

Doc. 300.1.2

Date: February 9, 2023

Higher Education Institution's Response

- **Higher Education Institution:**
American University of Beirut - Mediterraneo
- **Town:** Paphos
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Φιλοσοφία, Πολιτική και Οικονομία (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο(BA))

In English:

Philosophy, Politics, and Economics (4 academic years, 240 ECTS, Bachelor(BA))

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme’s design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The American University of Beirut - Mediterraneo is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of three sub-areas and “**Partially Compliant**” in one sub-area.

The university underlines the findings of the EEC: *“The PPE programme to be launched by the AUB-M’s Faculty of Arts and Sciences has been designed on the basis of a comprehensive market research of other PPE programmes existing in and outside of Europe. At present, in its initial state of content-design, the content of the PPE programme is recognizably similar to those of many other mainstream PPE programmes, which might help potential incoming students from other countries to orient themselves.*

The programme’s entire student workload of 240 ECTS is distributed adequately so as to allow students a smooth progression with sufficient time, mentoring and feedback from their course instructors so as to make dropouts unlikely and make the successful completion of their last-year BA thesis likely. The PPE programme's overall design is sound, as far as can be estimated before it will actually face the test of practice.

The standard structure of the programme's course descriptions provides actual and prospective students with clear and sufficient information about the content, purpose and objectives of the respective courses, their intended learning outcome, prerequisites, teaching methodology, and modalities of assessment.”

EEC highlighted the strength as:

- *“Thorough quality assurance procedures: Concerning the policy for quality assurance of the planned PPE programme, the department will implement a fully formalized multi-input procedure for review: The program's educational objectives will be periodically reviewed by alumni who graduated 3 years earlier, by employers (later on), and by the external advisory board which provides feedback on program objectives via annual meetings. Privacy protected information from the regular feedback of students' evaluations of their courses and their teachers will provide additional input that can prove useful within the quality assurance cycles for the purpose of readjusting and modifying the content of courses as well as the overall design of the PPE syllabus.*
- *Alignment of PPE programme with liberal arts education: The strong institutional nexus of the PPE department with the faculty's (non degree-granting) Institute of the Liberal Arts is a significant asset for the PPE programme... The Institute of the Liberal Art can help students to live up to these high ideals pertaining to PPE as a multidisciplinary programme that strives to offer a comprehensive approach to social, economic and political issues and challenges facing our contemporary world.”*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
Relation of compulsory/elective courses: The PPE syllabus, in its present initial design, has a very high number of compulsory courses plus a number of compulsory general education courses, and a very low	We welcome the remark made by the EEC regarding the balance between compulsory and elective courses in the program. The program will be open for modifications and improvements along the lines suggested by the EEC. The future offerings by other departments and by the Institute for Liberal Arts will be very instrumental in this respect.	Choose an item.

<p>number of genuinely elective courses (18 ECTS out of 240) that would allow PPE students freedom of choice for differentially concentrating on one of the three disciplines comprising PPE. It may well be in the interest of prospective students to have more freedom of choice within the PPE syllabus.</p>	<p>In the meantime and to address the course diversity and richness, we are proposing to introduce new courses to the offerings in the three disciplines to allow for more choice. Below is a list of the some of the proposed courses with brief descriptions.</p> <p>PSPA 211: Introduction to Comparative Politics A survey of concepts and issues in comparative politics. This course acquaints the student with basic theoretical frameworks for the study and analysis of political phenomena and establishes criteria for comparing political systems. This course also closely examines the application of these concepts, frameworks, and criteria in selected countries.</p> <p>PSPA 234: Transnational Politics This course explores issues of global governance beyond the traditional intergovernmental framework. It focuses on the increasingly visible role of non-state actors (social movements, NGOs, global media, transnational corporations) and transnational politics in shaping contemporary global politics. The course investigates whether the process of contemporary globalization has given rise to global civil society.</p> <p>PSPA 229: Water/Maritime Politics Water – blue, green or brown - is the key to life, and yet it is a resource that is exploited unevenly across and within states, regions, and societies. This course examines key issues of water conflict, cooperation, security, and development in both international and domestic spheres, with a special focus on the region (Mediterranean, South Europe, North Africa, Western Asia).</p> <p>PHIL 251: Islamic Ethics In this course, we will study and examine selected topics and debates in Islamic Ethics. The topics and debates will cover a range of meta-ethical, normative, and applied moral issues. The focus will be mainly on the classical period. However, while we will examine these topics and debates in their context, we will aim at connecting them with contemporary issues in Islamic Ethics. More important, we will be approaching these classical debates with a set of analytical and philosophical tools available to us from contemporary moral theory.</p> <p>ECON 222: Labor Economics A survey of the demand for and supply of labor, investment in human capital, market structure and efficiency of labor markets, collective bargaining, income</p>	
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	<p>distribution, and unemployment with applications on the MENA region.</p> <p>ECON 223: Economics of the Middle A study of the resource endowment of the Arab Middle Eastern economies; their development experience, and the general outlook for growth and development.</p> <p>ECON 237: Economic Development An introduction to development economics of the MENA region that covers the theory and empirics of development, quality of life, poverty, inequality, and knowledge-based policy making in the context of the challenges faced by developing countries including market-oriented reforms, impact of globalization, urbanization, agricultural development, and gender equality.</p> <p>We modified the list of compulsory and elective courses accordingly. Please see attached document, "Updated PPE Prospectus.pdf", where the added courses are put in bold.</p>	
<p>Obligatory course in logic: Logic, in the sense of normative methods supporting consistent and coherent thinking, are universally useful and, in scientific practices, even necessary. The PPE syllabus, in its present initial design, devotes an entire obligatory course to logic. However, it would seem to be worthwhile to consider placing logic into the range of courses offered in the general education curriculum that is provided by the faculty's <i>Institute of the Liberal Arts</i>. Alternatively, PPE's own obligatory logic course could be tailored more specifically to the needs of PPE students by amplifying its substance and title to focus more on critical thinking, and the assessment of argumentation in real life communication (natural language argumentation, political rhetoric etc.).</p>	<p>We welcome the recommendation of the EEC to offer a logic/critical thinking course that is designed especially for the PPE program, which can be also of value to other programs at AUB-M. We believe that the best time to offer this course will be during the second year of study once the students are more involved in the program.</p>	<p>Choose an item.</p>
<p>Profiling the programme: The PPE programme and its syllabus have a</p>	<p>The proposed PPE program, as conceived by AUB-M, places great emphasis on its regional profile. This is evident from</p>	<p>Choose an item.</p>

<p>potential, not yet fully realized in its present initial state, of substantiating the AUB-M's important claim to provide economic, political, and moral issues and challenges facing our world in general "and the eastern Mediterranean in particular" (Mission Statement). Considering that the General Education part of the curriculum has a brief AUB-Beirut residency requirement for all AUB-Mediterraneo students, plus a language requirement to devote two courses to learning Arabic, the PPE programme could develop in the future a marked area of PPE competence for the MENA region. This could raise the AUB-M's PPE programme's attractiveness in comparison to many mainstream PPE programmes elsewhere. Especially for prospective students in other European countries looking for PPE programmes outside their home country such a profile of competence could become an attractor.</p>	<p>the mission statement which the EEC comment refers to. We understand, however, that the course titles and description can be modified to reflect more clearly this aspect of the program's mission. In this regard, we changed the descriptions of some of courses and added new ones with the aim of emphasizing the regional component.</p> <p>Kindly find attached "Updated Course Descriptions.pdf" that includes a list of newly proposed courses that map directly to the region and also includes modifications to existing courses with the regional component better highlighted.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of two sub-areas and “**Partially Compliant**” in one sub-area.

The university underlines the findings of the EEC: **“For all full-time faculty members of the PPE department, their responsibilities include student advising and mentoring (minimally 2 to 3 hours per week), implying student confidentiality and presupposing a high degree of professionalism. With an internationally attractive PPE programme, it can be expected that there will be many students with different life experiences, social and cultural backgrounds, values and abilities. The PPE department requires of its academic staff a readiness to assist students with whatever problems may emerge from this diversity.”**

EEC also noted that: “The course-instructor evaluation form pertaining to the PPE programme’s teaching assessment procedures is elaborated and can have significant feedback value concerning both the substance of courses taught as well as the pedagogical methods and teaching-relevant social skills of the teachers.

Among the courses offered by the Institute of Liberal Arts, PPE students will have to take two English courses for cultivating their competence in scientific reading, writing and speaking, and for raising their proficiency level. This is particularly helpful for PPE students, since so far, most of the literature in the PPE field is in English.

Every information that students have a legitimate interest in knowing beforehand when they compose their course of study is transparent and publicly accessible in the course descriptions.”

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>Practical training: For the next phase of progressive syllabus design it might be worthwhile to consider including formats of practical training. Some other PPE programmes elsewhere already include internships and/or field studies. How such formats contribute or fail to contribute to the objectives of PPE programmes is, of course, an open empirical question. The Office of Student Affairs which the AUB-M is going to have can probably play a pivotal role in experimenting with practical training formats for PPE students.</p>	<p>We are in full agreement with the EEC and we welcome this recommendation. Practical training can play an important role in the education and careers of our PPE students. Practical training needs good connections with the local public and private sectors, which the department will establish during the first two years, after which the practical training will be integrated in the curriculum.</p>	<p>Choose an item.</p>

3. Teaching staff (ESG 1.5)

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of two sub-areas and “**Partially Compliant**” in one sub-area.

The university underlines the findings of the EEC: ***“The quality of identified teaching staff is internationally competitive with strong pedagogical credentials and research profiles. The established internal processes of evaluating academic staff (some of whom will be transferred to Paphos) offers additional reassurance on quality. The balance between permanent and contract (or part time) staff is very good and the mix of seniority of those delivering teaching is appropriate. Given the strong research profile of staff, the availability or research-led teaching is to be welcomed.”***

EEC commented that “The mother institution has an established procedure of evaluating teaching, which includes student-led evaluation. There is some evidence to suggest that the student-led evaluation process in the AUB-M needs to be made more robust and influential than it is in the mother institution. For the AUB-M, the small number of students envisaged in the first few years will necessitate careful consideration of how student-led evaluation remains confidential in practice and what are the most appropriate channels for following up student concerns”.

Institution’s Response: Both AUB and AUB Mediterraneo take students’ feedback as input to assist them in improving and assuring the quality of education. The university is keen on and have processes in place to address student feedback, but students may not be aware of the processes or may not see the changes/improvements immediately. Also, to ensure freedom of expression, students always have the chance to follow a grievance procedure as detailed in [Appendix 11 - 07.14.690.003_appx11- Student Grievance Policy and Procedures]. At AUB Mediterraneo we will raise enough awareness to inform students about the various ways they can adopt to eventually receive fair treatment. The university decided that in the first few years, the deans and department chairs will be instructed to conduct focus groups to solicit student feedback on their studies, learning, teaching by faculty, advising, grading, etc. These will be conducted by a trained administrator who is not involved in teaching.

EEC listed the university strengths below:

- ***“Evidence of the strong pedagogical commitment of members of staff to ensure a more personalised educational experience***
- ***Strong research profile of staff allowing for the delivery of research-led teaching (although this might be limited by the small number of staff based in the AUB-M in the first years of operation.)***
- ***Small student-staff-ratio that fits the pedagogical ideals in the mission of the university. Commitment of the institution to sustain this ratio as student number expand over the next few years***
- ***Established record of the parent institution in delivering student-focused teaching based on the US Liberal Arts College tradition.***
- ***An (annual?) Teaching Excellence Award, based on evidence of teaching effectiveness and contributions to advancement of the university educational programs, will be installed, as well as a Teaching with Technology Award, based on evidence of the creative use of new instructional technologies and tools with a demonstrated positive impact on student learning, will function as an incentivisation for teaching excellence. This is well aligned with the spirit of a liberal arts idea of cultivating teaching excellence, much better than a money-based incentives system would be.”***

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>The list of staff who will be transferred to the AUB-M needs to be finalized as soon as possible and the appropriate employment contracts should be signed.</p>	<p>The Rector has been officially appointed and is located in Pafos. This is in addition to local staff and multiple local consultancy companies to assist the institution in legal matters, accounting, payroll, procurement, communications, and talent acquisition. The Deans and teaching staff have been identified and they will be seconded from AUB Lebanon to start up the campus and increase the faculty body by conducting local and international recruitment. The plan is to contract them once the institution receives the license; they are expected to move to Pafos in summer 2023.</p> <p>The institution pledges to send CYQAA at the beginning of every month moving forward, a list of the job vacancies (teaching and admin) that it is advertising for, in addition to the list of new hires (teaching and admin). The institution will share this information in the form of commitment letters or contracts.</p>	<p>Choose an item.</p>
<p>Special care should be taken in the advertisement of the new programme to ensure that potential students are not misled about the availability of seminar units listed in the syllabus.</p>	<p>The recruitment team will provide transparent, accurate and up-to date information about new programs on the website, hold open houses, and information sessions for potential students to learn more about the program and ask questions.</p>	<p>Choose an item.</p>
<p>It should be expected that the first years of operating the new university may generate a higher number of student complaints, as the new structures bed in. The leadership of the university should embrace this challenge by designing student evaluation processes that are temporarily even stronger than the routine processes without compromising anonymity while allowing the department to 'learn' quickly from its mistakes.</p>	<p>Student learning and student success are core at AUB Mediterraneo. The university decided that in the first few years, the deans and department chairs will be instructed to conduct focus groups to solicit student feedback on their studies, learning, teaching by faculty, advising, grading, etc. These will be conducted by a trained administrator who is not involved in teaching</p>	<p>Choose an item.</p>
<p>It is not entirely clear to the members of the evaluation committee whether all units listed in the programme of study can be serviced effectively by the number of staff who have 'committed' to join the AUB-M. There may arise capacity problems: The teaching staff at present is sufficient in terms of quality and rank for the start of the PPE programme of study. As planned,</p>	<p>It is to be noted that any shortage in academic or non-academic staff will be mitigated by tapping into the many resources that already exist in Cyprus via hiring part-timers, and also the resources that exist at AUB.</p> <p>The department will be welcoming both research as well as teaching visiting faculty, to provide workshops, summer and winter courses, research seminars, and teaching duties. Visiting faculty members will be hired on a regular basis.</p>	<p>Choose an item.</p>

<p>around 50% of the teaching staff will be of professorial rank: Professor, Associate Professor, Assistant Professor. The other 50% of the teaching staff will be Lecturers and Instructors, full-time and part-time, such that no more than 30% of the total teaching staff are part-timers, in due accord with the relevant Cypriot legal requirements regulating staff composition in universities.</p> <p>However, as the number of PPE students will increase to the projected total of 75 enrolled students, and as students' awareness of the value of choice among offered alternatives for seminars will probably increase, the teaching staff will have to increase significantly in terms of numbers. The faculty and the department are aware of this necessity. According to the recruitment plan of the department, a minimum of four new lines (priority recruitment areas being political theory, international politics, economic policy design, economics and ethics, and political philosophy) is needed to support the first two years of PPE programme. This is ambitious, even more so when one considers that for potentially interesting and interested job candidates <i>not</i> from Beirut the prospects of the new department and programme of study, and together with this also the prospects for advancing their careers, could appear uncertain to some extent. With this uncertainty in view, the department might want to consider drawing up an intensive programme of visiting scholars to give workshops or compact seminars, thus helping to take stress out of the urgent but difficult fulfillment of the ambitious recruitment goals.</p>	<p>As for the recruitment of non-academic personnel, it will be also done in accordance with the 10 year institutional staffing plan, which extends over three phases that correspond to the three phases of campus construction. Staff will be increasingly recruited to accommodate for the growing number of students at the university. Section G. ADMINISTRATION, subsection 4. <i>Administrative Staff</i> of the <i>Institution Evaluation</i> application lists the admin staff roles that would support the institution.</p>	
<p>It is an expressed desideratum of the faculty that the academic staff that is operating the PPE programme will strive to establish collaborations with other PPE departments and research groups in universities in Asia, Africa, Europe, and America. Faculty and students exchange</p>	<p>We are in agreement with the EEC. Such collaborations will be high on the agenda of the program and its individual faculty members. We will seek collaborations with other departments at AUB Mediterraneo, and with other European and non-European Universities.</p>	<p>Choose an item.</p>



<p>programs will also be sought. Such collaborations will prove vital for progress in developing a PPE research profile with which the teaching staff can truly identify (which will increase chances for recruiting high-potential new staff) as well as for bringing AUB-M PPE students in contact with, and into networks of, PPE students within the EU and beyond. The EEC recommends striving to realize this desideratum as soon as feasible.</p>	<p>AUBM is currently in advanced discussions with Trinity College to establish student and faculty exchange programs. More such collaboration will be established with other esteemed institutions in Cyprus and Europe.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of all four sub-areas.

The university underlines the findings of the EEC: ***“Pre-defined, precise and published regulations for admissions will be implemented. Where admission is competitive (e.g. concerning High School Records and SAT scores, or test results concerning Readiness for University Study in English (RUSE)), the balancing relation of different sorts of scores is predefined and transparent for prospective candidates.”***

EEC also noted that ***“Recognition of academic achievements of incoming foreign students is ensured by the department’s compliance with international grade equivalents schemes. Students can monitor their performance in the progress of their curriculum: Grades are being aggregated to indicate the status of the student’s progress, the prerequisites that have been met, the overall term average, and the overall cumulative average. This information is available for students in their permanent student record.”***

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>The EEC had no opportunity to inspect templates of the certificates that students will finally receive upon graduation. In case students leave the program before completion, it would be advantageous for them to be able to demand a Transcript of Records at any time.</p>	<p>One of the important functions of the Registrar is to provide Official documents and document authentication services to students and alumni such as transcripts, degree authentication and certificates at any time. Transcript of record can be requested for courses taken at the institution even if degree is not completed.</p>	<p>Choose an item.</p>

5. Learning resources and student support (ESG 1.6)

The university is appreciative for the External Evaluation Committee (EEC) and is very pleased with the “**Compliant**” rating of all four sub-areas.

The university underlines the findings of the EEC: ***“The establishment of the AUB-M is backed by a strong investment (50million US dollars) by the parent institution (AUB) over the next few years. This backing will foreseeably facilitate a very good level of teaching and learning resources for students and staff.***

The new university will benefit from the substantial library provision of the parent institution, whose extensive resources will be available electronically. The new university has also pledged to connect with the rich collection of the University of Cyprus Library which will enhance the availability of local material for students.

Sufficient funds are allocated to key services for the students’ well being (including a counseling service and staff mentoring), the development of its staff (also supporting their research activities) and, importantly, the financial support for eligible students who cannot afford the high tuition fees charged.

There are adequate provisions for the periodic review of the strategic plans at all levels of operations (University, Faculty, Department).

The university is currently operating from a temporary (but very well equipped) facility in Paphos which can comfortably accommodate the student population for the next couple of years as the development of the AUB-M’s campus is completed. The investment allocated to the construction of the new campus is substantial and expected to provide first class facilities for students and staff as well as providing substantial benefits for the local economy and society.”

EEC also noted the strengths below:

- ***“Strong financial support for the establishment of the new university.***
- ***Generous provision of teaching and learning resources, both physical and virtual.***
- ***Non profit institution with a generous commitment to staff and student welfare***
- ***Established HR procedures in the parent institution that can be replicated in the AUB-M (with a degree of adjustment to account for the EU legal framework)”***

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The high level of tuition fees may adversely affect accessibility for disadvantaged students, despite the availability of generous financial support. Such support needs to be promoted and communicated very clearly to mitigate accessibility risks.	The tuition is perceived to be high, but this is in line with the high quality education AUB Mediterraneo aims to provide. However, AUB Mediterraneo has a robust financial aid program to assist qualified undergraduate and graduate students in good academic standing who may not be able to afford the cost of tuition. We believe that financial considerations should not prevent students who meet our academic criteria from receiving high-quality education. Financial aid ranges from 0 to 80% allowing needy students to enroll at AUB Mediterraneo. In addition, 20% discount will be given to all students in the first cohort, and 5 full scholarships will be offered.	Choose an item.

	The institution will monitor closely the effect of the tuition on student recruitment and revisit the tuition if necessary.	
HR practices will need to account for the EU legal framework which may be different from that of Lebanon or the US.	Definitely, the HR practices at AUB Mediterraneo will take into account and comply with the local regulations and requirements. The institution is being supported locally on legal and HR by Chrysostomides Advocates & Legal Consultants, and PwC Cyprus.	Choose an item.

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
NA	NA	Choose an item.



7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
NA`	NA	Choose an item.

B. Conclusions and final remarks

The EEC was impressed by the amount of preparation that went into the programme design, careful thinking about creating a truly interdisciplinary programme with some genuinely interdisciplinary PPE courses, and the pedagogical commitment of staff.

The project, backed by strong feeding departments of economics, philosophy, and political studies at the mother institution has the potential to result in an attractive PPE programme capable of attracting students from diverse backgrounds.

Institution's Response: The American University of Beirut - Mediterraneo expresses its sincere gratitude and appreciation to the members of the External Evaluation Committee for their time and effort in this thoughtful review. The university welcomes the EEC's suggested areas for improvements in its Evaluation Report that aim for the assurance of continuous improvement. The Department is particularly pleased/satisfied by getting "Compliant" rating by the EEC in the 6 areas, with 2 "Partially Compliant". The University has accepted the constructive comments and suggested areas for improvements put forward, and will address them during the implementation phase.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only																																	
Beyond the first two years the academic and staff plan is underspecified. This affects the long-term planning of the programme's outlook, teaching provision, and research profile, in quantitative and qualitative terms.	<p>The institution indicated in the application the number of teaching staff that will be hired during the first 10 years, as follows:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>2026</th> <th>2027</th> <th>2028</th> <th>2029</th> <th>2030</th> <th>2031</th> <th>2032</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>200</td> <td>396</td> <td>600</td> <td>873</td> <td>1041</td> <td>1259</td> <td>1477</td> <td>1692</td> <td>1873</td> <td>2091</td> </tr> <tr> <td>Teaching Staff</td> <td>14</td> <td>27</td> <td>40</td> <td>59</td> <td>70</td> <td>84</td> <td>99</td> <td>113</td> <td>125</td> <td>140</td> </tr> </tbody> </table> <p>These numbers are based on the student projections, and might change. These numbers though are in line with top quality institutions of higher education with a student-faculty ratio set at 15. Around 50% of the teaching staff will be of professorial rank, i.e. professor, associate professor, and assistant professor. The other 50% will be lecturers and instructors, both full-time and part-time, such that no more than 30% of the total teaching staff are part-timers.</p>	Year	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Students	200	396	600	873	1041	1259	1477	1692	1873	2091	Teaching Staff	14	27	40	59	70	84	99	113	125	140	Choose an item.
Year	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032																									
Students	200	396	600	873	1041	1259	1477	1692	1873	2091																									
Teaching Staff	14	27	40	59	70	84	99	113	125	140																									
Tuition fees are disproportionately higher than those of local competitors in Cyprus and other EU countries, notably for EU students. This pricing strategy involves financial risks for the department as well as putting off potentially interested EU students. This could affect recruitment diversity and the intellectual environment of the department.	<p>The tuition is perceived to be high, but this is in line with the high quality education AUB Mediterraneo aims to provide. However, AUB Mediterraneo has a robust financial aid program to assist qualified undergraduate and graduate students in good academic standing who may not be able to afford the cost of tuition. We believe that financial considerations should not prevent students who meet our academic criteria from receiving high-quality education. Financial aid ranges from 0 to 80% allowing needy students to enroll at AUB Mediterraneo. In addition, 20% discount will be given to all students in the first cohort, and 5 full scholarships will be offered.</p> <p>The institution will monitor closely the effect of the tuition on student recruitment and revisit the tuition if necessary.</p>	Choose an item.																																	

<p>The PPE syllabus, in its present initial design, has a very high number of compulsory courses plus a number of compulsory general education courses, and a very low number of genuinely elective courses (18 ECTS out of 240) that would allow PPE students freedom of choice for differentially concentrating on one of the three disciplines comprising PPE.</p>	<p>We welcome the remark made by the EEC regarding the balance between compulsory and elective courses in the program. The program will be open for modifications and improvements along the lines suggested by the EEC. The future offerings by other departments and by the Institute for Liberal Arts will be very instrumental in this respect.</p> <p>To address the course diversity and richness, we modified the list of compulsory and elective courses. We are proposing new courses in the three disciplines to allow for more choice. Please see attached a modified course <i>catalogue</i> “Updated PPE Prospectus.pdf” that reflects the new additions (indicated in bold). Below are the courses’ titles (descriptions can be found in Updated PPE Prospectus.pdf):</p> <ul style="list-style-type: none"> • PSPA 211: Introduction to Comparative Politics • PSPA 234: Transnational Politics • PSPA 229: Water/Maritime Politics • PHIL 251: Islamic Ethics • ECON 222: Labor Economics • ECON 223: Economics of the Middle • ECON 237: Economic Development 	<p>Choose an item.</p>
<p>The relatively low student intake in the first years of operation raises some concern over student evaluation of the programme, particularly with regard to preserving anonymity and confidentiality. Furthermore, the novelty of the programme makes it essential that student feedback is taken seriously and can lead to programme modifications if necessary. This will require putting in place robust follow-up procedures.</p>	<p>AUB Mediterraneo take students’ feedback and evaluation of the program as input to assist them in improving and assuring the quality of education. The university is keen on and have processes in place to address student feedback. The university decided that in the first few years, the deans and department chairs will be instructed to conduct focus groups to solicit student feedback on their studies, learning, teaching by faculty, advising, grading, etc. These will be conducted by a trained administrator who is not involved in teaching.</p>	<p>Choose an item.</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Wassim El Hajj	Rector	
Ramzi Mabsout	Department Head	
Bashshar Haydar	Program Coordinator	
Boushra Rahal	Quality Assurance and Institutional Improvement	



Rania Hussein	Strategy and Risk		
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Date: February 9, 2023

