix B**)
- Revised Working Group Chapter based on SC feedback
- Final Working Group Chapter with supporting evidence
- Submission of evidence files to the Evidence Inventory

WG co-chairs will also participate in periodic cross-WG meetings convened by the SC to enhance alignment across standards, promote shared understanding of emerging themes, and reduce duplication of effort.

Working Group Inquiry Plans

Each WG will submit an Inquiry Plan using the template in Appendix A. The Inquiry Plan identifies the WG's lines of inquiry, evidence sources, methodology, stakeholder engagement approach, timeline, and anticipated gaps or challenges.

Monthly Progress Reports

Each WG will submit a monthly progress report of one page (maximum 2 pages) to the SC, due on the **first of each month**, using the template provided by the SC. The report should address the following:

- Work accomplished during the past month (including meetings held and evidence identified or gathered)
- Other working groups being coordinated with, if any, and areas of coordination
- Areas where SC guidance or institutional input is needed
- Any constraints or challenges encountered (e.g., accessing data or evidence)
- Plans for the following month

- Other comments

Monthly progress reports provide the SC with ongoing visibility into WG activity and help identify gaps, needs, and potential duplication across groups.

Expectations for Working Group Chapters

Chapters should be analytical and interpretive rather than simply descriptive. Submissions should always be constructive and insightful even when identifying challenges and opportunities for improvement. Not every suggestion will be included in the final version of the self-study document, but all recommendations will be compiled as an outcome of the self-study process and referred appropriately for consideration.

Chapters should be approximately 8–12 pages of narrative (excluding tables and appendices) and include:

- A concise narrative aligned with MSCHE language
- Analysis grounded in documented evidence
- Identification of strengths, challenges, and gaps
- Evidence-based, actionable recommendations
- An evidence table listing all documents uploaded to the Evidence Inventory

WG members should follow the Working Group Chapter Template in Appendix B to ensure structural consistency across standards and groups. All cited evidence must be logged with standardized naming conventions and metadata.

Use of Artificial Intelligence in Reporting

AUB recognizes that AI tools may support certain aspects of the self-study process. Limited use of AI tools is permitted for general stylistic refinement of non-confidential, non-institutional text, literature search support using publicly available sources, and synthesis of publicly available benchmarking data, provided that outputs are reviewed for accuracy and integrity and do not include institutional information or evidence.

In alignment with MSCHE's *Use of Artificial Intelligence Policy* and *Use of Artificial Intelligence Procedures* (effective July 1, 2025), WGs shall not enter institutional data, evidence, drafts, or other non-public materials into external AI platforms for analysis or report development. All substantive analysis and report drafting must be conducted through human-led processes. AUB does not currently maintain institutionally vetted AI tools for accreditation work.

Any use of AI tools in the preparation of WG materials must be transparently disclosed in the WG's final submission in accordance with MSCHE requirements. WG co-chairs are responsible for ensuring that all submitted materials accurately reflect the WG's analysis and that the accuracy and integrity of all content is verified before submission.

Reporting Timetable

Major milestones include the following:

- Submission of final Self-Study Design to MSCHE: **June 1, 2026**
- WG Inquiry Plans submitted to SC: **August 31, 2026**
- Monthly Progress Reports submitted by WGs to SC: **February 2026 – March 2027**
- Draft WG Chapters submitted to SC: **February 28, 2027**
- Revised WG Chapters submitted to SC: **April 21, 2027**
- Integrated Self-Study Report draft prepared by SC: **April – May 2027**
- Consultations and revisions of Self-Study Report: **Summer 2027 – Fall 2027**
- Final Self-Study Report submitted to MSCHE: **January 31, 2028**

Formatting Guidelines

To support consistent presentation and facilitate editing by the SC:

- Submit all documents in Microsoft Word format only
- Ensure accurate citation of policies, documents, and evidence files
- Follow AUB Style Guidelines in **Appendix C**
- Apply accessible formatting (e.g. alt text for images, readable tables)
- Adhere to file naming conventions in **Appendix D**

Review and Feedback Process

The SC will review all WG submissions and provide written feedback indicating required revisions. In developing the integrated Self-Study Report, the SC may reorganize, edit, or streamline WG chapter materials to ensure coherence and adherence to MSCHE expectations, while preserving the accuracy and intent of each group's analysis.

VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The Self-Study Report will employ a standards-based approach. Therefore, the chapters will be organized by the seven standards.

The final Self-Study Report will include a table of contents, an executive summary, an introduction, a chapter for each standard, and a conclusion. The report will reference the Evidence Inventory as prescribed by MSCHE.

Executive Summary: will provide an overview of the institution, a summary of the chapter findings that includes a concise overview of AUB's strengths, challenges, and priority areas for improvement, and a list of the opportunities for improvement by standard.

Introduction: will frame the purpose, scope, and structure of the self-study and affirm AUB's commitment to institutional effectiveness and continuous improvement. The introduction will also include a statement on the use of AI tools during the self-study process, in accordance with MSCHE's *Use of Artificial Intelligence Policy* and *Use of Artificial Intelligence Procedures*.

Institutional Setting: will form an institutional overview of AUB's mission, history, governance, and planning environment that guide AUB's approach to accreditation. Moreover, this section will illustrate the overall institutional identity and context in which the self-study was conducted.

Chapters Organized by MSCHE Standards: each chapter is approximately 10 pages in length and includes a discussion of the data and evidence analyzed to determine the university's compliance with each of the standards.

- Chapter 1: Mission and Goals; Institutional Priorities #1 - 4
- Chapter 2: Ethics and Integrity; Compliance with Accreditation-Relevant Federal Regulations; Institutional Priorities #1 - 4
- Chapter 3: Design and Delivery of the Student Learning Experience; Institutional Priorities #1 and #4
- Chapter 4: Support of the Student Experience; Institutional Priorities #1 - 3
- Chapter 5: Educational Effectiveness Assessment; Institutional Priorities #1 - 4
- Chapter 6: Planning, Resources, and Institutional Improvement; Institutional Priorities #1 - 4
- Chapter 7: Governance, Leadership, and Administration; Institutional Priorities #1 - 4

Conclusion: will summarize the self-study's overall contribution to institutional learning and reaffirm AUB's commitment to ongoing quality improvement. It will synthesize how the evidence-based findings support the university's long-term aspirations and MSCHE standards, identify areas of improvement, and link the narrative to the Evidence Inventory.

Evidence Inventory and Appendices: will include any evidence referenced in the report including policies, assessment reports, organizational charts, data tables, and other documents cited in the narrative.

VII. VERIFICATION OF COMPLIANCE WITH ACCREDITATION-RELEVANT FEDERAL REGULATIONS

The verification of compliance with accreditation-relevant federal regulations developed by the United States Department of Education will be led by Bradley Tucker, director of the Office of Institutional Effectiveness and Decision Support (IEDS) and member of SC, supported by the Accreditation Liaison Officer (ALO). Bradley Tucker and the ALO will liaise with the working group co-chairs to gather the relevant evidence and upload it to the Evidence Inventory. The Institutional Federal Compliance Report, which addresses each of the eight federal regulatory requirements listed below, will be submitted to MSCHE and uploaded to the portal as evidence for Standard II, Criterion 8, in advance of the evaluation team visit. The evidence for each requirement is drawn from across the relevant standards, as indicated below.

Federal Regulatory Requirements and Relevant Working Groups

- Student identity verification in distance and correspondence education — Standards II, III
- Transfer of credit policies and articulation agreements — Standards III, IV
- Title IV program responsibilities — Standards II, VI
- Institutional records of student complaints — Standards II, IV
- Required information for students and the public — Standards II, IV
- Standing with state and other accrediting agencies — Standards II, VII
- Contractual relationships — Standards II, III, VI
- Assignment of credit hours — Standards II, III

VIII. SELF-STUDY TIMETABLE

DATE	ACTIVITY/TASK
Fall 2025	
Sep. – Oct. 2025	SC co-chairs attend the Self-Study Institute (SSI)
Nov. 14, 2025	Conference call between MSCHE VP liaison and AUB leadership
Dec. 12, 2025	President appoints the members of the steering committee (SC)
Dec. 18, 2025	SC first meeting
By end of Dec. 2025	SC co-chairs solicit feedback from relevant constituencies on the institutional priorities
Spring 2026	

Jan. 2026	Develop and refine lines of inquiry based on feedback from SC and relevant constituencies
Jan. 2026	Seek nominations for WG members and determine final composition based on feedback received
Jan. 23, 2026	SC second meeting
By end of Jan. 2026	Approval of the Self-Study Design by the president and Institutional Planning and Effectiveness Committee (IPEC)
Jan. 30, 2026	Co-chairs submit Self-Study Design draft to MSCHE VP liaison
Feb. 2026	Design and develop self-study website
Effective Feb. 2026	WGs convene regular meetings, initiate their work, and submit monthly progress reports to SC
Effective Feb. 2026	SC meets regularly and ensures progress of WG
Effective Feb. 2026	SC updates all relevant constituencies about the self-study process following the communication plan
May 4, 2026	MSCHE VP liaison self-study preparation visit (virtual)
By Jun. 1, 2026	SC co-chairs submit revised Self-Study Design to MSCHE VP liaison
Summer 2026	
By Jul. 16, 2026	MSCHE to communicate about Self-Study Design approval
By August 31, 2026	WG co-chairs submit WG Inquiry Plans to SC
Fall 2026	
Sept. – Dec., 2026	WGs develop and finalize first drafts of their chapters under supervision of the SC
Spring 2027	
By Feb. 1, 2027	MSCHE sends nomination of team chair
By Feb. 28, 2027	WGs submit first complete drafts of their chapters
By Mar. 1, 2027	MSCHE confirms team chair appointment
By Mar. 31, 2027	SC reviews and provides feedback to WGs on their chapters
By Apr. 21, 2027	WGs submit revised chapters to SC
By end of May 2027	SC prepares a complete first draft of the Self-Study Report
Summer 2027	
By mid-Aug. 2027	Editing and finalization of the Self-Study Report by the SC and WGs to ensure completeness and cross-chapter consistency
Fall 2027	
By end of Sep. 2027	Consult all relevant constituencies on draft Self-Study Report and refine content as needed
By mid Oct. 2027	Co-chairs submit draft Self-Study Report to MSCHE evaluation team chair
By Nov. 19, 2027	MSCHE evaluation team chair preliminary visit to AUB

By end of Dec. 2027	SC finalizes Self-Study Report and seeks all needed internal approvals
Spring 2028	
By Jan. 31, 2028	Co-chairs submit final Self-Study Report and evidence inventory to the MSCHE evaluation team chair
By Apr. 14, 2028	MSCHE evaluation team visit to AUB
Seven days after receiving Team Report	Co-chairs submit institutional response to MSCHE evaluation team chair
June 2028	MSCHE meets to determine action

IX. COMMUNICATION PLAN

The American University of Beirut (AUB) will ensure there is robust and continuous communication throughout the self-study process, from launch of the self-study to the final accreditation decision. The communication plan will target all AUB constituencies. AUB will follow a multi-channel approach to communicate with target audiences, which are primarily faculty, staff, administrators, and students (“on-campus community”), as well as alumni, trustees, and advisory board members (“off-campus community”). The self-study steering committee (SC) is responsible for approving all communications related to the self-study.

Purpose of the Communication Plan

- Raise awareness about the purpose and importance of the self-study process
- Ensure transparency and promote trust in the self-study process and outcomes through regular updates via in-person and digital communication
- Engage all members of the AUB community and foster a collaborative environment throughout the self-study process, actively seeking input and feedback from all constituents
- Keep the AUB Board of Trustees (BOT) and International Advisory Council (IAC) apprised of progress throughout the self-study process

Communication Channels

- A dedicated self-study website to share all pertinent information about the self-study process and solicit input and feedback
- Mass emails from the president, provost, and steering committee to communicate major milestones
- Several multi-channel social media campaigns, particularly targeting students, developed at key milestones to explain the self-study process, encourage participation, and prepare them for the evaluation team visit.
- Messages and updates on the campus screens throughout campus; e.g., an animation at the launch to raise awareness about the purpose and importance of the self-study
- Town halls for faculty, staff, and students to present draft reports and solicit input and feedback
- Regular (in-person and online) updates to different bodies during scheduled meetings of various faculty, staff, administration, student, alumni, trustee, and advisory groups
- Updates in newsletters for major milestones and to solicit input and feedback (Al-Jame’a, President’s Perspective)
- News stories posted on the AUB homepage for major milestones and press release upon final accreditation decision; these will also be shared on social media

- In-person meetings and emails between the steering committee and working groups as well as a shared platform for a repository of documents, data, evidence, and resources. Dedicated email and mailing groups will be created for the WGs and SC to make communication more efficient.

Target Audiences and Groups to Engage

Target Audience	Groups	Channel(s)
Faculty	All faculty	Self-study website, mass emails, campus screens, newsletters, town halls
	University Senate	Updates and soliciting input/feedback at meetings
	Faculty meetings in each school/faculty (led by deans)	Updates and soliciting input/feedback at meetings
Staff	All staff	Self-study website, mass emails, campus screens, newsletters, town halls
	AUB Staff Syndicate	Updates and soliciting input/feedback at meetings
Students Administrators	All students	Self-study website, mass emails, campus screens, newsletters, town halls
	University Student-Faculty Committee (USFC)	Updates and soliciting input/feedback at meetings
	Student Representative Committees (SRCs)	Updates and soliciting input/feedback at meetings
	Board of Deans (BOD) – all deans and key administrators	Continuous updates and engagement
Administrators Alumni	VP for Administration direct reports	Updates and soliciting input/feedback at meetings
	All alumni	Self-study website, mass emails, campus screens, newsletter (Al-Jame'a, which means "the university" in Arabic)
Alumni Trustees	Worldwide Alumni Association of AUB (WAAUB) leadership and chapters	Updates and soliciting input/feedback at meetings
	Full AUB Board of Trustees (BOT)	Updates and soliciting input/feedback at meetings
Trustees Advisory Board Members	BOT leadership and Academic Affairs Committee	Continuous updates and engagement
	International Advisory Council (IAC)	Updates and soliciting input/feedback at meetings

X. EVALUATION TEAM PROFILE

Team Members

The university prefers team members with individual expertise in one or more of the following areas: academic affairs and governance; student affairs; strategic planning; finance and operations; assessment; and distance education selected from peer or aspirant institutions.

Peer, Aspirant, and Competitor Institutions

The institutions listed below comprise the peer, aspirant, and competitor institutions that AUB use based on characteristics such as institution type, student body size, endowment size, presence of medical school/center, research activity and output, and institutional accreditation. Given AUB’s location and recent history, having an individual on the team from a university with a presence outside the United States and/or an additional international location or branch campus would be useful.

Comparable Peers	Aspirational Peers	Primary Competitors
University of Rochester George Washington University Georgetown University Drexel University Howard University Syracuse University	New York University Carnegie Mellon Johns Hopkins University Columbia University University of Maryland, College Park Rutgers University, New Brunswick	Qatar University American University of Sharjah Khalifa University American University in Cairo Lebanese American University Saint Joseph University of Beirut

XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE (AIU) INDICATORS AND METRICS

The university periodically examines and assesses its enrollment, student achievement, and financial health. These metrics are reviewed by the president and the senior administration. This review allows the leadership to track year-over-year trends and identify both successes and areas for improvement. The respective committees of the AUB Board of Trustees receive regular reports: the Academy and its Values Committee for enrollment updates and the Finance Committee for financial performance. The university makes its annual institution update (AIU) report data as a non-IPEDS institution for its main campus. Effective academic year 2025-26, AUB reported AIU data including the branch campus (AUB Mediterraneo) and online programs to ensure accurate reporting of institutional growth and financial health.

In addition to its usual practices, the university will use the self-study process to reflect upon the AIU data, including the branch campus and additional location data, and analyze its use for continuous improvement, integrating findings into chapters of the report as appropriate.

The university will strengthen its existing centralized data environment by organizing AIU-related metrics, including enrollment patterns, student achievement outcomes, financial indicators, and faculty data, within a unified data structure maintained by the Office of Institutional Effectiveness and Decision Support (IEDS). IEDS will be authorized with direct access to all data it deems necessary for this purpose and will provide the comprehensive institutional framework for effectively managing MSCHE’s AIU requirements in a manner consistent with AUB’s ongoing commitment to accuracy, accountability, and institutional improvement.

XII. EVIDENCE INVENTORY STRATEGY

The steering committee, working with the Evidence Inventory Managers (EIM), will identify evidence tables and data that every working group will use in order to ensure data consistency. It will also develop working definitions of multidimensional concepts in order to ensure that consistent definitions are used across working groups (WG). Each of the WG will gather evidence of compliance as they address the criteria for their respective standard. In each WG, co-chairs in close consultation with SC co-chairs identified key personnel designated as EIM. These individuals will consult with appropriate offices to secure and upload potential evidence of compliance with the standards and specific criteria that fall within their group. They will work on behalf of the group to upload evidence into their designated SharePoint portal folder. If the WG EIM cannot find certain evidence, they will notify their WG co-chairs who will notify the SC co-chairs if necessary. The SC co-chairs and ALO will meet regularly as needed to devise a plan for obtaining the evidence and will hold regular meetings with the EIMs as a group. Documents will be uploaded to the Evidence Inventory as they become available. The EIM will follow the naming convention as described in Appendix D

XIII. STRATEGY FOR IDENTIFYING SELF-STUDY SITES TO BE CONDUCTED

In accordance with the commission's policy and procedures and federal regulations 34 CFR Section 602.22 (d), the university has identified the following geographical sites for potential site visits as part of the self-study evaluation: American University of Beirut (designated as main campus by MSCHE), the American University of Beirut – Mediterraneo (branch campus), and the AUB Academic and Executive Hub in Dubai (additional location). The Accreditation Liaison Officer (ALO) will be responsible for all visit logistics (transportation, lodging, meeting rooms, virtual meeting links, etc.) for the preparation visit of the MSCHE VP liaison, the preliminary visit of the evaluation team chair, and the evaluation team members' visit to all sites designated above.

XIV. STRATEGY FOR ASSESSING THE SELF-STUDY PROCESS

AUB, AUB Mediterraneo, AUB Academic and Executive Hub in Dubai, and AUB Online are committed to continuous improvement not only in their academic and administrative functions, but also in the quality of the accreditation self-study process itself. In alignment with this commitment, the steering committee (SC) will implement a structured approach to assessing the self-study process upon its completion, ensuring that lessons learned inform both institutional improvement and future accreditation cycles.

Upon the completion of the Self-Study Report and following the evaluation team's on-site visit, the steering committee will conduct a formal retrospective evaluation of the self-study process. This evaluation will be designed to assess:

- The effectiveness of the self-study governance and organizational structure, including the functioning of working groups, the steering committee, and the Evidence Inventory Managers;
- The adequacy of the process timeline, including milestone adherence across sites;
- The quality, sufficiency, and accessibility of evidence gathered and utilized by the working groups;
- The degree of broad-based participation and engagement across faculty, staff, students, and the Board of Trustees;
- The clarity and utility of communication and coordination mechanisms employed throughout the process; and
- The overall effectiveness of the coordination model between all AUB entities.

Methods and Instruments

The assessment will employ a mixed-methods approach, including:

- A structured survey administered to all working group members, Evidence Inventory Managers, and steering committee members at the conclusion of the self-study process, designed to gather quantitative and qualitative feedback on process quality, workload, communication, and overall experience;
- Focus group discussions or structured debrief sessions with working group co-chairs and steering committee leadership at each campus; and
- A document review comparing the original Self-Study Design timeline and plan against actual implementation, identifying any deviations and their causes.

Acting on Findings of the Self-Study and Evaluation Team Recommendations

The steering committee will compile the results of the process evaluation into a *Self-Study Process Assessment Report*, to be submitted to the institutional leadership. This report will:

- Document findings, strengths, and areas for improvement in the self-study process;
- Record the recommendations and suggestions of the visiting on-site evaluation team and map each to a responsible unit and proposed timeline for action;
- Serve as a reference document to guide AUB's response to the evaluation team's report and the commission's formal action; and
- Inform the planning of future accreditation cycles, including recommendations for structural or procedural improvements to the self-study process.

The Accreditation Liaison Officer, in coordination with the steering committee, will monitor the implementation of action items arising from both the self-study findings and the evaluation team's recommendations. Progress will be reported through AUB's Annual Institutional Update (AIU) submissions to MSCHE and through regular updates to institutional governance bodies, including the Board of Trustees.

APPENDIX A: INQUIRY PLAN TEMPLATE

Working Group:

Assigned MSCHE Standard:

WG Co-Chairs:

WG Evidence Inventory Manager:

Date:

1. Lines of Inquiry

Identify the core questions guiding the WG's review of the assigned standard. Questions should be directly linked to MSCHE language.

2. Evidence and Data Sources

List the documents, datasets, policies, reports, surveys, or interviews to be consulted. Indicate the units responsible for supplying each item.

3. Methodology

Describe the approaches for collecting and analyzing evidence (e.g., document review, stakeholder engagement, etc.).

4. Stakeholder Engagement Plan

Identify administrative units, faculty groups, students, and offices from whom input will be sought.

5. Timeline and Milestones

Outline the sequence of tasks and internal deadlines.

6. Anticipated Gaps or Challenges

Note potential data limitations, access issues, or analytic constraints.

APPENDIX B: WORKING GROUP CHAPTER TEMPLATE

Assigned MSCHE Standard	
WG Co-Chairs	
Evidence Inventory Manager	
Date of Submission	
Version	

1. Introduction

Provide a concise overview (one to two paragraphs) of:

- The WG's charge and the assigned MSCHE Standard
- WG membership: co-chairs, faculty, staff, and student representatives
- The institutional priorities relevant to this standard, as identified in the SSD alignment tables, and how they frame the chapter's analysis
- A summary of the WG's evidence-collection process, including key meetings, subgroups, data sources, and any significant challenges

2. Analysis

Organized thematically. Each theme groups analytically related criteria under a substantive heading. Every criterion addressed must be cited by number in the narrative at the point where it is addressed.

2.1 [Theme Title]

2.1.1 Analysis

[Evidence-grounded compliance analysis. State explicitly whether AUB meets each criterion cited and why. Reference evidence by exact file name.]

2.1.2 Campus and Modality Variation

[Where evidence shows meaningful variation across campuses or delivery modalities, document it here before the strengths and challenges summary. Include disaggregated data in a table where available.]

2.1.3 Strengths and Challenges

[Strengths: key strengths demonstrated by the evidence for this theme.]

[Challenges or Gaps: each gap described, including what is missing, its scope, and its impact where possible.]

Each theme follows the same three-part structure: analysis, campus and modality variation where relevant, then strengths and challenges. Use as many themes as needed to cover all criteria assigned to your standard.

3. Recommendations

List in priority order. Each recommendation must be actionable, evidence-based, and connected to an institutional priority where the evidence supports it.

#	Recommendation	Related Criterion(a)	Institutional Priority	Responsible Party / Timeline
1				
2				
3				
4				

4. Evidence Inventory

List all evidence files supporting this chapter. File names must follow the convention in Appendix D. Add rows as needed. The inventory must be complete at final submission.

File Name (per Appendix D)	Standard / Criterion(a)	Location / Modality	Version	Date	Description	Originating Office

5. Supplemental Appendices (optional)

Include supplemental tables, data exhibits, or supporting material that cannot be accommodated within the main narrative. Number appendices sequentially (A, B, C...) and cross-reference them in the text.

6. Disclosure of AI Use

State whether any AI tools were used in the preparation of this chapter. If so, specify the nature of the use and confirm that all outputs were reviewed for accuracy and integrity before inclusion. If no AI tools were used, state this explicitly.

7. Criterion Coverage Checklist (mandatory)

Confirm that every criterion assigned to this standard is explicitly addressed in Section 2. Record the section reference where each criterion is addressed.

Criterion	Criterion Title / Summary	Section Reference	Confirmed (Co-Chair initials)
1			
2			
3			
4			
5			
6			

APPENDIX C: AUB STYLE GUIDELINES HIGHLIGHTS

Full AUB Style Guide: <https://www.aub.edu.lb/Pages/style-guidelines.aspx>

Academic degrees

- Lowercase with apostrophe: bachelor's, master's degree; uppercase BA, MA, PhD, MD (BA in economics, bachelor of arts in economics; MA in English, master's in English)
- Academic disciplines are lowercase unless part of proper name or noun (she is a professor of philosophy; she studied English at AUB; she is in the Department of Philosophy)

Acronyms

- Spell out first time only with acronym following in parentheses, thereafter, use acronym.
- Only include acronym if the acronym is being used later in the piece or if it is better known by the acronym (e.g., UNICEF)

Ampersand (&) – Don't use

Capitalization

Academic degrees and subjects

- lowercase unless full, formal name of department or program

Full, formal names

- Lowercase references (university, faculty, department); capitalize only when full name

Do not use ALL CAPS for emphasis

Commas – use serial comma; add last comma before conjunction (this, that, and the other)

Currency – Use currency symbol before number, no space (\$5,000 or LL750,000)

Dates – use American format: "Month Day, Year" and do not use ordinal indicators (st nd rd th) with dates (July 4, 2025)

Etc. (not etc...) – but try to avoid using at all

Healthcare

Inclusive language – use "people-first" language ("a person who is blind," not "a blind person")

Quotation marks – Punctuation goes inside quote mark

- Do not use single quote marks (only for a quote within a quote)

Seasons – lowercase "fall, winter, spring, summer"

Time – use 12-hour clock with one space, then "am" or "pm" (2:30 pm)

Titles

- Only one title at a time (not President Dr. Khuri)
- Capitalize before name, lowercase after (unless named chairship/deanship)
- For long titles, preferably put after the name in lowercase
- Title alone is not capitalized (e.g., the dean spoke at the ceremony)

US – not USA, not U.S., no need to say "United States" first

Wellbeing – no hyphen

APPENDIX D: FILE NAMING CONVENTIONS

Files must follow this structure:

S[Standard]_C[Criterion]_[Location]_DocumentName_vN_MMMYYYY

Field	Format	Example
S[Standard]	S + Roman numeral of MSCHE Standard	SIV
C[Criterion]	C + criterion number; omit for standard-level files	C2
[Location]	Campus or modality tag (see table below); omit if institution-wide	MED or ONL
DocumentName	Short descriptive label in TitleCase; hyphens within multi-word names; no spaces	AdvisingServicesReport
vN	Lowercase v + integer; append - FINAL on final submission	v2 or v3-FINAL
MMYYYY	Three-letter month + four-digit year	Feb2027

Examples:

- **SIV_C2_MED_AdvisingServicesReport_v2_Feb2027**
- **SIII_C4_ONL_CurriculumEquivalenceReview_v1_Nov2026**
- **SVI_VITAL2030StrategicPlan_v2-FINAL_Jun2027**

Location and Modality Tags

Apply the appropriate tag when evidence pertains to a specific campus, site, or delivery modality. Omit the tag when evidence applies to the institution as a whole.

Tag	Scope
BEY	AUB Beirut main campus (omit for institution-wide evidence)
MED	AUB Mediterraneo (Pafos, Cyprus)
DXB	AUB Dubai hub
AREC	AUB Agricultural Research and Education Center
ONL	AUB Online — asynchronous and synchronous delivery
HYB	Hybrid delivery — combined in-person and online
XX-YY	Combined tag for evidence covering two or more but not all locations — e.g., BEY-MED

Evidence Inventory Requirements

Each evidence entry must include:

- File name using the standard naming convention above
- Standard(s) and criterion addressed
- Brief description of what the evidence demonstrates
- Office or unit responsible
- Version number and date
- Repository location (SharePoint folder path)

Prior versions of evidence files are retained in the repository; files are not overwritten. All evidence must be uploaded before submitting the final WG Chapter.

