

Accreditation Report

Institutional Accreditation of

Phoenicia University

I Procedure

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, the board of trustees, representatives of the holding company, deans, heads of study programmes, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. Further, the assessment considers criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions” Section B.IV). At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, board of trustees, representatives of the holding company, deans, head of study programmes, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV). In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the WR criteria, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the institution.

1 Higher Education System in Lebanon

The Higher Education System in Lebanon stands as a cornerstone of academic process, overseen by the Ministry of Education and Higher Education. Ensuring educational freedom, Lebanon's legal framework grants religious communities the autonomy to establish educational institutions tailored to their beliefs, while substantial reforms in 2014 fortified standards and governance in the private higher education sector. Meanwhile, the public sector, represented by the Lebanese University (LU), maintains autonomy within MEHE's regulatory framework. Lebanon's higher education system fosters inclusivity and maintains rigorous admissions standards. Embracing international norms, Lebanon adopted the Bologna Process in 2014, introducing the LMD system to facilitate academic mobility and enhance global recognition.

Structured into universities, colleges, and higher vocational institutes, all under MEHE's supervision, Lebanon's higher education sector however does not yet have a national agency for Quality Assurance. Council for Higher Education is responsible for ensuring that academic institutions adhere to quality standards. The first higher education degree in Lebanon is typically a bachelor's degree, obtained after three-four years of study, followed by an additional two years for a master's degree. Additionally, there are specialized programmes such as teaching diplomas, which require two years, and PhD programmes lasting three-four years. Despite the recent economic challenges, political upheavals, and the COVID-19 pandemic casting a shadow over the sector, Lebanon remains committed to academic excellence and innovation.

2 Short profile of HEI

Phoenicia University (PU) is a non-profit, private, and non-sectarian officially licensed institution of higher education, established in 2012 by the Lebanese Welfare Association for Handicapped (LWAH). PU is committed to providing academic excellence to a diverse student body and is currently deemed as one of the fastest growing higher education institutions in Lebanon. The University's campus, sprawling over 110,000 square meters, is located in the District of Zahrani, in the Southern Governorate of Lebanon, only a 40-minute drive from Beirut International Airport. The University comprises six colleges: Architecture and Design, Arts and Sciences, Business, Engineering, Law and Political Science, and Public Health, offering a total of 12 programmes: Freshman Programme (Arts and Sciences), Bachelor of Architecture, Bachelor of Science in Computer Science, Bachelor of Arts in Communication and Social Media, Freshman (Arts and Sciences), Bachelor of Business Administration, MBA, Bachelor of Engineering in Civil and Environmental Engineering, Bachelor of Engineering in Electrical and Communication Engineering, Bachelor of Engineering in Mechanical Engineering, Bachelor of Engineering in Petroleum Engineering, Bachelor of Law, Bachelor of Science in Public Health and Bachelor of Arts in Speech Therapy.

The number of enrolled students is 1061 (Spring Semester 2023-2024) with 9 Full-Time Faculty Members, 8 Adjunct Faculty Members, 59 Adjunct Faculty Members, 112 (Spring Semester 2023-2024) Non-Academic Staff.

PU's dedication towards educational equality and equity is underpinned by its moral obligation to make quality education accessible to all. PU provides an outstanding level of education that values innovation in learning and teaching, preparing new generations of students to become job-ready graduates and leaders in their chosen fields. At PU, the mission the deeply rooted vision is to be recognized as a premier institution of higher learning, renowned for academic

excellence, innovation, and societal impact both locally and globally. We aim to provide a transformative

educational experience that empowers students to achieve their full potential, become ethical leaders, and make meaningful contributions to society. This mission is guided by a set of core values that serve as the foundation of their institutional ethos:

- Justice, Equity, Diversity, and Inclusion (JEDI): Upholding principles of fairness, equality, and diversity in all facets of academic, research, and administrative endeavours;
- Transforming Students' Lives: Empowering students through transformative educational experiences that prepare them for success in a rapidly evolving global landscape;
- Promoting Service-Learning and Learning in the Workplace and Community (LiWC): Engaging students in meaningful service-learning opportunities that foster civic engagement and social responsibility;
- Promoting Women's Participation: Advocating for gender equality and actively promoting the inclusion and advancement of women in all areas of academic and professional life;
- Inspiring Youth Leadership: Nurturing the leadership potential of students and empowering them to become proactive agents of positive change;
- Developing Sustainable Partnerships: Cultivating strategic partnerships with industry stakeholders and NGOs to foster innovation and drive sustainable development;
- Investing in Sustainable Practices: Integrating sustainable and environmentally responsible practices into all aspects of the University's activities, operations, and projects.

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the institution and compliance with the ESG standards and the criteria of WR as well as with the national standards.

1 Institutional Profile and Strategy: Strategic Planning, Mission and Vision

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning [Examination Area 1].

Implementation

PU operates as a student-centered institution adhering to the American educational system and has evolved into a well-respected University for undergraduate studies. Offering a diverse array of programmes tailored to meet the current demands of the job market in Lebanon and the surrounding region, PU confers bachelor's degrees in engineering, Business, Arts and Sciences, Law and Political Science, Architecture and Design, and Public Health. Additionally, PU has initiated the MBA programmes, marking a gradual achievement and a deliberate stride in PU's evolution toward becoming a research University.

The institution is committed to promoting educational equality and equity, driven by a moral obligation to make high-quality education accessible to all. Emphasizing innovation in both learning and teaching, PU aims to equip its students with the skills needed to excel in their careers. This commitment to excellence is upheld by faculty members and Deans selected for their distinguished academic backgrounds and international expertise. PU places on education, prioritizing innovative teaching methods that cultivate the development of students as future leaders. The faculty, renowned for their academic achievements and global experience, play a pivotal role in delivering comprehensive academic programmes. With a diverse faculty representing various backgrounds, PU fosters a multicultural environment that enriches students' perspectives and engages a global mindset. The overarching objective is to empower graduates to make a positive and enduring impact on Lebanon and the broader region, actively contributing to a brighter and more promising future.

PU, like other higher education institutions, faces challenges due to technological advancements, high expectations from stakeholders, and intense competition for resources and talent. To address this, the institution is investing significantly in modernizing infrastructure, constructing new facilities, renovating buildings, and establishing advanced laboratories. Additionally, PU is actively recruiting faculty, diversifying disciplines, creating specialized research centers,

and seeking institutional accreditation to demonstrate its commitment to overcoming these challenges and enhancing impact.

This strategic plan outlines the most effective strategies for enhancing their current positioning as a leading teaching institution whilst increasing focus on pioneering research. Generally, the corresponding strategies are designed to facilitate the realization of PU's mission and vision.

The vision of PU aims to be recognized as one of the student-centered higher education institutions in Lebanon and the region, highly regarded for its commitment to excellence in learning and teaching.

The mission the PU is committed to preparing PU students to become job-ready graduates and professionals, capable of competing at national, regional, and international levels.

The Goals and Strategies of the PU are:

Strengthening A Holistic Perspective: Academic, Liberal Education

To align with PU's commitment to "A Holistic Perspective" in education, the emphasis is placed on enhancing academic, liberal education. A holistic perspective in academic, liberal education encourages students to explore diverse fields of knowledge, make connections between different subjects, and appreciate the broader implications of their learning. It often involves exposure to a variety of disciplines, including the sciences, humanities, social sciences, and the arts, aiming to provide students with a broad intellectual foundation. This approach aims to give students a well-rounded education that goes beyond just specific knowledge. It combines academic and liberal education to develop various skills like critical thinking and communication. It focuses on good teaching, a supportive learning environment, and modern teaching methods to prepare students for a changing world. The main goal is to produce graduates who can think critically, solve problems creatively, and contribute positively to society.

Goal 2: Innovation and Research

In the context of PU, fostering an innovative research culture is integral to the University's commitment to academic excellence and societal impact. PU recognizes the close intertwining of innovation—creating and applying novel ideas—with research, serving as the foundation for generating new knowledge across diverse disciplines. The synergy between innovation and research forms a dynamic cycle of continuous improvement at PU. Emphasizing rigorous research as a catalyst for innovative ideas, the University propels advancements in academic domains and broader areas like science, technology, social sciences, and humanities. To nurture this relationship, PU prioritizes creating an environment supporting curiosity-driven exploration, providing resources for researchers, and encouraging interdisciplinary collaboration.

Goal 3: Community and Global Engagement

Commitment to Community and Global Engagement reflects a dedication to actively participate, contribute, and connect with local communities and the broader global landscape. This principle involves diverse interactions that extend beyond institutional or organizational boundaries, emphasizing a collective sense of responsibility and collaboration. At the community level, engagement encompasses initiatives focused on understanding, supporting, and positively impacting the local environment. Such involvement may entail community service, partnerships with local organizations, and projects addressing specific community needs. The goal is to cultivate meaningful relationships, foster mutual understanding, and create tangible positive changes in the lives of those in the immediate vicinity.

On a global scale, engagement broadens involvement to the international arena. It entails establishing connections, collaborations, and partnerships with entities worldwide. This global perspective underscores interconnectedness and shared responsibility for addressing challenges like climate change, poverty, and healthcare disparities. Global engagement often involves international research collaborations, educational exchange programmes, and initiatives contributing to the global community. In academic institutions and organizations, community and global engagement form integral components of a comprehensive approach to social responsibility. This approach transcends conventional boundaries, encouraging a mindset that considers the impact and interconnected nature of actions both locally and globally. Through active engagement with communities and the world, institutions aim to instill social consciousness, cultural awareness, and a commitment to making positive contributions to society on a broader scale.

Goal 4: Diversity, Equity and Inclusion

PU is dedicated to the concept of inclusive excellence, recognizing that intentional engagement with a variety of people, perspectives, and knowledge is vital for realizing the vision of excellence and a transformative impact. This commitment aligns with the mission, reflects core values, and fulfills overarching goals. They understand that the diversity contributed by their community, including faculty, staff, students, and alumni, enhances their teaching, strengthens research and practice, and serves both local and global communities. As part of this commitment, the University will endeavor to honor the diverse identities, backgrounds, and perspectives of its community members, fostering an educational and working environment that is not only equitable and inclusive but also welcoming to all.

Assessment

Phoenicia University has a clearly formulated mission statement that precisely defines the institutional profile, strategic directions and long-term goals of the institution. This mission statement serves as the foundation for all of the university's activities and decisions and promotes a shared understanding of values and priorities within the academic community. The university's mission is consistent and aligned with international standards, which underscores its relevance and competitiveness at the global level.

The academic bodies have unanimously adopted the mission, and it is available to the public to ensure transparency and accountability. This enables students, staff and external stakeholders to identify with the university's objectives and actively participate in their implementation. The university promotes an open dialogue about its mission and objectives in order to receive continuous feedback and develop further.

In addition, the Phoenicia University has adequate resources, including financial means, modern infrastructure and highly qualified personnel, to successfully fulfill its mission and strategic planning. The continuous evaluation and adaptation of these resources ensures that the university can react flexibly to changing requirements.

In addition, Phoenicia University is committed to promoting research and innovation by initiating interdisciplinary projects and collaborations with other educational institutions and industry. This not only strengthens academic excellence, but also the practical applicability of research results. By creating an inspiring learning environment and supporting lifelong learning, the university is positioning itself as a dynamic center for education and research that actively contributes to solving societal challenges and promotes the personal and professional development of all those involved.

The mission statement of the Phoenicia University is very well defined and takes convincingly into account the different areas according to the objectives. It reflects the higher education institution comprehensively and according to the actual possibilities of the institution. The profile is realistic, needs-orientated and focused. Phoenicia University has a clear statement of its priorities. There is also a development plan. The higher education institution is aware of its status within the national higher education system and knows its opportunities within society. It defines its mission statement according to its embedding in the overall system and the regional-national challenges.

The vision and mission statement are publicly accessible, e.g. via the homepage. The mission statement is implemented and is part of the university culture.

Based on its self-image of a "holistic perspective" in education, the PU is committed to academic, liberal education. It strives to make its students curious about different fields of

knowledge and to provide them with a broad intellectual foundation. Phoenicia University 's main aim is to 'produce graduates who can think critically, solve problems creatively and make a positive contribution to society'. The University's objectives are clearly defined according to its profile.

Phoenicia University focuses strictly on its opportunities and networks to achieve its goals. Its study programmes are closely linked to the industry, to the health care system and to the economy. PU's quality assurance system is closely integrated with the university's strategic objectives. The University uses different levels of quality assurance and evaluation formats to measure the achievement of its objectives.

The mission statement is lived out by all members of the university and the expert group was very impressed by the enthusiasm of Phoenicia University and its strategic management. These enable the mission statement to be consistently implemented at the programme level and in the administration.

According to the self-assessment report, the Phoenicia University has full financial autonomy and the authority and ability to manage its financial transactions independently. Effective financial management ensures financial stability. The main sources of income for the university are tuition and non-tuition fees. In response to questions, all levels of the higher education system confirmed that sufficient funds are available for relevant programmes, initiatives and developments.

Conclusion

The criterion is **fulfilled**.

2 Governance, Organization and Administration

Responsibilities, decision-making processes, and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning [Examination Area 2].

Implementation

In accordance with the internal bylaws and as will be demonstrated in the following section, the governance structure of the institution was established to regularly evaluate policies and practices, and to support academic quality, as well as accomplishment of the institution's mission. Participatory Governance is a cornerstone principle at PU, ensuring that all stakeholders have a voice in decision-making processes. By fostering collaboration and inclusivity, participatory governance empowers students, faculty, staff, and administrators to actively engage in shaping the University's policies, priorities, and initiatives. Through various channels such as committees, boards and forums, members of the University community have opportunities to contribute their perspectives, share feedback, and collaborate on important issues. All processes at PU are streamlined to facilitate efficient decision-making and implementation of policies and initiatives.

Organizational Chart

At PU, the organizational structure is purposeful, flexible, and adaptable, designed to effectively fulfill its mission. It combines elements of centralization and decentralization in decision-making processes to ensure efficiency and responsiveness. Transparency is a key value, with clear administrative and financial structures in place to support the implementation of strategic initiatives.

Board of Trustees

As previously stated, PU was founded by LWAH under the authority of Decree No. 9098 dated 18/10/2013. The BOT, appointed by the President of LWAH, holds the highest authority within the University. The BOT plays a central role in the formation of strategy and long-term planning at the university. This process involves collaboration among experts, legal representatives, and social partners, who contribute their expertise and perspectives. The board governs the University by establishing policy and exercising fiduciary responsibility for the long-term well-being of the institution. This collaborative approach ensures that strategic initiatives are

grounded in diverse perspectives, supported by clear policies, and aligned with the University's mission and goals.

Chairperson of the BOT

The Chairperson of the BOT holds a pivotal leadership role within the governance structure of an organization. As the highest-ranking officer of the board, the Chairperson presides over board meetings, providing guidance, facilitating discussions, and ensuring effective decision-making processes.

Chancellor

The Chancellor, appointed by the BOT, serves as both the ceremonial head of the institution and a key representative in external relations. With the President, the Chancellor serves as the liaison between the BOT, the BOD, University committees, and the faculties.

President

The President of the University oversees the institution's overall operations, strategic direction, and academic initiatives. Appointed by the President of LWAH, the President is entrusted with the responsibility of advancing the University's mission, vision, and values.

Joint Responsibilities between President and Chancellor

Preparing the budget proposal and the yearly report, the University budget project and monitoring expenditures and the Agenda of the BOD meetings.

Board of Deans (BOD)

The role of the BOD at PU encompasses ensuring the quality of education by monitoring standards, evaluating collegiate bodies, and setting key developmental indicators for improvement.

Educational and Scientific Divisions

a) College Governance – Collegial Bodies

Each college is comprised of a collegial body consisting of the following members: Dean of College, Department Chair or Programme Coordinator and Full-Time Professors. The body meets once per semester or upon the request of the Dean of the relevant college. The main tasks of the collegial body are Programme Evaluation, Student Support and Policy Development.

b) College Governance - Collegial Advisory Bodies

Each college has an advisory body composed of advisors, distinct from its full-time internal faculty and staff, to provide valuable insights, expertise, and strategic guidance. There are the College of Business (Bachelor of Business Administration, Business); the College of Law

(Bachelor of Law); the College of Arts and Sciences (Bachelor of Science in Computer Science, Bachelor of Arts in Communication and Social Media, Freshman (Arts and Sciences); the College of Architecture (Bachelor of Architecture); College of Public Health (Bachelor of Science in Public Health, Bachelor of Arts in Speech Therapy) and the College of Engineering (Bachelor of Engineering in Civil and Environmental Engineering, Bachelor of Engineering in Electrical and Communication Engineering, Bachelor of Engineering in Mechanical Engineering, Bachelor of Engineering in Petroleum Engineering).

Academic Support Units

Academic Support Units at PU uphold the University's academic mission and facilitate the delivery of academic programmes while complementing its pedagogical activities. Each unit is led by a director who reports to the President and provide insights, recommendations etc. Should the President deem it necessary, the issue can be added to the agenda of the next BOD meeting following consultation with the Chancellor, who also plays a pivotal role in BOD agenda preparation.

Administrative Divisions

Administrative divisions are tasked with specific functions crucial for the institution's operations. They ensure the seamless management of resources and provide essential support for educational initiatives. Administrative units play a crucial role in supporting academic units by providing essential services and resources that contribute to the overall success and well-being of students and faculty. The administrative divisions within PU helps in maintaining operational efficiency and advancing educational projects. Its objectives include effectively managing infrastructure and allocating resources to support educational endeavours. The administrative division encompasses specialized administrative departments tasked with specific functions. Administrative units support the educational process. Collaborative engagement between each department within academic division and the administrative units is integral to guaranteeing that administrative support is aligned with the requirements of educational programmes and initiatives. Administrative Units are Office of the Registrar, Admissions of Office, Finance Department, Human Resources Department, Career Center, Student Affairs Office, Global Outreach and International Affairs Office (GOIA Office), Information Technology (IT), the Content Design Department and the Financial Aid Office.

University Committees

In addition to the primary decision-making channels outlined earlier, the University also relies on several committees that play a crucial role in governance. These committees provide a

platform for shared decision-making and collaboration among faculty, staff, students, and administrators. They are designed to address specific aspects, some academic and some non-academic. Membership composition varies depending on the task at hand.

a) Academic Progress Committee (Probation Status)

The Academic Progress Committee is a recommending and/or decision-making body regarding enrollment status changes, academic probation and academic dismissal. The role of the Academic Progress Committee is to decide whether the student can successfully continue their studies at Monash based on their current and historic unsatisfactory academic performance, level of engagement and plans for future success.

b) Curriculum Review Committee

The Curriculum Review Committee plays a vital role in shaping and improving the educational programmes offered by an institution. The primary focus of the Curriculum Review Committee is on designing, improving, and maintaining the curriculum and educational programmes offered by the institution.

c) New Curriculum Development Committee

The New Curriculum Development Committee is to systematically plan, develop, and evaluate educational programmes to meet the needs of students, align with institutional goals, and promote high-quality teaching and learning outcomes.

d) Academic Policy Development Committee

The process begins when the Dean of the relevant college identifies the need for a new policy. They then bring this issue to the attention of the President. Subsequently, the President includes it on the agenda of the BOD for discussion and approval. Once approval is obtained from the BOD, a committee is formed. This committee is tasked with further developing and implementing the policy, ensuring its alignment with the institution's objectives and standards.

e) Research Review Committee

All research proposals should be submitted to the Research Review Committee for approval, and the committee bears the responsibility of rigorously assessing the viability of research proposals. A comprehensive evaluation process for research proposals involves several steps: initial screening to ensure they meet requirements and align with institutional priorities; assessing the quality, originality, and scientific rigor of the research design; evaluating the significance and potential impact of the proposed research; scrutinizing feasibility considering avail-

able resources and practical constraints; ensuring compliance with ethical guidelines and regulations; assessing alignment with funding agency objectives and potential for meaningful outcomes; and concluding with a decision and feedback for applicants, including strengths and weaknesses identified during the evaluation.

e) University Quality Assurance and Accreditation Committee (UQAA)

The UQAA Committee is tasked with providing guidance and support to faculties and administrative departments, facilitating the implementation and achievement of their quality assurance objectives.

Non-Academic Committees

a) Disciplinary Committee)

This committee pertains to disciplinary actions for breaches of the student code of Conduct. The committee comprises a representative of the Student Affairs Office, Legal Advisor, the Dean of the respective College of the student who allegedly committed the breach. In the event of an alleged breach, the student is given the opportunity to present his/her case. In case the committee reaches a verdict that there is a breach, a penalty is imposed on the student. This penalty is proportional to the severity of the action committed by the student. Penalties can vary ranging from a written warning to indefinite suspension. Conducts considered to be in breach and the associated penalties are clearly outlined in the Student Code of Conduct which is publicly available both on the University website and the learning management system. Final verdicts and penalties are communicated to students via their official University Email.

b) Financial Aid Committee

The Financial Aid Committee is responsible for overseeing the distribution of financial aid resources to eligible students.

b) Admissions Committee

The Admissions Committee is responsible for reviewing and evaluating applications from prospective students to determine their suitability for admission to the University or specific academic programmes.

b) Administrative Policy Development Committee

The policy development process initiates when the Director/Manager of an administrative department identifies the necessity for a policy. For Administrative Policies, a formal proposal is submitted to the Chancellor. The QAA Office, in collaboration with the Director/Manager of the

respective administrative department, conducts a comprehensive needs assessment, considering various

relevant factors. Following the needs assessment, the QAA Office prepares a detailed preliminary report presented to the Chancellor for consideration. Once approval is obtained, a committee is formed. This committee is tasked with further developing and implementing the policy, ensuring its alignment with the institution's objectives and standards.

c) Student Governance

As part of the participatory governance approach adopted by PU, students play an important role in university governance, serving as the vital link between the academic institution's administration and the diverse student body they represent. Through active engagement in various governance structures and processes, students contribute valuable perspectives, insights, and ideas that shape the policies, programmes, and priorities of the University. The student governance structures provide ample opportunity for and models of prosocial involvement.

b) Monthly Meetings with the Chancellor

Representatives of clubs and societies meet with the Chancellor of the University at least once a year. This provides a structured platform for student councils to directly engage with university leadership.

Assessment

The responsibilities within the institution are clearly defined and officially formulated in binding statutes. These statutes outline the roles and duties of various stakeholders, ensuring clarity and accountability across the institution. This formalization of responsibilities supports effective governance and facilitates smooth operational processes. It can be noted that the university has formulated numerous statutes and regulations over the last two years, all of which have the purpose of documenting these processes.

The organizational and management structure of the institution is aligned with its objectives and tasks, promoting academic freedom in teaching, learning, and research. Members of the institution, particularly professors and academics, are actively involved in decision-making processes, ensuring that the primary responsibility for teaching, learning, and research lies with those best qualified. The separation between management and the funding body is maintained, preventing conflicts of interest and ensuring objective governance. Recruitment rules for academic staff are clearly defined and based on scientific standards, guaranteeing that hiring practices are transparent and merit based.

In addition to the strengths mentioned, there is one point that should not go unmentioned, which can lead to an improvement, as a recommendation. Regarding student participation, there are differences between the commissions and committees. In some there are students involved, while other have no students involved.

The European Standards and Guidelines (ESG 2015) provide for the participation of all stakeholders here. "A key aim of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to a common understanding of quality assurance of learning and teaching across borders and among all stakeholders. -- Unless otherwise stated, in this document stakeholders are understood to include all stakeholders within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution."

Student representatives are included in the Student Discipline Committee and the Non-Academic Grievance Committee. Additionally, we are in the process of establishing a Student Affairs Committee.

Currently, there are no plans to increase student involvement in committees. This approach reflects the unique characteristics and cultural differences of their country's universities, which differ from most European universities where students also serve on committees. While they emphasize equal participation alongside professors in relevant commissions, equal rights do not necessarily imply equal representation of students and professors in these committees.

To comply with the requirements outlined in the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area), it is crucial to enhance student engagement in quality management and quality assurance. Therefore, students should be more actively included in relevant commissions to ensure compliance with ESG standards.

The university should find a way to ensure student participation in the committees and ensure targeted representation of all students' interests. Involving students in these meetings ensures that their perspectives, needs, and concerns are directly heard and considered in the decision-making processes. This practice will not only enrich the decision-making process but also contribute to the overall growth and success of the university community.

The various areas of the institution are well interconnected, promoting collaboration and synergy across departments. This interconnectedness is facilitated through regular communication channels, joint projects, and interdisciplinary committees. Such integration ensures that different segments of the institution work together towards common goals, enhancing overall institutional effectiveness.

Funds within the institution are allocated based on transparent regulations and criteria. The allocation process is governed by clear policies that ensure resources are distributed in a manner that supports the institution's strategic priorities. Financial transparency is maintained through regular audits and public reports, allowing stakeholders to understand how funds are utilized and ensuring accountability. This transparency fosters trust and confidence among members of the institution and external stakeholders.

In summary, the institution's governance and organizational structures are well-designed to support its mission and strategic goals. Involvement of students can be increased. Responsibilities are clearly defined, and decision-making processes involve key academic personnel, ensuring academic freedom and integrity. The interconnectedness of different institutional areas promotes effective collaboration, while transparent financial practices ensure accountable and equitable distribution of resources.

Conclusion

The criterion is **fulfilled**.

3 Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined. The HEI offers professional support services for students. Support services have adequate staff [Examination Area 4, ESG Standard 1.2, ESG Standard 1.3, ESG Standard 1.4].

Implementation

Teaching and Learning play a crucial role in shaping the academic landscape of their institution. The following section will discuss the core aspects of teaching and learning methodologies, academic system, faculty engagement, and the overall learning environment.

Overview of Teaching and Learning

PU adheres to the American system of higher education, employing a credit-hour system across all its faculties. Bachelor degrees, across various programmes, are conferred upon completion of a minimum of three years of study post-freshman year, where applicable. The number of credits per major differs according to the curriculum and the requirements of the Ministry of Education and Higher Education for each major. Programmes typically have specific requirements that students must fulfil to earn a degree. These requirements include completing a certain number of credits, fulfilling general education or core curriculum requirements, and satisfying major or concentration requirements. The content of all educational programmes adheres to the requirements set by the Ministry of Education and Higher Education.

When considering the introduction of a new programme, the University applies for licensing through the Ministry of Education and Higher Education via the Council of Higher Education and its associated technical committees. The process commences with the submission of a file, which undergoes review by a specialized committee that then issues a report and initiates a follow-up procedure. Based on the technical committee's report, the Council of Higher Education provides a recommendation for licensing. The ultimate decision regarding the licensing of a higher education institution rests with the Council of Ministers. A start-up process, coupled with an audit visit or an on-site inspection to verify the institution's adherence to licensing criteria, culminates in the accreditation of programmes and the granting of diplomas to students.

PU exclusively employs face-to-face instruction for all courses. An attendance policy mandates a minimum 25% attendance, with automatic withdrawal from the course and receipt of a W for non-compliance.

Aligned with the University Strategy 2024-2027, the institution places a high priority on innovative teaching methods. Universally, the prevailing teaching philosophy can be summarized as student-centered learning and experiential learning. Since its inception in 2015, PU has consistently emphasized student-centered approaches in teaching and learning, dedicating significant resources to ensure the delivery of exceptional education. The University's curricula emphasize citizenship, leadership, critical thinking, and high-quality communication skills. Graduates depart with a comprehensive understanding of humanities, science, technology, global issues, and interdisciplinary connections among the humanities, social sciences, and natural sciences. The institution offers remedial courses in languages and basic sciences through special programmes, aiding students in acquiring essential skills for enrollment in their desired undergraduate programmes. Additionally, PU hosts summer camps to supplement academic experiences. The teaching methodologies mentioned have been approved by BOT designed to align teaching and learning with their mission of delivering excellence in education at PU.

Admission

At PU, the admission period is pre-determined and communicated through official channels such as website and social media platforms. In accordance with the admission policy, prospective students must meet specific grade requirements for entrance exams, which vary depending on the course they are applying for. Currently, PU accepts both paper and e-applications. Starting from Fall 2024-2025, PU will be transitioning towards complete e-application as part of its commitment to utilizing technology more effectively. In addition to taking the PU English placement test, applicants may also demonstrate proficiency in English through other exams such as IELTS or TOEFL, with required scores outlined clearly in the admissions policy and available publicly on the University website.

Furthermore, English Language Assessment Criteria will be considered as part of the admissions process to ensure applicants meet the language proficiency standards required for successful academic performance. Additionally, students transferring from other colleges must meet credit transfer requirements. As per the Admissions Policy a dedicated admission committee reviews each application, considering various factors including academic performance in placement tests, official examination grades and high-school grades for the last three years. Applicants receive the decision for their admission via email within a communicated timeframe. After accepting the University offer and prior to registration, PU conducts orientation sessions to familiarize new students with campus facilities, academic resources, and other essential

information to ensure a smooth transition into university life. Under 18 students are given special standard of care as per the Under 18 Student Policy.

Recruitment Strategy

Recruitment Strategy are conducted by Marketing and Branding: Social Media, Promotional Videos (Targeted and General); Outreach and Engagement: PU engages with prospective students through a variety of outreach initiatives, including attending college fairs, hosting informational sessions, conducting high-school visits, and participating in community events; Student Ambassadors and Alumni Engagement: PU leverages the experiences and insights of current students and alumni to serve as ambassadors for the University; Data Analysis and Evaluation: PU utilizes data analytics and feedback mechanisms to monitor the effectiveness of their recruitment efforts.

Programme Development, Structure and Delivery

a) Classification System

The classification system of Freshman, Sophomore, Junior, and Senior represents the four distinct stages of undergraduate education at PU.

b) Programme Structure

Generally, all study programmes include the following components: These components are offered across different system classifications. The number of credits for each component differs according to degree requirements. These include General Courses, Major Courses, Major Electives and Free Electives.

Teaching and Learning Concepts

a) Student Centered Learning

Examples of frequently used student-centered learning approaches are Project-Based Learning (PBL), Flipped Classroom Models or Student Led Discussions.

b) Learning by Doing: Experiential Learning

The University emphasizes the importance of hands-on experiential learning opportunities provided to students. This approach acknowledges that active engagement in practical tasks enhances understanding and retention of concepts. Through activities such as experiments, simulations, projects, and real-world applications, students actively participate in their learning process. This concept is applied throughout all six colleges and relevant activities are tailored to the requirements of each college. Moreover, the PU integrate a compulsory internship to the degree plan of all majors. Work placements are assessed and aligned with study objectives.

In these internships students are appointed supervisors who are well-informed about their roles and responsibilities within the placement. Students undergo assessment, and successful completion of the course is contingent upon achieving the objectives outlined for the placement. Generally, this strategy contributes to achieving the desired balance between theory and practice.

c) Self-Learning

PU upholds a culture of self-directed learning. Self-directed learning, empowers students to take responsibility for their own learning journey. Students are encouraged to actively seek out resources, set learning goals, and manage their time effectively. In self-learning environments, students have the autonomy to choose the pace, depth, and direction of their studies, catering to their individual learning preferences and needs. This learning concepts also students to take initiative in exploring resources, conducting research, and finding answers to their questions independently. For example, students in various colleges must complete self-directed research projects, where they choose a topic of interest, formulate research questions, gather data, and analyze findings, fostering critical thinking, curiosity, and autonomy whilst offering effective supervision.

d) PEO's and SLO's and CLO's

Each study programme has a set of Programme Educational Objectives (PEOs). PEOs are specific statements that describe the expected accomplishments of graduates of a particular study program within a few years after graduation. These objectives outline the overarching goals that the programme aims to achieve through its curriculum and educational experiences. In addition, each programme has specific Student Learning Outcomes (SLO's) which is directly linked to one or more PEOs. SLO's are narrowing statements that describe the knowledge, skills, abilities, and attitudes that students are expected to demonstrate upon completion of a course, programme, or educational experience. Finally, CLOs, each course has specific CLO's that are more specific to individual courses within a programme. They describe the knowledge, skills, and abilities that students should acquire as a result of completing a particular course.

e) Mission Vision Alignment; Curriculum Mapping

At PU, they actively refine their curriculum by aligning individual courses and their intended learning outcomes with programme-level objectives. This process involves visually representing how well these objectives are met throughout the curriculum for each college. Each programme learning outcome (PEO) is further broken down into specific learning outcomes

(SLO's), which are then mapped to each course or programme experience. They assess the coverage of these outcomes, categorizing them as well-covered, moderately covered, or minimally addressed. This analysis helps us identify areas requiring adjustments to ensure comprehensive coverage and successful achievement of objectives. They consider not only courses but also experiences students encounter throughout the programme in this mapping process. Gaps and areas of weakness are addressed during the annual Curriculum Review Meeting, where adjustments and modifications are discussed and implemented as needed.

f) Course Files

Every course has a file which includes the following assessments and answer keys; the course learning outcomes (CLO's) attainment report; the course syllabus, the course teaching methods; the graded samples of student work; the samples of teaching material and the travaux dirigés (TD).

g) Course Mapping and Course Syllabus

Effective course delivery and mapping are essential components of a structured educational experience. Therefore, in addition to curriculum mapping previously discussed, course mapping approach is used to map the CLO's of each course with the SLO's of the College. This map is integrated into the course Syllabus. Instructors are encouraged to ensure that their course material covers, so far as possible, all SLO's. This section outlines the systematic approach used to organizing, delivering, and assessing course content at PU to ensure its alignment with learning objectives and outcomes.

h) Students' Academic Management

PU monitors the academic advancement and growth of individual students over time. This process is facilitated through the "course progress report," which is furnished by the registrar to the Dean or Department Chair or Programme Coordinator of each college at the semester's end and upon request. The progress report delineates completed courses, withdrawn courses, failed courses, semester GPA, cumulative GPA, and other pertinent metrics. Also, regular assessments, conducted after midterms and at semester ends, are used to track course performance. By assessing key indicators like failed courses and GPA comparisons, students are categorized for targeted support. Underachieving students receive personalized interventions through advisor meetings, facilitated by a supportive faculty. This proactive approach aims to address issues early and foster student success within the University (Student Progress Track-

ing). One-on-one Advising, Specific Areas of Growth (Based on CLO Attainment Report), General Data Analytics and Reporting Tools, New Student Programmes are as well as methods for the measurement of Students' Academic Management.

Teaching Methods

Teaching Methods are Instruction Based Learning, Discussion Based Learning, Collaborative Learning, Problem-based Learning.

Assessment Methods

PU instructors employ a number of methods which range from exams to quizzes, to projects, to case studies, to presentations, to critiques, to a variety of other methods emphasizing the achievement of learning outcomes and developing graduate qualities and characteristics. The assessment tools used are for example written exams; participation and attendance; projects or in-class- presentations and other innovative assessment; skills portfolio assessment or exit exams.

Feedback

Feedback is significant in enhancing student performance, therefore, instructors are required to give students detailed feedback. Students have the right to revisit their exam booklets and, may arrange an appointment with the relevant instructor to address any inquiries.

Grade Inquiries and Official Grade Appeal

Based on the institutional policy, students have the right to inquire about any grade earned in a particular examination. Students may discuss any matters relating to the exams and the grade with the instructor directly. A student who wishes to appeal a received grade will be required to fill an official grade appeal form accessible online. The grade appeals system intends to provide recourse for students who have direct evidence showing that an improper grade has been assigned. Most successful grade appeals are limited to instances of grade miscalculation or question omission.

Workload of Students

The number of hours of student work depends on student ability, teaching, and learning methods. In addition, it will vary among various faculties. The workload of students is calculated according to NEASC.

Composition of Student Body

The composition of the Student Body shows during the last years from 2022-2024 that the students are coming from all field of study programmes PU has to offer.

Gender Distribution

In terms of gender distribution, females comprise 58% of currently registered PU students, while males constitute 42%, underscoring PU's dedication to fostering inclusion and diversity.

Drop-Out Rates

The dropout rate serves as a vital indicator of student retention and academic success within educational institutions. At PU this metric is rigorously examined on a semester basis, with the most recent study providing valuable insights into student attrition trends. Reasons for Drop-Out are Low Academic Performance, Financial Issues, Distance or Personal Reasons.

AI Solution and Data Collection

To address the issue of student attrition, PU is actively developing an AI-driven solution aimed at identifying at-risk students who are prone to early dropout. This innovative approach leverages machine learning algorithms to analyze various data points, including academic performance, attendance records, and socio-economic indicators, to pinpoint students who may require additional support. Furthermore, PU recognizes the importance of expanding data collection efforts to obtain more comprehensive and accurate results. By gathering a broader range of data, including qualitative insights from student surveys and interviews, the institution aims to refine its understanding of the factors influencing dropout rates and tailor interventions accordingly.

Academic Support Services

Academic Support Services rely on Technology Integration, Learning Resources and Materials, Learning Management System, Faculty Development Programmes, Peer Support Programmes or Accessibility Services.

Assessment

The group of experts confirmed that the Phoenicia University has a clear strategy concerning teaching and learning that meets all relevant accreditation requirements.

The HEI adheres to the American system of higher education, employing a credit-hour system across all its faculties. The number of credits per major differs according to the curriculum and the requirements of the Lebanese Ministry of Education and Higher Education for each major.

The overall objectives of the study programmes are clearly expressed and are publicly available. Each programme follows the general structure which includes the four components a) general courses, b) major courses, c) major electives, and d) free electives. Thus, a clear set of competences and knowledge is defined for each programme that includes specific aspects relating to later professional work in the region and in international networks as well as general competences that relate to the mission of the HEI that stresses aspects of inclusion, equality, diversity, and responsibility. This composition of the programmes ensures both the specific development of each programme as well as the interlinkage with other programmes.

A transparent and fair grading system is applied in each programme.

The responsibilities for the development, evaluation, and adjustment of programmes is defined in clear structures and process descriptions. Sufficient resources are provided to guarantee a smooth processing at any time. A broad number of stakeholders is involved in such monitoring of the study programmes, including the processes of introducing new programmes and of closing dissatisfying programmes. The expert group was convinced that these processes work in a functional way, as explicit examples were shown. The broad agreement of all stakeholder groups was confirmed during the evaluation of the HEI.

The expert group confirmed that a particular strength is the strategically build up set of teaching and learning methods that clearly serves the purposes of the HEI and the careers of the students. The teaching and learning concepts are strongly related to the ambitions to provide academically sound programmes that are applicable to the professional fields in the region, but also on broader national and international levels. The concepts, however, are not subordinate to the current professional practice but are designed in a way that the graduates will contribute to further develop the professional practice. The group of experts was in particular impressed by the generally provided simulation-based learning environments, a modern and cost-intensive method of teaching and learning that provides outstanding learning opportunities. In addition, concepts of student centered learning, in particular project-based learning, are applied in the programmes. Methods like flipped classroom and student led discussions further support high-level student learning by experience. Examples of such modern concepts can be found in different programmes, for example the simulations used in the petroleum engineering programme, the entrepreneurial incubator simulation in the business programme of the studios in the communication and social media programme.

The focus on self-directed learning on the one hand strengthens specific competences, but on the other hand also enhances general competencies like taking responsibility or exploring resources.

Finally, the HEI provides a rich set of scholarships for students. The criteria to gain scholarship are fair and are clearly communicated.

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined. The HEI offers professional support services for students. Support services have adequate staff.

Conclusion

The criterion is **fulfilled**.

4 Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution [Examination Area 5, ESG Standard 1.8]

Implementation

PU announced the establishment of its Center for Research and Advancement on June 19, 2023. The Center for Research and Advancement is a state-of-the-art hub dedicated to advancing knowledge, fostering innovation, and contributing to the development of Lebanon and the surrounding region. By establishing the Center for Research and Advancement, PU recognizes the crucial role of research in achieving its objectives and fulfilling its mission, aligning it with the institution's long-term vision. The Center for Research and Advancement aims to cultivate a culture of excellence in research by providing a supportive and collaborative environment that encourages researchers and students to push the boundaries of their fields. By facilitating collaboration and knowledge exchange among experts from different disciplines, PU strives to generate innovative solutions that address the most pressing issues of their time and that enables technology transfer. At the Center for Research and Advancement, the vision is to become a preeminent center for research and advancement in the region, renowned for their cutting-edge and impactful research, interdisciplinary approach, and steadfast commitment to social responsibility and sustainable development. Consequently, the Center for Research and Advancement objectives highlight its strong commitment to achieving excellence and its passion for advancing knowledge, fostering innovation, and progress in various fields.

General Overview

PU acknowledges the importance of creating a dedicated Center for research and advancement that is responsible for overseeing and coordinating research activities. Furthermore, all research undertakings within Center for Research and Advancement are carefully synchronized with PU's core priorities and objectives. On the other end, Center for Research and Advancement formulates annual research priorities, goals, and strategies to steer the integration of research initiatives effectively. Additionally, they have implemented procedures for reporting and evaluating the outcomes and impact of research efforts. For this objective, researchers are regularly obligated to report on their activities, and assessments are conducted using metrics such as publications, grant awards, and scientific impact. At the Center for Research and

Advancement, they have a well-defined organizational structure that ensures efficient and effective management of research activities and operations and their alignment with institutional goals. PU research center is headed by a director who reports directly to the President. The staff of the Center for Research and Advancement are the Director, the Research Review Committee, the Advisory Board, the Research Teams, the Outreach and Engagement Team, Funding and Development Team and Administrative Staff.

Additionally, the Center for Research and Advancement follows a well-structured strategic work plan, which is reviewed either on a yearly or quarterly basis, depending on the specific needs and goals of the research activities. This strategic planning ensures that research efforts align with the Center for Research and Advancement overall mission and objectives, allowing for effective management, progress tracking, and record-keeping practices. The Center for Research and Advancement has put in place specific research policies to manage and monitor research endeavours. These policies address issues like research ethics, intellectual property, data management, authorship and publication, conflict of interest grant management, health and safety, and quality assurance and improvement.

Focus Areas

The center is focusing on several key areas that have significant potential to drive innovation across various sectors. These focus areas are chosen taking into consideration specific criteria and priorities established to align research efforts with their mission and the needs of their stakeholders. Research areas might include Artificial Intelligence, Data Science, and Cyber-security: Developing innovative algorithms, models, and systems to tackle complex challenges related to artificial intelligence, data analysis, and safeguarding digital systems etc.

While faculty members, researchers, and academic departments are encouraged to initiate research activities and actively contribute to o research endeavours, the Center for Research and Advancement will carefully assess the viability of research proposals. This assessment will be based on a set of predefined criteria to ensure that proposed research aligns with their mission, goals, and available resources. All proposals should be submitted to the Research Review Committee for approval.

Engagement with Internal and External Partners

Internal Partners are Faculty Members, Junior Researchers and Students. Moreover, academic departments within PU have specialized research units that concentrate on specific disciplines. These units are dedicated to nurturing research excellence within their respective fields and frequently collaborate with external partners. While recognizing the value of collab-

oration, the Center for Research and Advancement is highly committed to working on partnerships with reputable institutions, including other universities, research centers, industry partners, and NGOs.

Funding

PU primarily funds its research projects through a University Research Funding Board (URFD), which allocates internal resources to support a wide range of research endeavours. In addition to internal funding, we actively pursue external funding through grants and industry partnerships. Their goal is to secure resources that enhance the breadth and impact of the research initiatives. Industry partnerships bring valuable expertise, resources, and financial support, contributing to the practical applicability of our research. To ensure fairness, they maintain transparency in their allocation process, relying on established guidelines and peer-reviewed proposals. Their research priorities vary but often focus on projects that align with societal needs, exhibit innovative potential, and promise significant impact on academic and real-world contexts. This funding framework is outlined in detail in the Grant Management Policy, as noted in the Research and Advancement Policy.

Technology Transfer

PU is dedicated to leveraging PU technology for the betterment of society, all while striving to generate revenue to further research and education. It's important to note that not all of PU's efforts in technology transfer are profit-driven; many initiatives are undertaken as part of its commitment to social responsibility. With the recent establishment of PU's research center, the impact of technology transfer is poised to be even more significant in the near future. Technology transfer at PU occurs mainly through the following: University Research Ventures, Commercializing Ideas, Cholera Prevention Solutions for Private Households, Soil Laboratory Services for Third Parties, Incubator Programme for Innovative Ventures, Consulting Services and Contracts.

Assessment

A successful research strategy is crucial for Phoenicia University to consolidate its position as a leading educational institution and to develop innovative solutions to societal challenges. An outstanding example of such a strategy is the combination of interdisciplinary collaboration, targeted talent development and the strengthening of partnerships worldwide. Through strategic partnerships with companies, research results are put into practice more quickly. These collaborations enable researchers to gain access to real-world challenges and resources, while

companies benefit from the latest scientific findings. Such synergies often lead to breakthrough innovations and strengthen the competitiveness of the region.

First, Phoenicia University is focusing on interdisciplinary research projects that enable scientists from different fields to combine their expertise. This collaboration not only promotes the exchange of ideas, but also leads to novel approaches and solutions.

The expert group would like to emphasise that Phoenicia University has ideal structures and conditions for adequate research activities. The university has a clearly formulated and strategically functioning research strategy. The teaching loads leave sufficient room for research by the teaching staff and lecturers.

Another key component of the research strategy is the targeted support of young scientists. In general, the recruitment of academics is in line with the research activities and research strategy of the institution. Phoenicia University has introduced a clause in each full-time faculty contract specifying a minimum number of required publications per year. Additionally, research output is now a key criterion for faculty appointments, including full-time, part-time, and adjunct position. Additionally, research output is a key criterion for faculty appointments, including full-time, part-time, and adjunct positions.

Teachers and researchers are involved in formulating the research strategy and have an institutionally anchored task to fulfil to continuously strengthen the research profile of Phoenicia University.

Regarding the publication strategy, it should be emphasized that scientific papers are published regularly and accessibly. Phoenicia University has meanwhile introduced a clause in each full-time faculty contract specifying a minimum number of required publications per year.

In summary, Phoenicia University's successful research strategy is based on interdisciplinary collaboration, the promotion of talent and the strengthening of partnerships. These elements not only contribute to scientific excellence, but also make a valuable contribution to solving societal challenges and promoting economic growth.

Conclusion

The criterion is **fulfilled**.

5 Resources

The HEI has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards [Examination Area 3, Examination Area 6, Examination Area 7, ESG Standard 1.5, ESG Standard 1.6].

5.1 Human resources

Implementation

The University Executives constitute a cadre of high-level administrators responsible for the overall management and direction of the University. This group includes the BOT, Chancellor, President and BOD:

- a). BOT: This body holds responsibility for governing the University, setting its strategic direction, and overseeing its financial management. The board is made up of individuals from a variety of backgrounds, including the Chancellor and the President, such as business, academia and public service, and they collaborate with the University's administration to ensure that the University is fulfilling its mission and vision.
- b). Chancellor: Serving as the Chief Executive Officer, the Chancellor oversees the University's day-to-day operations. The Chancellor works closely with the BOT, the President, and the BOD to ensure that the University achieves its strategic goals. The Chancellor is also responsible for representing the University to external stakeholders, including government officials, alumni and community members.
- c). President: As the University's Chief Academic Officer, the President supervises academic programmes and research initiatives. The President works closely with the Chancellor, the BOT and the BOD to ensure that the University is providing high quality educational experiences for its students and conducting groundbreaking research that advances knowledge and benefits society.
- d). BOD: Tasked with supervising various colleges within the University, the Board of Deans comprises individuals responsible for managing academic programmes, research endeavours, and faculty within their respective colleges. The Deans collaborate closely with the President and Chancellor to align their colleges with the University's overarching strategic objectives.

Faculty Body

In accordance with Faculty Handbook the faculty body at PU is composed of Full-Time, Part-Time, and Adjunct Faculty.

Full-time faculty members are employed on a full-time basis by the University, with responsibilities that include teaching, research, and service. Some of their primary duties and responsibilities include for example developing and updating courses syllabi, assignments, and assessments or conducting research and publishing scholarly work in academic journals and Books.

Part-time faculty members are recruited on a contract or temporary basis by the University to instruct specific courses. Their responsibilities involve for example collaborating with full-time faculty, Department Chairs, or Program Coordinators in developing course syllabi, assignments, and assessments or ensuring attendance and participation in all scheduled sessions of the courses they are assigned to teach. Some part-timers are also assigned administrative tasks.

Adjunct Faculty track is reserved for recognized practitioners or experts who often bring a wealth of practical, real-world experience to their teaching. They are responsible for planning and delivering high-quality instruction, developing course syllabi, creating and grading assignments and exams, providing feedback to students, holding office hours and complying with the standards outlined in the Faculty Code of Conduct.

Total Number of Faculty Members (Full-Time, Part-Time and Adjunct) distributed by Gender: PU upholds gender equality as a core value, evident in the balanced representation of male and female faculty members. This commitment to inclusivity is reflected in the distribution of the faculty, where gender parity is evident, fostering a diverse academic environment. Notably, two women hold senior positions as Deans, exemplifying our dedication to gender diversity and leadership. Additionally, our faculty body includes individuals from diverse age groups, including young scholars who bring fresh perspectives to their roles while simultaneously holding senior positions such as Deans. This collective commitment to equality and diversity enriches our academic community and reinforces our pursuit of excellence.

Teaching Load

PU follows the American credit-based approach to determine faculty teaching loads. One credit equals one teaching hour (contact-hour) weekly for theoretical courses, totalling 45 contact hours per semester for a three-credit course. For laboratory courses, one credit represents two collective workhours weekly. Part-time faculty members typically handle a maximum teaching load of 6 credits per semester. Exceptions may be granted based on the recommendation of the Department Chair, or Programme Coordinator, subject to the Dean's approval. Full-time faculty members generally have a teaching load of 24 credits per academic year (Fall and

Spring). A reduction of 3 credits per semester is granted to full-time faculty engaged in research, as recommended by their respective Dean. Additionally, those with administrative roles such as Deans may receive a reduced load of between 3 to 9 credits per semester.

Recruitment of Faculty Members

In accordance with the Recruitment Policy, the following factors are considered when hiring faculty members (full-time and part-time) for the following positions:

- a). Professor: The highest academic title awarded to faculty recognized for substantial contributions in their field, showcasing excellence in teaching, research, and service. Typically holding a doctoral degree (PhD, EdD, etc.), professors often assume leadership roles within their college or at the University level.
- b). Associate Professor: The second-highest academic title, granted to faculty demonstrating excellence in teaching, research, and service, though not yet at the full professor level. Associate professors generally hold a doctoral degree in their respective fields (PhD, EdD, etc.).
- c). Assistant Professor: Faculty members who recently earned their doctoral degree or equivalent, showing potential for excellence in teaching, research, or creative activity, and dedication to University service. Expected to engage in research and publications to contribute to their field's advancement.
- d). Senior Lecturer: Similar to lecturers, senior lecturers possess more experience and expertise in their subject area. They often contribute to program development, course and programme assessment, and provide leadership within their department or University. Senior lecturers typically hold a master's degree or equivalent in their field.
- e. f. g. Lecturer: Responsible for teaching and typically involved in course development, delivery, and assessment. They also contribute to service responsibilities such as committee work or student advising. Lecturers generally hold a master's degree or equivalent in their teaching field.
- f). Instructor: Hired primarily to teach specific subject-area courses, with a primary focus on course instruction. Instructors also contribute to service responsibilities, such as committee participation or advising students, holding a master's degree or equivalent in their teaching field.
- g). Position Identification: The recruitment cycle is processed through the Dean of each faculty. Before a search can begin, a clear and detailed job description should be created for the open position. The job description should include the job title, the duties and responsibilities of the position, the qualifications required for the job, and the desired skills and experience.

Application and Selection Process

All applicants can apply through the University's online application system at the Homepage of PU: The application should include a cover letter, resume, or curriculum vitae, and other supporting documents, as required by the job description. A search committee in coordination with the Human Resources Department must be formed to screen all applications and shortlist the most qualified candidates for further consideration. Afterwards there is a Screening to ensure that the candidates meet the minimum requirements for the job. Candidates who do not meet the minimum requirements are eliminated at this stage. The search committee in coordination with the Human Resources Department is responsible for shortlisting candidates based on their qualifications and experience. The search committee in coordination with the Human Resources Department will conduct interviews with selected candidates, which may be conducted in-person or virtually. The Human Resources Department will conduct reference checks and background screenings on selected candidates, as required by the job description and applicable laws and regulations. Once a candidate has been selected, the Human Resources Department will extend a job offer, subject to the successful completion of any required pre-employment screenings. The University is committed to promoting diversity, equity, and inclusion in its workforce. The University will actively seek to attract and hire candidates from diverse backgrounds and will provide equal employment opportunities to all qualified candidates. The University will maintain confidentiality throughout the recruitment and selection process and will only share candidate information on a need-to-know basis. The University will comply with all applicable laws and regulations related to recruitment and selection, including laws related to equal employment opportunity, affirmative action, and background screening. The University will maintain accurate and complete records of the recruitment and selection process, including job postings, applications, interview notes, reference checks, and background screening results. Newly appointed faculty members are required to participate in a comprehensive induction programme designed to provide them with the information and resources necessary to succeed in their roles. In reference to the Induction Policy the induction programme covers a range of topics, including an introduction to the University's mission and values, policies and procedures, benefits and campus resources. The program is designed to facilitate a smooth transition into the University community and to ensure that new faculty members have the support they need to be successful. The Recruitment of non-academic staff follows the same procedure.

Academic Support Services and Administrative Structure

In accordance with Staff Handbook, all Academic Support Services and Administrative staff members at the University are full-time employees and categorized into Managerial Staff, Operational and Administrative Staff and Skilled and Non-Professional Staff. The administrative structure, along with the academic support services, at PU comprises several departments,

each assigned specific functions and responsibilities. There is the Human Resources Department, the Office of the Registrar, the Admissions Office, the Finance Department, the Financial Aid Office, the Student Affairs Office, the Career Center, the Content Design Department, the Center of Research and Advancement, the Global Outreach and International Affairs Office. The QAA Office, the Information Technology Department and the Library.

In the Administrative and Academic Support Services structure of the PU, gender equality is a fundamental principle upheld, with women comprising 63% of the Operational and Administrative Staff and 50% of the Managerial Staff. This commitment to gender equality is reflected in the composition of our administrative team, where women hold significant representation in leadership roles. Additionally, our institution prioritizes diversity and inclusivity in recruitment practices, particularly among non-academic staff, where a majority of individuals are young and bring fresh perspectives to their roles. This emphasis on youth and diversity underscores our commitment to fostering an inclusive and dynamic workplace environment, where all individuals, regardless of age or gender, have the opportunity to contribute meaningfully to our collective mission of excellence.

Assessment

The Phoenicia University is a young institution that was carefully planned from scratch. An appropriate provision of personal resources always has been a key issue, and the monitoring of this provision is of utmost importance at every level.

Both quantity (FTE provided; possibility to hire part-time staff) and quality (selection and admission criteria) are clearly defined and are guiding the recruitment and evaluation of staff both on academic and on administrative level. This in particular includes the explicit consideration of excellent command of the English language for all staff members.

All units that contribute to the functioning of study programmes are equipped with a sufficient number of staff members. Excellent communication structures are used to improve the collaborative quality of support of students at every level.

The number of students per study programmes is carefully monitored in order to guarantee that a need of additional personal resources is diagnosed early enough to provide the resources.

Personal resources are carefully planned and monitored in order to ensure that the development of study programmes can be handled in accordance with the HEI's mission and strategy. The currently available personal resources are adequate, and monitoring processes are implemented that are sensitive to respond to potential future changes

Conclusion

The criterion is **fulfilled**.

5.2 Financial Resources

Implementation

Financial Governance

PU exercises complete financial autonomy, with the authority and capability to independently manage its financial operations. This encompasses decision-making on budget allocation, expenditures, fundraising efforts, and investment strategies without external influence. Financial decisions are made by the BOT, President, and Chancellor or BOD, as outlined in their respective responsibilities delineated in the previous sections. Additionally, the dedicated financial department facilitates the preparation of budgets, plans, and other financial documents to ensure effective fiscal management.

Finance Department Roles and Responsibilities

The Finance Department is responsible for managing the University's financial resources and ensure financial stability. It conducts its daily operations in accordance with the Finance Department's internal policies and procedures. The target of the University is to maintain a non-for-profit budget that aims to deliver high quality education. Key responsibilities of the Finance Department are Cash Management, Tuition and Fees Management, Financial Aid Programme, Financial Reporting and Compliance and the International Audit.

Financial Regulations

The Finance Department at PU is headed by the Director of the Finance Department. It is composed of the following employees: Cashiers, Accounting Officers, Inventory Controller, Payroll Officer, Senior Accountant and the Director of the Finance Department.

Assessment

The student development programme is realistic and appropriate to the given political and economic situation in Lebanon. It considers the actual possibilities of the region, the market and the university environment.

Despite the difficult overall economic situation in the country, the Phoenicia University has managed to maintain its stability. Among other things, the HEI has focussed on sustainable

initiatives such as the implementation of a solar energy system, thereby reducing diesel costs for the operation of the institution by 40%, for example. Further infrastructural expansion is planned for the next three years. Phoenicia University has sufficient financial resources at the time of the evaluation.

The financial management of Phoenicia University is professional and efficient. The people in charge are experts in their field.

As far as it is possible for the expert groups to gain an overview of the financial resources, the Phoenicia University has solid financial results and liquidity.

Conclusion

The criterion is **fulfilled**.

5.3 Facilities and Equipment

Implementation

Facilities and Equipment

PU encompasses a wide range of facilities tailored to meet the diverse needs of students, faculty, staff, and the overall learning environment. These spaces, including academic areas, administrative offices, and support services, prioritize environmental and occupational health and safety standards to ensure strict compliance with regulations. According to the Facilities with Inventories document and Facilities, Environmental, Health and Safety File, each facility at PU is purposefully designed to support the educational journey of students and faculty. These spaces play integral roles in facilitating teaching, learning, research, and administrative functions, fostering an environment conducive to academic excellence and intellectual advancement. In line with PU's commitment to excellence, the library adheres to defined policies outlined in PU's Library Policy.

Cultivating Excellence

At PU, pride is taken in fostering an environment that values and nurtures talent, ensuring alignment with current and future needs through a strategic human resource management approach. The institution places significant emphasis on gender inclusivity, reflecting a commitment to diversity and creating an inclusive workplace. A comprehensive set of policies, including Discrimination and Harassment Policy and Ethics Policy has been implemented to ensure a safe and respectful working environment for all staff members. This commitment extends to

the student recruitment process, guided by ethical considerations outlined in the Student Recruitment Ethics Policy. Additionally, the recruitment process, guided by Equal Employment Opportunities Policy, prioritizes attracting a diverse pool of talented, and energetic individuals. PU has implemented a robust Performance Appraisal Policy, ensuring a systematic and fair evaluation of staff performance, closely aligned with institutional goals that foster a culture of fairness and equal opportunity. The commitment to continuous staff development is highlighted in the Training and Development Policy, evident through tailored training programs, workshops, and professional development opportunities. The aim is to equip staff members, irrespective of gender or age, with the necessary skills for both their current roles and future responsibilities. The dedication to creating a vibrant, inclusive, and forward-thinking academic community at PU is not merely a commitment but a daily practice that defines the essence of the institution.

Assessment

The infrastructure and equipment of the Phoenicia University are generally adequate to achieve the defined goals outlined in its mission and strategic plan. The physical facilities, including classrooms, laboratories, and other learning spaces, are suitably maintained and equipped to support the diverse educational activities of the institution. This alignment between infrastructure capabilities and strategic objectives ensures that the institution can effectively deliver on its commitments to educational excellence and student development.

Phoenicia University possesses sufficient quantitative and qualitative resources necessary for the academic and professional growth of its students and staff. The availability of resources such as textbooks, academic journals, and digital databases ensures comprehensive access to the latest information and literature. This abundance of resources fosters an environment conducive to research, learning, and innovation, thereby enhancing the overall academic experience.

The introduction of VPN access and a digital library system (e.g., OPAC) is being prioritized, and we are already in the process of developing the e-library. VPN access allows students and faculty to securely connect to the university's network from remote locations. This enables access to digital resources, databases, and academic journals that are otherwise restricted to on-campus use, significantly broadening the availability of educational materials.

A digital library system like OPAC provides an organized, searchable catalogue of the library's holdings, making it easier for users to find and utilize books, articles, and other academic resources. This enhances research efficiency and supports the academic endeavours of both students and faculty. With the growing trend towards online and hybrid learning models, providing remote access to library resources is essential. VPN access ensures that all students,

regardless of their physical location, can benefit from the university's digital resources, thus supporting a more flexible and inclusive learning environment. Implementing a digital library system streamlines library operations, reducing the time and effort required to manage physical collections. It also facilitates efficient cataloguing and retrieval processes, improving overall library service delivery.

The adoption of these technologies aligns with global standards in higher education, ensuring that the institution remains competitive and up-to-date with current academic practices.

The equipment and media represent the latest state-of-the-art and common technology, they are functional and adequately meet the current needs of the institution. The available tools and technologies are reliable and effective for instructional purposes, even if they do not incorporate the most recent advancements. This functional adequacy ensures that teaching and learning activities are conducted smoothly, without significant technological barriers.

The institution effectively secures access to external resources, such as libraries, seminar rooms, and information technology, through appropriate contractual agreements. These contracts ensure that students and staff have reliable access to supplementary facilities and services that are essential for their academic and professional activities. The assured access to these external resources enhances the institution's capacity to provide a comprehensive educational experience.

In summary, the institution's infrastructure and resources are well-aligned with its mission and strategic goals, adequately supporting the educational activities and ensuring access to necessary information and literature. The implementation of a catalogue such as OPAC and VPN access will strongly support the institution. The existing provisions are functional and sufficient. The strategic use of external resources, guaranteed through contracts, further bolsters the institution's resource base and operational capabilities.

Conclusion

The criterion is **fulfilled**.

6 Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement [Examination Area 2, ESG Standard 1.1, ESG Standard 1.7, ESG Standard 1.9, ESG Standard 1.10].

Implementation

Quality Assurance plays an essential role within the University's self-assurance, accreditation, and compliance frameworks, ensuring the fulfilment of PU's ambitious mission and strategic objectives. Quality Assurance activities are seamlessly integrated into a unified system to ensure continuous enhancement.

Development of Quality Assurance Practices at PU

Since its founding in 2015, PU has recognized the importance of maintaining high-quality educational standards. Initially, quality assurance efforts were informal, deeply ingrained within the foundation of the institution's teaching practices. However, in 2020, PU formalized its commitment to quality assurance with the establishment of the University QAA Office. This significant milestone marked the beginning of a structured approach to quality assurance at PU. Subsequently, in 2023, the University further solidified its commitment by forming the UQAA Committee. The UQAA Committee is tasked with providing guidance and support to faculties and administrative departments, facilitating the implementation and achievement of their quality assurance objectives. Together, these developments reflect PU's dedication to continuous improvement and the maintenance of excellence in education. By establishing formal structures and committees, PU ensures that quality assurance remains a central focus, contributing to the University's ongoing success and reputation for academic rigor.

Aligning Objectives: Strategic Goals for Quality Management and Enhancement

The Quality Assurance system at PU is intricately integrated into the University's strategic objectives, aiming to enhance the professional development of academic staff, implement effective quality assurance procedures, and foster international collaboration. Responsibilities include for example assisting the University in fulfilling its mission and vision; Regularly reviewing the Quality Assurance Manual to ensure its alignment with PU's quality assurance system and HEI requirements; Cultivating partnerships with international educational bodies to enhance academic staff capacity; Periodically preparing a Self-Assessment Report to evaluate the effectiveness of PU's internal quality assurance system etc.

In addition, PU's strategic goals encompass sustaining and elevating learning and teaching standards, reviewing and enhancing institutional activities, and providing support to colleges to achieve academic quality assurance goals. The integrated framework ensures PU's commitment to continuous improvement and excellence in higher education.

Structure and Roles of the Quality Assurance and Accreditation Office at PU

The QAA Office at PU comprises key personnel dedicated to ensuring the highest standards of quality across the institution. Led by the Director of the Office, who provides strategic direction and oversight, the team includes a Coordinator and a Data Analyst. The Director of the Office plays an important role in guiding the overall quality assurance and accreditation efforts at PU. With extensive experience and expertise, the Director leads initiatives to enhance academic excellence and regulatory compliance. Working closely with the Director, the Coordinator serves as a liaison between various departments and stakeholders, facilitating the implementation of quality assurance procedures and ensuring adherence to accreditation standards. The coordinator's role involves coordinating activities, managing documentation, and facilitating communication within the office and with external entities. Additionally, the Data Analyst plays a crucial role in collecting, analyzing, and interpreting data related to quality assurance and accreditation processes. By leveraging data-driven insights, the Data Analyst supports evidence-based decision-making and continuous improvement efforts within the institution. Together, the Director, Coordinator, and Data Analyst form a dynamic team committed to upholding PU's reputation for academic excellence and institutional integrity through robust quality assurance and accreditation practices.

Structure and Roles of the UQAA Committee

The UQAA Committee is tasked with providing guidance and support to faculties and administrative departments, facilitating the implementation and achievement of their quality assurance objectives. Comprising key stakeholders, the committee ensures alignment with PU's strategic objectives and regulatory requirements. Here's a breakdown of the roles within the UQAA Committee: The Head of the Committee/University President, the Dean of the College of Law, the Director of the QAA Office and Academic and Non-Academic Staff are the constitutive factors of the UQAA Committee with specific tasks. The Director of the QAA Office, in addition to these roles, provides specific guidance and support to faculties and administrative departments. This includes facilitating the implementation and achievement of their quality assurance objectives, ensuring alignment with institutional goals, and fostering a culture of continuous improvement throughout the University.

Quality Assurance at PU

Internal Quality Assurance

Internal Quality Assurance begins with ongoing monitoring and evaluation, ensuring continuous improvement of facilities and activities. Following this, rigorous benchmark activities and quality assessments are conducted within the institution. These efforts focus on enhancing the educational process by fostering development and improvement, ultimately ensuring accountability and effectiveness in achieving the University's mission and strategic objectives.

SWOT Analysis of Internal Quality Assurance

At PU University, the comprehensive evaluation of the internal quality assurance practices involves a thorough SWOT analysis. This analysis provides a structured framework for assessing the internal factors influencing their quality assurance mechanisms.

Key Activities of Internal Quality Assurance at PU

In Teaching and Learning are Programme Review, PEOs and CLOs, Quality of Teaching Staff and Assessments.

Implementation

In the realm of policy development at PU, the QAA Office plays an essential role, aligning closely with the University's Policy Development Process. One of the primary tools utilized by the QAA Office is a comprehensive needs assessment tailored to the University's specific context. For example, when developing a new academic integrity policy, the needs assessment might involve examining current academic practices, understanding faculty and student perspectives, and considering the University's academic goals and values. Additionally, benchmarking is key in ensuring PU's policies are robust and effective. This entails comparing proposed policies with industry standards and best practices within higher education. For instance, PU is crafting a new admissions policy, and benchmarking will involve studying admission criteria and processes at peer institutions to ensure competitiveness and fairness. Once policies are formulated, the QAA Office oversees their implementation across the University. For instance, when introducing a new diversity and inclusion policy, the QAA Office will conduct regular checks to ensure equitable practices are being adopted across departments and campuses, intervening promptly if issues arise. Furthermore, periodic assessments are conducted to evaluate the impact and effectiveness of policies at PU. This involves gathering feedback from students, faculty, and staff, analyzing data on policy outcomes, and identifying areas for improvement. Aligned with the New Curriculum Development Policy, the QAA Office at PU plays a central role, emphasizing the use of specialized tools throughout the curriculum development process. For instance, PU is introducing a new degree programme in Artificial Intelligence, where the QAA Office has conducted a comprehensive needs assessment. This in-

volved collaborating closely with faculty, industry experts, and potential employers to understand the demand for Artificial Intelligence professionals, current industry trends, and PU's strategic goals. By analyzing market demand and aligning the new curriculum with PU's objectives, the QAA Office ensures that the Artificial Intelligence programme meets both academic standards and real-world demands. Additionally, PU's QAA Office ensures compliance with the Ministry of Education and Higher Education guidelines throughout the development process. This regulatory alignment and quality assurance are crucial to maintaining PU's reputation for academic excellence. Moreover, the QAA Office at PU leverages benchmarking as a tool to compare the proposed Artificial Intelligence curriculum with industry standards and best practices.

At PU, in line with the Curriculum Review Policy, the QAA Office employs practical tools to continuously enhance academic programmes, such as the Bachelor of Arts in Speech Therapy Programme. One significant tool utilized is the gathering of feedback through surveys and focus groups involving students, faculty, and employers. Continuous improvement efforts guided by feedback, assessment data, and benchmarking help uphold the programme's standards of excellence and prepare graduates to make meaningful contributions in students' careers.

In alignment with the Continuous Quality Improvement Surveys Policy, the Course and Instructor Evaluation Survey is administered twice per semester by the Office of the Registrar, with an additional administration in the Summer Semester, before the start of midterm and final exams. These surveys provide valuable feedback on both course content and instructor performance, facilitating ongoing improvement in teaching and learning. The Course and Instructor Evaluation Surveys involve students completing structured and open-ended questions twice per semester for each registered course. The relevant Dean of each college has access to view the results for elaboration. Meetings are arranged with instructors to discuss survey findings, aiming to address any notable issues or gaps identified. If necessary, instructors receive guidance on addressing valid student concerns. The QAA Office plays a vital role in compiling survey data into a comprehensive report, which is then shared with the President and Chancellor. Additionally, a summary report is provided to the Dean of the relevant college.

In accordance with the Continuous Quality Improvement Surveys Policy, the Exit Survey is conducted by the Office of the Registrar for senior graduating students, following University graduation clearance. This survey serves as a crucial mechanism for gathering feedback from graduating students regarding their academic experiences and perceptions of programme effectiveness. The Exit Survey includes questions related to SLOs and PEOs, allowing graduating students to provide insights into the extent to which they believe their education has prepared them to meet the demands of the workplace and achieve programme objectives.

The QAA Office collaborates with each college to ensure the implementation of a standardized procedure for maintaining and organizing academic course materials. This process involves the creation and management of a shared folder system, which serves as a repository for essential course-related documents.

The QAA Office plays an important role in ensuring the quality of teaching staff within each college, in alignment with the Recruitment Policy. This involves ongoing coordination between the QAA Office, the Colleges, and the HR Department to uphold recruitment standards and ensure that faculty members meet the necessary qualifications and competencies. One of the key responsibilities of the QAA Office is to oversee the implementation of the recruitment policy, ensuring that faculty members are recruited based on merit, qualifications, and suitability for their respective roles.

In alignment with the Examination and Assessment Policy, the QAA Office, in close coordination with the Office of the Registrar, assumes an essential role in ensuring the quality and integrity of all examination and test papers produced by the University. This includes the development and implementation of comprehensive procedures governing the production, communication, preparation, and conduct of assessments.

In conjunction with its overarching responsibilities for maintaining academic quality and integrity, the QAA Office plays a vital role in overseeing the Failure Rate analysis during midterm and final examination periods.

The Quality Assurance protocols within PU are diligently implemented by the respective colleges as well. For instance, the Dean of each college arranges periodic meetings with students on a semester basis, typically towards the conclusion of each semester. These meetings serve as pivotal forums for the dissemination of general feedback from the Dean regarding students' academic progress. Moreover, students are afforded the opportunity to provide invaluable feedback on various aspects of their learning experience, encompassing the quality of teaching, learning resources, and overall semester progression. Subsequently, the Dean collaborates with instructors to deliberate upon and address the feedback received, thereby facilitating specific developmental actions as deemed necessary to augment the educational journey. Concurrently with student-centric engagements, the colleges also play a pivotal role in quality assurance by facilitating periodic faculty meetings, presided over by the respective Dean, convened once per semester. These sessions serve as channels for faculty members to contribute feedback on matters such as course offerings, degree plans, and potential areas for enhancement.

Moreover, the colleges have developed an initiative for recognizing and rewarding faculty achievements. This aims to encourage and acknowledge outstanding contributions and accomplishments from faculty members. The initiative comprises two categories of rewards: the first category focuses on research, recognizing and honoring faculty members who have made significant contributions to the advancement of knowledge through their research efforts. The second category is related to teaching, with a focus on each college. These awards are designed to recognize faculty members who have demonstrated exceptional dedication and excellence in teaching, fostering a positive and impactful learning environment for their students. This initiative not only celebrates faculty accomplishments but also incentivizes continued excellence in both research and teaching endeavors.

Student Support Services

The evaluation of the Student Support Services, that means all processes regarding registration, advising, counseling etc. and resources like library, Labs and Computing facilities are in alignment with Continuous Quality Improvement Surveys Policy, the Student Satisfaction Survey Student Satisfaction Survey which is conducted once per academic year by the QAA Office, starting one month after the Spring Semester commences, addresses various aspects of the academic process and University services. These include awareness of PEOs and SLOs, advising process, registration process, communication of academic deadlines, policies, and procedures, communication of course syllabi, textbooks, assignments, and grading criteria, as well as the variety of courses offered. The QAA Office plays a crucial role in administering the survey. It compiles the survey data into a comprehensive report, which is shared exclusively with the President and Chancellor. This report provides valuable insights for decision-making regarding enhancements and improvements at the institutional level. The QAA Office is responsible for compiling and analyzing the Dropout Rate within PU. This report examines data related to student attrition, identifying trends and factors contributing to dropout rates. Through thorough analysis, the QAA Office provides valuable insights into student retention challenges, enabling informed decision-making and the implementation of targeted intervention strategies. The Dropout Rate is an essential tool for assessing the effectiveness of retention initiatives and recommending improvements to enhance student success. The QAA Office plays a central role in managing the Admissions Analysis Report (within PU, which serves multiple critical functions as well. Firstly, it supports accreditation and compliance efforts by providing comprehensive data on admissions processes and applicant demographics, ensuring alignment with accreditation standards. Secondly, the report aids in improving student success and retention by identifying trends and factors influencing enrollment and attrition rates, enabling targeted interventions to enhance student support services and retention initiatives.

Aligned with the Lab Resources and Digital Courses Management Policy, the QAA Office at PU employs a comprehensive set of tools and strategies to ensure the effective implementation and continuous refinement of the policy. In accordance with the Continuous Quality Improvement Surveys Policy, the Exit Survey also addresses questions related to support services, encompassing both administrative and academically related services provided by various departments at PU. In the monthly meeting between the Student Body, represented by the Heads of the Clubs and Societies, and the Chancellor, with the presence of the QAA Office and the Student Affairs Office, the QAA Office plays a vital role as a facilitator and advisor. It provides expertise and insights regarding the quality of academic and support services based on data analysis and assessments. The QAA Office ensures that student feedback and concerns are addressed effectively, contributing to continuous improvement efforts across various aspects of the University experience. Additionally, it helps identify areas for enhancement and collaborates with stakeholders to implement solutions that enhance student satisfaction and academic success.

Administration

In PU's policy development landscape, alongside academic policies, administrative policies are equally vital. The QAA Office collaborates closely with the Director/Manager of the relevant administrative department or office to ensure alignment with PU's overarching goals, following the Policy Development Process. Utilizing tools such as comprehensive needs assessments and benchmarking, the QAA Office ensures the effectiveness and relevance of administrative policies. These assessments help in understanding current practices, gathering input, and aligning policies with PU's values. Furthermore, periodic assessments are conducted to evaluate policy impact and effectiveness, enabling continuous improvement. Through these coordinated efforts and strategic use of such tools, administrative policies at PU are effectively implemented and adapted to meet the evolving needs of the University community. In alignment with the Training and Development Policy PU, the QAA Office oversees training programmes in coordination with the HR Department to ensure that staff receive adequate professional development opportunities and ongoing training to enhance their skills and competencies. In alignment with the Performance Appraisal Policy the QAA Office has established, in coordination with the HR Department, a performance evaluation mechanism to assess staff performance objectively, provide constructive feedback, and identify areas for improvement or recognition. In alignment with the Environmental, Health, and Safety Policy the QAA Office in coordination with the Facilities Management Department oversees compliance with building codes, safety regulations, environmental standards, and accessibility requirements to create a safe and inclusive campus environment for students, faculty, staff, and visitors. The QAA Office ensures that HR policies and practices comply with labor laws, employment regulations, and

institutional policies related to employment contracts, benefits, leave policies, and workplace health and safety.

Research

The QAA Office, in coordination with the Center for Research and Advancement, plays an important role in upholding the quality and integrity of the University's research activities through various means. In adherence to the Research and Advancement Policy, the QAA Office monitors research processes and outputs to ensure the validity and reliability of findings. It oversees adherence to ethical guidelines and principles in research activities. Additionally, the QAA Office ensures that full-time faculty members publish at least one article or publication per academic year, monitoring this requirement in coordination with the Center for Research and Advancement.

Community Involvement

The QAA Office assesses the University's engagement with the community, ensuring that it goes beyond superficial interactions to make meaningful and impactful contributions aligned with the institution's mission.

Communication flow within the Institution

The QAA Office at PU holds a pivotal role in managing communication channels across the institution. Its primary responsibility is to ensure effective dissemination of policies, announcements, and deadlines to all stakeholders through various platforms, including the University website, Learning Management System (Moodle) and the University Academic Calendar. The QAA Office meticulously documents these policies, making them easily accessible online to promote transparency and ensure adherence to institutional guidelines.

External Quality Assurance

External Quality Assurance involves external audits and adherence to international standards to maintain credibility. It includes obtaining international accreditations, which contribute to the university's reputation and image. This process also encompasses benchmark activities to align with global standards and ensure continuous improvement in quality.

Key Components of External Quality Assurance at PU

PU's External Quality Assurance system involves regular reviews, typically conducted annually, encompassing not only academic programmes but also various aspects of institutional operations, facilitated by external experts and stakeholders. These reviews ensure a comprehensive evaluation of the University's practices and performance. PU meticulously ensures

that external experts possess the requisite expertise and experience in relevant subject areas, enabling them to provide valuable insights across diverse facets of the institution. Recommendations stemming from these reviews are diligently considered and promptly implemented, with resulting changes effectively communicated to pertinent stakeholders. The QAA Office assumes a vital role by actively participating in External Advisory Board meetings across all colleges. In adherence to the Continuous Quality Improvement Surveys Policy, the Employer Surveys are conducted annually by the Career Center, with distribution to employers taking place every January. In accordance with the Continuous Quality Improvement Surveys Policy, the Alumni Survey is administered annually by the Career Center, with distribution occurring every January. This survey serves as a valuable tool for gathering feedback from alumni regarding their experiences and outcomes post-graduation.

In alignment with the Professional Internship Policy the Institutional Evaluation of Internship Trainee Survey is conducted to assess the performance of interns during their professional internships.

International Accreditations

PU is committed to attaining international recognition and actively pursues both programme and institutional accreditations across its diverse colleges. Programme accreditation ensures that specific programmes meet stringent quality standards set by professions, facilitating graduates' acceptance into postgraduate positions. Meanwhile, institutional accreditation guarantees alignment of PU's policies, procedures, and practices with international standards, fostering continuous improvement efforts and bolstering the institution's credibility on a global scale. In addition to aligning with international standards set by entities such as ENQA, AROQA, and NEASC, PU is actively working towards achieving accreditation for its engineering and computer science programmes through the Accreditation Board for Engineering and Technology (ABET). PU is making significant strides in ensuring that these programmes meet the rigorous standards set forth by ABET, demonstrating its commitment to providing quality education in these disciplines. Furthermore, PU has applied for accreditation for its Bachelor of Business Administration programme with The International Accreditation Council for Business Education (IACBE), showcasing its dedication to excellence in business education and meeting global accreditation standards. It is worth noting that PU recently attained institutional accreditation from The Accreditation Service for International Schools, Colleges, and Universities (ASIC) after a thorough review of its policies and practices. This accreditation underscores PU's commitment to maintaining high standards of quality across all aspects of its operations, from academic programmes to administrative practices.

Additionally, PU's membership in esteemed organizations such as the Association of Arab Universities and the International Association of Universities further reinforces its commitment

to upholding international standards of higher education. Through a rigorous application process, PU has demonstrated its adherence to the values and principles upheld by these prestigious associations, positioning itself as a reputable institution within the global academic community.

Training on Monitoring and Evaluation

Within the framework of PU University's commitment to quality assurance, a pioneering initiative emerges in the form of comprehensive Training on Monitoring and Evaluation. This specialized programme is designed to equip faculty, staff, and administrators with the requisite skills and knowledge to proficiently monitor and evaluate various aspects of academic programmes, policies, and initiatives. Through a structured tailored programme comprising workshops, seminars, and hands-on training sessions, participants are immersed in the details of designing evaluation frameworks, collecting pertinent data, and conducting analyses to drive evidence-based decision-making. By integrating Monitoring and Evaluation training into its quality assurance practices, PU University not only fosters a culture of accountability and transparency but also underscores its dedication to continuous improvement across all facets of its academic endeavors. This proactive approach not only enhances the University's capacity to identify and address challenges but also ensures the continual enhancement of educational quality and student outcomes.

Systematic Data Management

Systematic data management is the backbone of PU University's commitment to excellence. It entails a methodical approach to handling and analyzing data, guiding informed decision-making and fostering continuous improvement. At the heart of this system are two key components: the digitization of surveys and the Alumni Portal. Digitizing surveys streamlines the process, reducing errors and ensuring consistency, while the Alumni Portal serves as a valuable source of alumni feedback, enriching the University's understanding of its educational landscape. In addition to digitized surveys and the Alumni Portal, PU University harnesses various other components for systematic data management, each pivotal in maintaining academic excellence. One such cornerstone is the Learning Management System (LMS), a robust platform tracking student progress, assessments, and course materials, thereby facilitating analysis to refine teaching methodologies and enhance student outcomes. Alongside, the PU integrates its comprehensive Student Information System (PUSIS), serving as a central repository for student records, registration data, and academic histories, further streamlining administrative processes and optimizing student support services. Furthermore, PU University implements feedback mechanisms like suggestion boxes or online forums, enabling faculty, staff, and students to contribute insights on various aspects of campus life and operations. Through the

strategic fusion of these diverse data sources, PU University reaffirms its commitment to excellence, perpetually refining its practices to meet the evolving needs of its academic community.

Assessment

During the site visit, the expert group found a solid quality management system in place at Phoenicia University. The Internal Quality Assurance system has been solidified from a more informal system to a more formalized one in 2020 and has been expanded ever since. The Quality Assurance and Accreditation (QAA) Office at Phoenicia University is in charge of enhancing the quality of education and plays a crucial role for all QA processes. The strategic goals for Quality Management and Quality Enhancement are set out in a Quality Assurance Manual and define the tasks, processes and responsibilities. It comprises the tracking, reviewing and enhancing of learning and teaching and research and also builds on providing support to the colleges to reach the set quality standards (in line with Phoenicia University's vision and mission) in the four defined areas of Academic QA, Learning Opportunities, Research and Community Involvement. When new policies are developed (academic policies or administrative policies), the QAA also provides onboarding training for the new regulations of the QA system making sure that they are implemented and lived throughout the whole institution.

Besides the internal quality assurance, Phoenicia University also pays great attention to the element of external quality assurance by regular reviews of academic programmes with external experts and also by international accreditations (e.g. ABET). The interviews with Phoenicia University's management have shown that the accreditation procedures are conducted not only to enhance Phoenicia University's reputation with an external seal of quality, but also to use external recommendations for fostering learning and further development inside the institution.

At Phoenicia University, the students and their wellbeing and success lie at the centre of many QA activities. The student-centeredness is one of the main values of the university and it becomes also visible the QA system. Student feedback is collected via two student satisfaction surveys (at the beginning and end of each semester) and via course feedback. The participation rate is quite high (60-70%) in giving course feedback and students brought examples, where their feedback had been taken into consideration and changes implemented. Inspired from the site visit, Phoenicia University also placed enhanced emphasis on the aspect of student workload, which is now also included in the student survey, and which monitors the feasibility of the study programmes. Besides these student feedback mechanisms, there is also a monthly student's meeting with the chancellor, where any issues or concerns can be raised by

the students. Also, staff feedback is taken into consideration for enhancing the quality of teaching and learning or research. Besides one-to-one talks with both academic and administrative staff, more formal staff evaluation surveys will follow to complement the system.

The students that the expert group met during the online site visit felt well supported by Phoenixia University staff and the peer support programme from students to students was also highlighted.

Concerning the study programmes, Phoenixia University's quality management system foresees clear processes for both the development of new study programmes and the monitoring and revision of existing study programmes. They lie in the hands of a curriculum development committee and a curriculum review committee, which meets at least once a year. The revision and further development of study programmes is based on market demands and includes not only data collection (e.g. student drop-out rate) and surveys, but also external stakeholders, such as employers and alumni. In the interviews it was also mentioned that external advisory boards take their role seriously and provide relevant input for the further enhancement of studies. After consultation with the stakeholders concerning feasibility, market needs and resources, the Board of Deans has the power to also decide to discontinue study programmes, if they do not meet the expectations, while transitional arrangements for enrolled students will be taken. This shows that the quality assurance is taken seriously by PU and that it has the potential for keeping up a robust study programme portfolio in the future.

All in all, during the online site visit the expert group found a well-developed and lived "quality culture" with an open communication and a Phoenixia University team spirit to make the conditions better and better, with a steady focus on constant improvement. It is notable that improvement suggestions are taken seriously and implemented very fast. The only additional recommendation the expert group would like to convey, is to also communicate the feedback results and possible measures that had been taken to the students, so that they are well informed of what happened with their feedback.

Conclusion

The criterion is **fulfilled**.

The expert group imposes the following recommendation:

1. The evaluation results and derived measures should be fed back to the students.

7 Internationalisation

This criterion only applies in those cases where internationalisation is part of the institutional strategy [Vision and Objectives on Internationalisation].

Implementation

In alignment with its commitment to internationalization, PU has developed a comprehensive strategy to promote global engagement and cultivate a vibrant international community. Grounded in Lebanon's rich history of embracing diversity and fostering knowledge exchange, PU's Vision and Mission Statement underscores its dedication to student-centered education within Lebanon and the broader region. At its core, PU values internationalization, aiming to create a dynamic learning environment embracing global perspectives and fostering academic excellence. Overseeing PU internationalization efforts is the Global Outreach and International Affairs Office, ensuring seamless coordination of international transactions and agreements, including summer sessions programmes and memorandums of understanding. The GOIA office facilitates meaningful engagement with the global community through initiatives such as student exchange programmes, faculty and staff mobility, visiting scholar programmes, and research exchanges. These agreements are integral to PU's mission of fostering International and Intercultural Skills and Knowledge (IAISK) among its students, empowering them to engage positively with cultural diversity and think critically on a global scale.

Key components of PU's internationalization strategy encompass Curriculum Internationalization, Establishing Global Partnerships and Networks, Promoting Diversity and Inclusion, International Student Recruitment and Admissions, Organizing International Conferences and Events, Engaging Global Alumni Network.

Curriculum Internationalization

Curriculum internationalization at PU, where the teaching language and communication are predominantly conducted in English, is a cornerstone of the PU's commitment to providing students with a globally competitive education. Their approach to curriculum internationalization encompasses various initiatives aimed at aligning academic programmes with international standards and accreditation, ensuring that their students receive a well-rounded education that prepares them for success in a globalized world. One example of their commitment to curriculum internationalization is the implementation of the Freshman Programme. This programme is designed to provide incoming international and dual-nationality students with a 12-year Secondary School Certificate with a comprehensive introduction to PU's academic environment, focusing on developing essential skills such as critical thinking, communication, and

intercultural competence. Upon the successful completion of this programme, students may obtain the equivalence to the Lebanese Baccalaureate from the Lebanese Ministry of Education Higher Education and join the Sophomore Class at PU. In addition to the aforementioned initiatives, course internationalization is also actively pursued at PU. In courses such as “Globalization and World Cultures” and “Social Media and News”, faculty members implement various strategies to ensure students gain international perspectives.

Establishing Global Partnerships and Networks

Establishing global partnerships and networks is a pivotal aspect of PU commitment to providing students with a comprehensive international education. Through strategic collaborations with esteemed organizations and universities worldwide, PU aims to foster a global network that enriches students' academic experiences and prepares them for success in a rapidly evolving global landscape.

Promoting Diversity and Inclusion

At PU, they are dedicated to fostering diversity and inclusion as integral components of their Ethics Policy for Student Recruitment. Their commitment ensures equal opportunities for all applicants, regardless of race, color, national origin, religion, sex, age, disability, or any other protected characteristic under the law.

International Student Recruitment and Admissions

International Student Recruitment and Admissions at PU are integral components of their commitment to fostering a globally integrated academic community. While the programmes currently do not offer courses for students residing abroad, their approach to targeting international students is multifaceted and strategic.

Organizing International Conferences and Events

Organizing international conferences and events plays a vital role in PU's endeavor to promote cross-cultural understanding and collaboration. One significant event arranged by the Student Affairs Office is the annual International Day at PU, where each society or club showcases a different country, highlighting its unique culture through food, clothing, and various cultural presentations. Moreover, PU has had the privilege of hosting several esteemed international guest speakers, invited either by the colleges or the Student Affairs Office, to share their expertise and insights with the academic community.

Engaging Global Alumni Network

Engaging a global alumni network is a pivotal aspect of PU's commitment to internationalization. Through the Alumni Portal and various initiatives, they actively monitor and foster the expansion of alumni connections worldwide, facilitating knowledge exchange, collaboration, and networking opportunities across borders. Alumni serve as invaluable ambassadors for PU, advocating for the University and promoting its reputation on a global scale. By staying connected with their alumni community, they create avenues for alumni to connect with each other and with current students, faculty, and staff, fostering mutually beneficial relationships and opportunities for collaboration. The Alumni Portal serves as a central platform for alumni engagement, providing a hub for networking, career development, and lifelong learning. Through ongoing efforts to strengthen their alumni community and expand their global reach, they continue to enhance PU's position as a leading institution in the global higher education landscape.

PU's dedication to Internationalization Amidst Challenges

Despite the crises stemming from the economic downturn, political disturbances, and the persistent COVID-19 pandemic, that began in 2019, PU remains steadfastly committed to its internationalization strategies. These challenges, compounded by ongoing regional conflicts, have unavoidably affected various aspects of PU's internationalization initiatives, including the recruitment of international faculty and students, as well as facilitating faculty and student mobility abroad. However, in the face of adversity, PU upholds its unwavering dedication to cultivating a diverse and inclusive academic community, fostering cross-cultural understanding, and delivering a globally competitive education. As they navigate these turbulent times, PU continues to adapt its strategies and initiatives to ensure the enduring success of its internationalization endeavors.

Assessment

Phoenicia University's international profile can already be seen in its endeavour to seek international accreditations. Indeed, global engagement and internationalization are mentioned as central strategic goals in the University's strategy documents. It has set up a Global Outreach and International Affairs Office, which coordinates the international activities.

Phoenicia University's teaching and research staff comprises academics from US, UK, Australia and Europe, but also contains a strong focus with the Arab world and neighbouring countries. Also, dual nationalities of staff can be seen as an asset to the international profile, as they can bring in easily international elements while being deeply embedded in the Lebanese system at the same time. During the site visit, the central stakeholders of the university maintained that an approach of both internationalisation and localisation is needed, in order to well contextualize global contents to a zone of conflict in Lebanon. This is also important for Phoenicia University's worldwide student and faculty exchange possibilities. While the incoming

mobility suffers due to the security situation in Lebanon (many have left the country and it is difficult to attract more international students in times of political turmoil), the outgoing rates are rising and Phoenicia University offers the respective support structures.

One of PU's strategic pillars of internationalization is its concept of a Freshman programme, which provides incoming international and dual-nationality students with a 12-year Secondary School Certificate with a comprehensive introduction to PU's academic environment. PU uses its international alumni network in order to have student ambassadors who visit schools in their home countries (mostly in Africa and the Gulf region) and thus recruit new international students, who will start with the freshman year and then continue to study at Phoenicia University.

Besides the freshman year approach for vertical mobility, Phoenicia University also uses its strategic partnership with prestigious universities such as the University of California, Berkeley (UC Berkeley) and the University of California, Los Angeles (UCLA) for outstanding internationalization activities in terms of horizontal mobility through its Summer Session Programme. The students that the expert group met during the site visit were praising their academic experiences abroad (especially in the US), as enriching their perspectives and fostering cross-cultural understanding.

However, also the students that did not apply for mobility or do not come from abroad, are exposed to elements of "internationalisation-at-home" at Phoenicia University, as most of the teaching language is predominantly conducted in English, global issues are addressed in their teaching and learning process and some of them are also exposed to international research conferences and worldwide competitions. During the interviews, it was mentioned that Phoenicia University was the first Lebanese university to provide a law degree in English language and the stakeholders referred to good practices in internationalization in the area of international law. With Phoenicia University engaging in several global partnerships and international events, the expert group saw its internationalization strategy implemented in all relevant areas. It only remains to be hoped that the political situation of the country will stabilize soon so that also the incoming exchange students can be attracted and welcomed again.

Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The institutional structures and performance were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

The expert group concludes that the **WR examination areas** 1 (Institutional conception, profile, and development objectives), 2 (Governance structure, organization, and quality management), 3 (Staff), 4 (Study and teaching), 5 (Research), 6 (Equipment (rooms and facilities)) and 7 (Funding) are **fulfilled**.

Institutional Profile and Strategy (Mission and Vision)

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning.

The criterion is **fulfilled**.

Governance, Organisation and Administration

Responsibilities, decision-making processes and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning.

The criterion is **fulfilled**.

Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined.

The HEI offers professional support services for students. Support services have adequate staff.

The criterion is **fulfilled**.

Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution.

The criterion is **fulfilled**.

Resources

The institution has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards.

The criterion is **fulfilled**.

Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement.

The criterion is **fulfilled**.

Internationalisation (Optional Criterion)

The HEI has an internationalisation strategy which is consistent with the strategy of the institution. The activities in the area of internationalisation fit into the internationalisation strategy.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation of the **Phoenicia University**.

The peer-review experts recommend the following **recommendation**:

- 1.The evaluation results should be fed back regularly to the students.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the peer group and the statement of the institution the Accreditation Commission of ACQUIN decided on 10 March 2025:

The Phoenicia University is institutionally accredited without conditions. The accreditation is limited until 30 September 2030.

The following recommendations are given for the further development:

- The evaluation results should be fed back regularly to the students.