

Higher Education Institution's Response

- **Higher Education Institution:**
American University of Beirut - Mediterraneo

- **Town:** Paphos

- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Οργάνωση και Διοίκηση Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο(BBA))

In English:

Business Administration: Management (4 academic years, 240 ECTS, Bachelor(BBA))

- **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 four sub-areas.

The university underlines the findings of the EEC: *“The BBA program of the AUB Mediterraneo is expected to be in operation in September 2023. The program has been designed based on an extensive market research of other existing BBA programs in and outside of Europe. In its present form, the content of the program is similar to that of other competitive programs and shares many similarities with the respective program of study delivered by the AUB Lebanon (parent institution) which has run for more than 100 years. In general, the program seeks to prepare students for leadership roles in profit and non-profit organizations in the global competitive business environment. The program is a 4-year, full-time program and requires a minimum of 240 ECTS. It is well structured, its objectives are in accordance with the overall strategy of the School and the University and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are available to potential students on the web-site of the program...The admission criteria are adequate. Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Moreover, the program of study reflects the four purposes of higher education of the Council of Europe that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.”*

EEC highlighted the strength as:

- *“The AUB Lebanon (parent institution has more than 100 years experience in delivering educational programs in business administration. The programs of the AUB are also accredited by the Middle States Commission on Higher Education (MSCHE) accreditation process in the USA and AACSB.*
- *There is a logical sequence and coherence in the program with core modules offered in the first two years of the program. They offer the foundational knowledge required and become a platform on which to stage the rest of the program.*
- *Teaching staff in the same discipline work together in the development of the modules, exams and other forms of assessment preparation through a peer review process.*
- *Most of the faculty teaching staff has adequate practical experience which ensures a good balance between theory and practice.*
- *The internship, as a Compulsory Business course, allows students to connect theory and practice, beyond case studies, while boosting future employability opportunities.*
- *The structure of the program follows the European Credit Transfer System (ECTS).*

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The program has been developed according to the liberal arts model of higher education and as such, it should be revised on a frequent basis in order to incorporate local traditions and political, economic, and social contexts. Moreover, considering the fact that the program has the	The liberal arts approach to education, which sits at the core of the mission of AUB Mediterraneo, is one of the proudest legacies and greatest strengths that the university inherits from AUB. In identifying the expectation that the GE program will play an essential role in helping to contextualize a business education in cultural, political, economic, social, and other terms, this comment captures well the ethos and motivation of the program, while also astutely identifying the challenge of ensuring an optimum	Choose an item.

<p>requirement to devote two General Education courses to communication skills in the Arabic language, embedding a European context is important, if the program is to develop as a highly competent European program in Business Administration for prospective students from all Arabic-speaking countries of the greater M.E.N.A region.</p> <p>However, the inclusion in the program of two core courses in the Arabic language may also prove to be a disadvantage as it may discourage non-Arabic speaking prospective students to apply for the program. Therefore, the Department could examine offering these two courses as free electives which in itself will differentiate this program from others offered in Cyprus.</p>	<p>balance in how the cultural and linguistic contexts, in particular, are delineated.</p> <p>In considering the role of the Arabic communication requirement, several components of the GE deserve to be thought of together: English Communication, Writing in the Disciplines, Arabic Communication, Greek Studies, Understanding Our Cultures and Histories, and Community Engaged Learning. While the horizons of the BBA are global and we aim to graduate global citizens, the specific geographies are reflected in this mix of requirements. Greek Studies and Community Engaged Learning specifically register the Greek Cypriot location, English requirements reinforce the medium of instruction and the Anglophone character of many international business contexts, while Arabic requirements are intended to facilitate a transformative period of study in Beirut and to offer an opening to the MENA region. It is important to emphasize that the expectation and purpose of the Arabic communication courses is to introduce non-Arabophone and beginning students to the spoken language. An AUB-M education is intended to be transformative, and giving linguistic access to Beirut, the Eastern Mediterranean, and the Arabic-speaking world is one way in which we encode that goal. We acknowledge that some students may shy at this and perceive it as an academic hurdle—of course the same might be said of the requirement for scientific courses, but as in that case we are confident in the academic, professional, and personal benefits of encountering new modes of knowledge. Part of that encounter, and another strength of highly interactive GE courses like Beginners’ Arabic, is studying in classes with students from other programs.</p> <p>Arabic is, of course, a world language that cannot be put in a category of “non-European,” but the point about the specific European context remains an important one that the significant number of humanities and social science courses taken under the GE rubrics of Greek Studies and Understanding Our Cultures and Histories addresses. Rather than replicate the humanities and social science offerings at AUB, the curriculum at AUB-M will naturally focus on a European Mediterranean context, something reflected in the offerings of the Department of Philosophy, Politics, and Economics at AUB-M (many available as GE electives). As the campus grows, new courses will both grow and draw on the deep resources in European studies available in AUB’s Departments of English, Philosophy, and in the Program in Critical Humanities for the Liberal Arts. This organic development of the GE focus—with Arabic as a valuable but not disproportionate element—will go hand in hand with the attention to local contexts that is a pillar of the core and elective curriculum in business.</p>	
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	<p>In summary, we are confident that we have the right cultural and linguistic balance for launch, but the principle of continuous review and revision mentioned by the evaluators is a critical one, and we are grateful to them for identifying specific areas where this process can be focused.</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 the three sub-areas.

The university underlines the findings of the EEC: *“There appears to be a well-structured and effective educational process. The accreditation of the program by the Middle States Commission on Higher Education (MSCHE) guarantees quality in the educational process. There is also de facto AACSB accreditation. There are well-documented academic procedures involving the Head of the Business Administration Department, the faculty staff and the students.*

The assessment system and criteria regarding student course performance are clear, adequate and are supposed to be communicated to the students at the beginning of the course. The assessment system is course work (including at least three assignments), mid-term examination and final examination.

There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and case studies, independent study, etc). All teaching material is uploaded to the educational platform used by the University and students have easy access to it. At present the library has only electronic books, journals, and other such material, but there is enough hard copies of the textbooks recommended for the courses of the program.”

EEC highlighted the strength as:

- The program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to its aims and objectives and they are effectively communicated in the course handouts. Also, the structure of the program as well as the learning mechanisms appear to be appropriate for the effective delivery of the learning objectives.
- The Head of the Business Administration Department responsible for the program and the administration team associated to it are experienced and committed to its delivery. The University's learning management system requires all faculty members to provide students with advisory and mentoring services. There is also a team of dedicated administrators who are involved in the student support processes (library, student visas and accommodation etc).
- Internal quality assurance committees and processes, though not yet implemented, appear to be effective. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students. The procedure of quality assurance of the program of study is well documented and communicated in the application material and in the presentations which took place during our visit to the campus of the University.
- The program, as delivered by the UOBM is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff. The Lebanese students interviewed by the EEC Committee indicated that they are quite satisfied with the quality of the program and that they have access to feedback and advice from faculty on a regular basis.”

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The AUB Mediterraneo should make efforts to get links with the local industry/market. This could provide local students the opportunity to find employment	AUBM has a Career Management Service Unit dedicated to the career planning of BBA students. This Unit will staff qualified Cypriots who are experienced in career placement in the European market and in building relationships with future employers to provide students	Choose an item.

<p>after graduation and would add to the industry/market link of the program. Also, potential internships for foreign students to local businesses would add value to the program and would improve the already good reputation of the AUBM in the market.</p> <p>The program has a small number of free elective courses that the students can take. The students from AUB Lebanon interviewed by the EEC complained that sometimes free elective courses of high demand have no available seats left and they are instructed to take courses that do not constitute their primary choice. The AUB Mediterraneo is not expected to face this problem until it operates in full capacity. However, our belief is that the AUB Mediterraneo should consider increasing the number of free elective courses if the program is to grow in the future.</p>	<p>with internship opportunities during their studies and job placement upon graduation. AUBM started this effort already and is currently in advanced discussions with Trinity College to establish student and faculty exchange programs. Another collaboration which is in advanced stages is with Wargaming, a leading game development company based in Nicosia. More such collaboration will be established with other esteemed institutions in Cyprus and Europe.</p> <p>For the choice of electives, we do not expect this a problem for the first 2-3 cohorts. As the number of enrolment increase, AUBM will setup pre-registration system to accommodate students' preferences in electives.</p>	
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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 three sub-areas.

The university underlines the findings of the EEC: *“The application material given to the EEC for the evaluation of the BBA program lists a pool of 38 members of staff from the AUB Lebanon that are willing to be transferred to the AUB Mediterraneo. During our meeting with the nine (9) members of the faculty that were present at the evaluation process, we were assured that all of them are committed to join the AUB Mediterraneo provided that the accreditation process is successfully completed. Moreover, the rector of the AUB Mediterraneo informed us that upon successful completion of the accreditation process, the University will start hiring new academics that will staff the Department of Business Administration.*

Our impression is that the transfer of staff from Lebanon is only temporary and many of them plan to return to Lebanon as soon as their posts are filled by new faculty members. Of course such arrangements are not surprising or even worrying given the financial risks associated with the establishment of a “twin” university (which is formally an independent entity) in an unfamiliar institutional and legal environment. However, it is important to ensure that the first cohorts of students should be delivered the high quality teaching that is promised in the application form of the AUB Mediterraneo.

Overall, the faculty members transferred from the parent institution are of high quality both in terms of teaching and research. Most of them have Ph.D degrees from reputable universities around the globe and have a long record of teaching experience and of quality publications. In addition, they seem to be pleased with the working conditions and the overall AUB working environment. They all find research-led teaching rewarding and consider it an integral part of their work duties. Many faculty members have a long presence in the university (+20 years); a strong indicator of employee satisfaction. The staff is categorized into the standard academic ranks and promotion is based on teaching performance, research performance and administrative work. The balance between tenured and non-tenured (or tenure track) staff is very good and the ratio of students per faculty member is quite low (at least for the parent institution).”

EEC listed the university strengths below:

- There appears to be a good balance between young and experienced faculty members. The faculty seems to be well integrated and on good working terms. The experienced faculty have been with the AUB for a long time, which implies a good working environment that is beneficial to the program.
- The strong research profile of the existing faculty members allows for the delivery of research-led teaching.
- The ratio of students per faculty member is small (for AUB Lebanon) which is consistent with the pedagogical ideals in the mission of the university. The rector of the AUB Mediterraneo is committed to sustain this ratio for the new institution irrespective of the growth in the number of students over the following years.
- The AUB follows a student-oriented Liberal Arts Model of Higher Education which according to its mission statement aims at preparing critical thinkers, global leaders, innovators, and responsible global citizens.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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<p>The AUB Lebanon has a standard evaluation process for teaching, which includes evaluation by the students. It is important to note that this process has to be reconsidered for AUB Mediterraneo given the small number of students that is expected to enroll during the first years of operation. In particular, we identify two distinct but not unrelated problems associated to the small number of prospective students. First, the small number of students requires careful consideration of how their evaluations remain anonymous and confidential in practice and what are the most appropriate channels for addressing student concerns.</p> <p>Second, during the first years of operations when the organization is on a set up process, the number of student complaints is likely to be high. The administration of the university should draw student evaluation processes that are more robust than the usual processes, however without jeopardising confidentiality and without imposing bureaucratic barriers to the department while resolving the issues raised by the students.</p>	<p>AUB has over 150 years of experience in providing high quality education through recruiting professional and qualified faculty and staff members who are capable of providing rigorous curricula and ensuring a rewarding and smooth student experience. This expertise is inherent at AUBM to ensure consistency among campuses. The recommendation of the committee is noted in case few number of students have a complaint. Therefore, AUBM shall conduct an end of semester survey in addition to the instructor and course evaluation (ICE) that is set in place. The end of semester survey will be set in an anonymous way to ensure confidentiality and to gather feedback on Overall Quality of BBA program, Overall Quality of BBA Experience, Service Quality of Staff /Faculty /Units, Extracurricular Engagement... and voice out their complaints and suggest improvement. In addition, focus groups will be conducted by the Chair to get better understanding of the student experience and concerns.</p> <p>In addition to student experience and academic matters, AUBM has already set up an application through which students can report any type of discrimination and harassment in a secure, anonymous, and confidential way.</p>	<p>Choose an item.</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 three sub-areas and “**Partially Compliant**” in the fourth.

The university underlines the findings of the EEC: *“The admission criteria that will be implemented are based on well-defined criteria that are in line with the EEC’s expectations for such a program. This applies to the High School grades (or equivalent), the SAT 1 score and the English Language proficiency. The entry criteria for accepting new students and transferring students (who need to complete a minimum of 108 ECTS for the Bachelor Degree) are quite clear and have long been applied in the parent institution.*

The regulations governing the University, School, Department and program operations are very detailed and cover a wide range of areas. With regards to the program, there are provisions for student progression, recognition and certification.

EEC listed the university strengths below:

- Early application for admission along with good high-school performance offers prospective students financial benefits in terms of reduction in tuition fees.
- The performance of students is monitored in the progress of their curriculum using letters, numbers, and notations on the permanent student record. 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
At present, there are no available records of student performance, or distributions of grades across courses. In terms of certification, the EEC feels that students upon graduation should be granted their degree accompanied by a Diploma Supplement which is a common practice among European Universities. This better places the AUBM in the European context, providing its students with the same opportunities afforded students attending other Cypriot universities.	In line with AUB practice, AUBM will issue student diploma and transcript of records. To align with European Universities, AUBM shall issue a Diploma Supplement to each student. The Diploma Supplement shall include all information related to the holder of the qualification (Student), the qualification type (BBA) and its originating institution (AUBM), the qualification level, the content of the course and results gained, function of the qualification, and certification of the supplement.	Choose an item.

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 AUB Mediterraneo is a very well-resourced institution. The Rector of the institution stated in his introduction that the AUB is a non-profit organization, and all profits earned are reinvested for educational purposes and for the development of the University. The establishment of the AUB in Cyprus is backed by an investment by the parent institution amounting to 50 million US dollars. This investment is more than enough to facilitate a very good level of teaching and learning resources for students and staff.*

At present the AUB Mediterraneo’s facilities consist of a leased building in Paphos which is very well equipped, functional and can comfortably accommodate the incoming students of the next few years (this depends on the growth rate of student intake. Moreover, the existing resources are managed by a committed administrative staff who is well aware of the AUB's workings.

A large amount of the money invested by AUB in Cyprus concerns the construction of a new campus in Paphos. This project is still ongoing and is expected to provide first class facilities for students and staff as well as substantial benefits for the local economy and society.

In terms of resources, the AUB Mediterraneo will benefit from the substantial assistance of the parent institution. For example, students in Cyprus would have electronic access to all library services of AUB Lebanon, until the library in the local campus is sufficiently equipped.

Provisions have also been made for the wellness of the students (including mentoring and advisory services from the staff), for the development of the staff (including support in teaching and research) and, more importantly, for the financial support of deprived students in terms of reductions in the tuition fees.”

EEC also noted the strengths below:

- In our meeting with the management teams of the university and of the program, we understood that there is a strategic vision for the future of the program. All persons involved in the development of the program have the perception that things should be balanced between doing everything needed at an operational level and applying a strategic plan for the future which involves the application of procedures for improving the quality of the program, increasing student intake, hiring new faculty, crafting collaborations with local businesses, intensifying research, etc.
- The AUB is a non-profit organization with a generous commitment to staff and student welfare. Available resources are adequate and functional, and they are managed by a committed administrative staff who are well aware of the institution's processing.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The administrative staff has been transferred to Cyprus by the AUB Lebanon. All of the staff are of Lebanese origin, with the exception of one recently hired, who is of Cypriot origin. All of the staff is quite familiar with the AUB functions and processes but we are not sure if they are familiar with the Cypriot and European legal framework or of	AUBM is aware of the importance of recruiting staff members from Cypriot Origin who are experienced in the Cypriot context. Once accreditation is granted, AUBM Rector will advertise for staff vacancies in student services, HR and other positions and these will be open to staff from Cypriot origin. AUBM has already advertised for vacancies in student recruitment. AUB staff from the mother university who are seconded to start the first 2 years of operations shall train the newly hired staff on AUB processes and transfer the operations thereafter.	Choose an item.

<p>more nuanced local knowledge. This could prove to be dysfunctional when it comes to dealing with local public services for the resolution of certain student or staff matters (immigration, IRS etc). The rector of the university provided evidence that AUB Mediterraneo is in the process of hiring local staff for the administration of the institution and that soon the administration team will consist mainly of locals. Our suggestion is that priority should be given to student services and HR staff.</p>	<p>The HR and other immigration and legal 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 fronts by Chrysostomides Advocates & Legal Consultants, and PwC Cyprus.</p>	
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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

In this report, the EEC has provided feedback on the program evaluated. The report includes the main findings, showcases the program's strong points, and suggests ways to improve.

Overall, the EEC was impressed by the amount of preparation that went into the design of the program, the careful thinking about creating a well-structured and organized program and the academic commitment of the coordinators and staff. As it became apparent based on the formal presentations and interviews with teaching and administrative staff, there is a high level of enthusiasm, passion and willingness to make the program succeed.

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.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>The teaching evaluation process by the students (adopted by the parent institution) should be reconsidered to ensure that anonymity and confidentiality is not lost even when the AUB Mediterraneo operates with a small number of students.</p>	<p>AUBM shall conduct an end of semester survey in addition to the instructor and course evaluation process (ICE) that is set in place. The end of semester survey will be set in an anonymous way to ensure confidentiality and to gather feedback on Overall Quality of BBA program, Overall Quality of BBA Experience, Service Quality of Staff /Faculty /Units, Extracurricular Engagement... and voice out their complaints and suggest improvement. In addition, focus groups will be conducted by the Chair to get better understanding of the student experience and concerns.</p> <p>In addition to student experience and academic matters, AUBM has already set up an application through which students can report any type of discrimination and harassment in a secure, anonymous, and confidential way</p>	<p>Choose an item.</p>
<p>The staffing of the Department with permanent academic and administrative personnel should be an issue of priority for the management of AUB Mediterraneo.</p>	<p>AUBM is aware of the importance of recruiting staff members from Cypriot Origin who are experienced in the Cypriot context. Once accreditation is granted, AUBM Rector will advertise for staff vacancies in student services, HR and other positions and these will be open to staff from Cypriot origin. AUBM has already advertised for vacancies in student recruitment. AUB staff from the mother university who are seconded to start the first 2 years of operations shall train the newly hired staff on AUB processes and transfer the operations thereafter.</p>	<p>Choose an item.</p>
<p>The program has been developed according to the liberal arts model of higher education and as such, it should be revised on a frequent basis in order to incorporate local ethics and political, economic, and social contexts.</p>	<p>The liberal arts approach to education, which sits at the core of the mission of AUB Mediterraneo, is one of the proudest legacies and greatest strengths that the university inherits from AUB. In identifying the expectation that the GE program will play an essential role in helping to contextualize a business education in cultural, political, economic, social, and other terms, this comment captures well the ethos and motivation of the program, while also astutely identifying the challenge of ensuring an optimum balance in how the cultural and linguistic contexts, in particular, are delineated.</p>	<p>Choose an item.</p>

In considering the role of the Arabic communication requirement, several components of the GE deserve to be thought of together: English Communication, Writing in the Disciplines, Arabic Communication, Greek Studies, Understanding Our Cultures and Histories, and Community Engaged Learning. While the horizons of the BBA are global and we aim to graduate global citizens, the specific geographies are reflected in this mix of requirements. Greek Studies and Community Engaged Learning specifically register the Greek Cypriot location, English requirements reinforce the medium of instruction and the Anglophone character of many international business contexts, while Arabic requirements are intended to facilitate a transformative period of study in Beirut and to offer an opening to the MENA region. It is important to emphasize that the expectation and purpose of the Arabic communication courses is to introduce non-Arabophone and beginning students to the spoken language. An AUB-M education is intended to be transformative, and giving linguistic access to Beirut, the Eastern Mediterranean, and the Arabic-speaking world is one way in which we encode that goal. We acknowledge that some students may shy at this and perceive it as an academic hurdle—of course the same might be said of the requirement for scientific courses, but as in that case we are confident in the academic, professional, and personal benefits of encountering new modes of knowledge. Part of that encounter, and another strength of highly interactive GE courses like Beginners' Arabic, is studying in classes with students from other programs.

Arabic is, of course, a world language that cannot be put in a category of "non-European," but the point about the specific European context remains an important one that the significant number of humanities and social science courses taken under the GE rubrics of Greek Studies and Understanding Our Cultures and Histories addresses. Rather than replicate the humanities and social science offerings at AUB, the curriculum at AUB-M will naturally focus on a European Mediterranean context, something reflected in the offerings of the Department of Philosophy, Politics, and Economics at AUB-M (many available as GE electives). As the campus grows, new courses will both grow and draw on the deep resources in European studies available in AUB's Departments of English, Philosophy, and in the Program in Critical Humanities for the Liberal Arts. This organic development of the GE focus—with Arabic as a valuable but not disproportionate element—will go hand in hand with the attention to local contexts that is a pillar of the core and elective curriculum in business.

	<p>In summary, we are confident that we have the right cultural and linguistic balance for launch, but the principle of continuous review and revision mentioned by the evaluators is a critical one, and we are grateful to them for identifying specific areas where this process can be focused.</p>	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Wassim El Hajj	Rector	
Alain Daou	Department Head	
Boushra Rahal	Quality Assurance and Institutional Improvement	
Rania Hussein	Strategy and Risk	

Date: March 2, 2023