National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ)

Standards for Institutional Accreditation

Standard I. Institutional General Frame of Reference

A. Standard Requirements

The institution has clearly defined vision, mission, goals, and values that are explicitly stated and   publicly announced as guiding principles to conduct the processes of planning, implementation, governance and administration, as well as to oversee the functionality of all sectors within the institutional set-up.

B. Quality Indicators

1. The institutional vision is clear and comprehensive, outlining its mission, goals and objectives that the institution seeks to achieve in future on local, regional, and international levels.

2. The mission and goals of the institution are consistent and in-keeping with its nature.

3. The mission of the institution is accomplishable within its available resources.

4. The mission of the institution is aimed at serving both national and regional developmental needs.

5. The institutional mission and goals are centered on academic teaching, student learning, research, and community service.

6. The institutional general frame of reference specifies the institutional philosophy of education.

7. The institutional general frame of reference includes a section on its future developmental plans as regards academic programs, research, physical resources and infrastructure.

8. The institutional mission, goals, and values are clearly reflected in its policies, practices, and academic programs.

9. The qualifications and competencies of the institution's graduates are consistent with its mission and goals.

10. The institutional general frame of reference comprises a section on evidentiary instruments, and key performance indicators by which the institution assesses the scope and extent of accomplishing its goals.

11. The institution has in place a plan and a program for assessing the effectiveness of its units and services, contributing towards the accomplishment of its mission and goals.

12. The institutional vision, mission, goals and values are displayed on the institutional website, widely announced, and published in print, and released in the informational publications. Members of the institutional community (board of trustees/top governing council, administrators, faculty, and student population), are well-aware of the institution's mission, goals and values.

13. The institutional general frame of reference includes a section on recent reforms incorporated in the institution's mission and goals, since its last assessment for accreditation.

C. Indictors of Effective Performance: Examples

1. The institutional general frame of reference was developed in consultation with relevant constituents.

2. The institutional general frame of reference is approved by the highest authority governing the institution.

3. The institution periodically reviews and modifies the institutional general frame of reference, aligning it with developmental changes on local and regional levels.

4. The institution relies on its general frame of reference for setting overall directions towards effective planning, administrative and budgetary strategies, and internal decision-making.

5. Activities and practices associated with the academic, administrative, and service sectors, reflect the goals and values that are specified in the institutional general frame of reference.

D. Suggested Documentation Illustrating Compliance

1. The decree and other related documents concerning the establishment of the institution.

2. Citation from archival data and other documents and publications.

3. Samples of curricula, exams, and other instructional material used in teaching and training.

4. Documents demonstrating the input of the institutional constituents (community members) in developing the institutional general frame of reference

5. Empirical data on student learning outcomes and institutional quality.

6. A copy of the evaluation mechanism that measures the effectiveness of the institution and the programs offered.

7. Copies of internal and external reviews of the institution (if any).

8. Copies of minutes of meetings of the board of trustees/top governing council, administrators, and faculty committees.

9. A copy of the institutional long-term Master Plan.

10. Evidence of review of institutional vision and/or mission and goals.

11. A copy of institutional SWOT (or comparable) analysis.

Standard II. Administration and Leadership

A. **Standard Requirements**

The institution is headed by an administrative entity, such as a governing council (or a board of trustees), whose members constitute a highly competent body of professionals, having widely diversified specializations and expertise, vested with executive and legislative authority, and is accountable for the accomplishment of its goals and values, as specified in the institutional general frame of reference. The governing council develops and implements the institutional quality improvement plan, as well as financial resource adequacy for effective functioning of institutional administrative, academia, and services domains. In addition, the institution's daily operations are in the hands of a full-time chief executive (or president), a versed professional with high academic qualifications and advanced expertise, who does not preside over the governing council. All sectors and units of the institution are managed by qualified administrators.

B. **Quality Indicators**
1. The institution's executive authority adheres to the ethics and practices of good governance and professional excellence.
2. The executive authority effectively utilizes available human and fiscal resources, and is dedicated to their development.
3. The institution develops policies, modifies bylaws, and lays the framework of developmental plans through effective consultations that the governing council holds with the faculty and staff.
4. In its administrative practices and operations, the institution adheres to clear governance and follows an organizational structure that outlines clear job descriptions, responsibilities and procedures, ensuring efficient and smooth work as well as information flow throughout the institution's constituent sectors.
5. The institution has a guide that defines and explains its policies and procedures.
6. The institution has a legislative framework and bylaws for governing all administrative positions.

7. The institution has a legislative framework and bylaws for governing all academic positions.

8. The institution has clear job descriptions for administrative and executive positions.

9. The institution adheres to the principle of administrative accountability, self-assessment and continuous evaluation processes.

10. The units and sectors of the institution undertake developmental and quality improvement initiatives.

11. The institution develops a mechanism for follow-up, assessment, and quality assurance, as well as develops leadership modalities.

12. The institution adheres to the norms of objectivity and transparency in the preparation of its self-assessment reports.

13. The institution maintains an enabling and conducive environment that encourages motivation, enhances accomplishments, leads to job satisfaction, and invigorates participation in the implementation of quality improvement plans.

C. Indictors of Effective Performance: Examples

1. The institution has a strategic plan for quality improvement, which is comprehensive, based on expert studies, publically announced, systematically implemented, and is consistent with the institutional general frame of reference.

2. The institution has clear regulations concerning budgetary expenditure, and this expenditure bolsters and enhances advances in the institution's quality improvement plans.

3. The institution has an updated comprehensive guide, documenting the regulations, bylaws, policies, and administrative, financial, and legal procedures concerning the faculty and staff. This guide is available both in electronic and print formats.

4. The institution's organizational structure enlists and outlines the responsibilities and powers vested in each unit and sector. The institution's organizational structure is posted on the institutional website.

5. The institution's administrative structure enlists all job descriptions and responsibilities, duties, prerogatives, and appointment requisites of each job/position.

6. The institution's chief executive, on assuming his/her leadership position, presents an operational developmental agenda, explains its key components to the faculty and student community as well as to employees. The institution assesses the extent to which the chief executive achieves the operational developmental agenda.

7. The institution has a mechanism for quality assessment and review of policies, academic programs, and performance of units and sectors at all levels. In addition, the institution has an assessment mechanism for evaluating the performance of executives in key leadership positions.

8. The institution has an academic accreditation and quality assurance unit, with a liaison officer, responsible for communicating with the National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ).

9. The institution generates comprehensive, analytical Annual Reports that (a) analyze in precise and accurate terms the status of the institution and the execution of its developmental strategic plan, (b) record strengths and weaknesses, and (c) enlist institutional overall performance, inclusive of its units and sectors. The Annual Reports are published, and are available both in print and electronic formats.

10. The institution has a system of accountability that ensures the effective implementation of duties and responsibilities by its executive cadres, staff and faculty, within the set time limits, and in accordance with the norms of integrity, impartiality, and honesty, and in accordance with the values outlined in the institutional general frame of reference.

11. The institution has clear regulations and policies for rewarding excellent, and distinguished campus community members.

12. The institution has in place well-defined regulations, ensuring that the matters concerning student admissions, appointments of faculty and staff, application of disciplinary measures, dismissals and terminations, are fair and non-discriminatory in nature, and make no judgments on grounds of gender, religion, ethnic/national origin, creed, political belief, or physical impairment.

13. The institutional statistics and self-studies provide empirical evidence of the participation of various sectors in the implementation of quality improvement plans.

D. Suggested Documentation Illustrating Compliance

1. A copy of the institutional organizational structure.

2. A copy of institutional regulations, policies, administrative and legal procedures.

3. A copy of institutional regulations and bylaws governing leadership positions.

4. A copy of institutional regulations and bylaws governing administrative and academic positions.

5. A copy of the job descriptions of executive and administrative cadres.

6. A copy of the mechanism of quality assessment, review of policies, assessment of academic programs, and performance of units and sectors.

7. A copy of the assessment mechanism of leading officers' performance.

8. A copy of institutional regulations and policies concerning rewarding excellent campus community members .

9. A copy of institutional legislations, regulating appointments, disciplinary actions, dismissals, and terminations.

10. A document, demonstrating that the institution has a unit for academic accreditation and quality assurance.

11. Copies of annual reports, presenting analytical account of the extent to which the institution accomplishes its strategic goals, developmental plans, and records strengths and weaknesses of the performance of institutional units and sectors.

12. Evidence that the institution adheres to the principles of accountability.

13. A questionnaire that gauges job satisfaction and career development.

Standard III. Faculty

A. Standard Requirements

The institution recruits a highly competent faculty with outstanding credentials, in specific disciplines, for teaching and instructional purposes, on full-time basis (in the main), and the faculty observes academia's professional ethics.

B. Quality Indicators

1. The institution has a clear strategic plan regarding the recruitment of competent faculty, the professional development of the existing faculty and its continued employment.
2. Faculty members hold high qualifications, with advanced degrees from recognized universities, in specific fields of specialization.
3. The faculty's expertise in each program is wide-ranging and diversified.
4. The faculty distribution in various academic ranks, positions and categories is adequate and reflective of the levels of expertise and professional accomplishments.
5. The faculty is aware of the institutional general frame of reference.
6. The faculty participates in preparing, developing, and revising the curricula of institutional academic programs.
7. The faculty is committed in its teaching practices, adhering to the philosophy of education that is centered on student learning outcomes.
8. The faculty actively pursues scholarly and scientific research, generating new knowledge, compatible to the faculty size, and demonstrates academic/scientific merit.
9. The faculty participates in serving the institution and society at large.
10. The faculty's work hours cover the core responsibilities of teaching, research, and serving the institution and society at large.
11. The institution encourages the faculty to participate in professional development programs and workshops (concerning teaching strategies, research methodologies, application of new technologies, and quality enhancement issues, in general).

12. The institution periodically assesses the faculty's performance in terms of teaching, research, professional and community service, according to established and clear procedures.

13. The faculty holds positions, on full-time (in the main) , part-time, and visiting and secondment bases, within each program, as per the employment system.

14. The faculty-students ratio in each academic/professional program is consistent with international norms and standards.

15. The institution implements a policy of granting sabbatical leave to faculty.

16. The institution ensures that the work climate is conducive to productivity, and encourages faculty retention and professional development.

17. The institution has a comprehensive faculty Handbook, available online, which explicitly states relevant bylaws and procedures concerning faculty affairs, rights, and responsibilities.

18. The institution is committed to provide employment security to its competent faculty through tenure and long-term contracts.

C. **Indictors of Effective Performance: Examples**

1. The institution has a manual for Job Descriptions, specifying the qualifications, responsibilities, salary and financial benefits, associated with each academic rank, position and category, whether full-time, part-time, visiting, or on secondment.

2. Faculty members are committed and competent in performing their duties and responsibilities.

3. Faculty's classroom performance indicates teaching competence and expertise in instructional methods that bolsters students learning outcomes.

4. The institution ensures that full-time instructors form a substantial percentage of its faculty composition; and reliance on temporary and part-time instructors is only when absolutely necessary.

5. The institution's plan for faculty recruitment and appointment is consistent with its general frame of reference and diversity of the academic programs offered.

6. The institution applies clear and firm criteria in the recruitment of prospective faculty members, to be appointed on full-time, part-time or secondment basis, in accordance with established guidelines.

7. Faculty's entitlement to academic positions is determined on grounds of their degrees, scientific publications, patents achieved (if applicable), teaching competency, and professional experience.

8. The institution assigns equitable workload to faculty, encompassing teaching, research, service to the institution and society, student advisement, and participation in institutional development.

9. The institution provides the faculty adequate opportunities for the enhancement of competencies, and professional advancement through the provision of sabbatical leaves, academic missions, and allocation of resource and financial support for attending and participating in conferences, and collaborating with professional and professionally specialized organizations and societies.

10. The institution bestows recognition and rewards on faculty that excels in teaching, research, and service to the institution and society at large.

11. The institution promptly investigates faculty's grievances and complaints, and maintains transparency in its dealings.

12. The institution guarantees faculty's academic and intellectual freedom as well as freedom of expression through explicit laws.

D. Suggested Documentation Illustrating compliance

1. A record documenting faculty's credentials.

2. A record documenting faculty's areas of expertise, within each academic program offered.

3. Statistical data on faculty's appointment status (whether full-time, part-time, visiting) within each academic program offered.

4. Statistics on faculty-student ratio within each academic program offered.

5. Statistical data classifying each faculty member by rank designation, and specifying ranks' percentage vis-à-vis total faculty size within each academic program offered.

6. Statistics documenting distribution of faculty workload (by hours assigned) in terms of teaching and research responsibilities, as well as services rendered to the institution and wider society.

7. Statistics documenting faculty's research productivity and new knowledge generation in each of the academic programs offered.

8. Statistics enlisting faculty's participation in activities, aimed at serving the institution and wider society, in each of the academic programs offered.

9. Evidence demonstrating faculty's awareness of the institutional general frame of reference, and understanding of its elements.

10. Evidence demonstrating departmental faculty's participation in the appraisal and development of departmental curricula.

11. Evidence demonstrating that each academic program's faculty adheres to the philosophy of education, based on student learning outcomes.

12. Evidence demonstrating faculty's participation in human resource recruitment, secondment, and contract renewal processes.

13. Evidence illustrating periodic assessment of the faculty's competency by the institution in teaching and research performance, as well as in services rendered to the institution and wider society.

14. Statistics enlisting the duration of faculty's contract period.

15. Evidence exhibiting that the institution has in place promotion bylaws.

16. Evidence demonstrating institutional fairness and transparency in the application of faculty promotion bylaws.

17. A record enlisting distinguished faculty members for achieving excellence in teaching, research, and community service, over the last four years.

18. Samples of faculty grievances and institutional decisions as regards their redressal.

19. Evidence demonstrating institutional efforts in encouraging faculty's participation in professional development programs and training workshops.

20. A copy of institution's policy on the system of faculty sabbatical leave.

21. Statistical data recording the percentage of faculty granted sabbatical leave over the last four years.

22. A copy of the institutional strategic plan for attracting new faculty, develop existing faculty, and its retention.

23. A Copy of the opinion survey on faculty's job satisfaction and professional development.

24. Evidence illustrating the availability of an institutional manual, documenting rules, regulations and bylaws governing faculty affairs, both in electronic and print formats.

Standard IV.   Student Affairs and Support Services

A. Standard Requirements

The institution sets and implements admission requirements, determining the level of preparedness of admitted students. The institution ensures that its graduates have attained requisite competencies, knowledge literacy, skills and training in their field of specialization, as well as reasonably meet the employability requirements.

B. Quality Indicators

1. The institution implements admission policies based on the principles of equality and integrity.
2. The institution and its programs adhere to admission criteria that are well-defined and publically announced. The institution uniformly applies admission requirements on students seeking admission.
3. The institution has pre-requisites for admission to specific programs, which are consistently applied.
4. The institution adheres to its policies of conditional admission (if permissible).
5. The institution adheres to its credit-transfer policies.
6. The institution strictly observes its policy of course equivalence.
7. The institution consistently observes its policies governing course registration and withdrawal.
8. The institution documents and publishes explicit and readily available bylaws and guidelines on students' rights, responsibilities, on-campus ethics and proper conduct.
9. The institution, through an efficient on-line registration system and qualified faculty and staff, renders effective student academic guidance. The institution also renders effective psychological and social counseling through specialized units and qualified staff.
10. The institution ensures that students are periodically informed about their academic progress, and necessary requirements for graduation via the registration system, emails, and other means.

11. The institution maintains an efficient and secure system for the safety, confidentiality and protection of student records.

12. The institution ensures the efficiency of the center for student training, internship, and career guidance.

13. The institution ensures the efficiency of the center for graduating students employment.

14. The institution publishes its academic calendar, making it readily accessible.

15. The institution has specific procedures concerning the submission of complaints and grievances, and for investigating them within set time lines. The institutional bylaws do not permit disciplinary or punitive measures against students who file complaints or grievances.

C. Indictors of Effective Performance: Examples

1. The institution announces on its website, and through other media channels, the dates for the submission of applications and admission criteria for the enrollment of prospective candidates.

2. The institution has in place a specialized unit that oversees students admission.

3. The institution has a unit that oversees students guidance and orientation, organizes a range of services, extra and co-curricular activities, as well as students field exposure. The institution promptly responds to students queries and addresses their problems as a fundamental principle of professional ethics and work protocol.

4. The institution's technology concerning student affairs and course registration forms is user friendly, and readily accessible.

5. At the beginning of each semester, the institution organizes an orientation program for newly admitted students.

6. The institution has a comprehensive and up-to-date catalog, both in electronic and print formats, providing firsthand information and guidelines on course registration procedures and requirements, graduation requirements, and student bylaws. The catalog also includes a descriptive account of all programs and courses offered as well as information concerning programs' affiliated faculty.

7. The institution utilizes diverse means and channels to keep its integral offices and constituencies informed and updated on changes in student bylaws and academic programs, policies, and courses offered.

8. The institution has an efficient electronic system in place that networks offices and provides online student support services as well as archived data and information.

9. The institution systematically and accurately updates student files.

10. The institution effectively utilizes students records and data-files for generating analytical and statistical studies to help the top governing council/administration and units bolster operational efficiency and the effectiveness of planning and developmental processes.

11. The administration oversees the implementation of bylaws governing students on-campus ethical conduct, and takes necessary disciplinary measures against students violating the bylaws. Punitive measures are taken against students who resort to cheating and plagiarism.

12. The institution adopts an unbiased and fair approach in dealing with students' grievances and matters concerning disciplinary action.

13. The institution allocates a percentage of the budget for the support and sustentation of students' cultural, artistic, and athletic activities.

14. The institution has provision for covering first aid and primary healthcare services.

D. Suggested Documentation Illustrating compliance

1. A copy of the institution's advertisement announcing admission requirements, and dates for application submission to join the institution.

2. A copy of the unit's organization, responsible for students admission.

3. A copy of the institution's bylaws and regulations governing admission policies and requirements.

4. Evidence demonstrating the academic institution's adherence to strict implementation of admission requirements, as advertised.

5. A copy of additional requirements (if applicable) for admission to academic programs; in addition, evidence demonstrating the academic institution's adherence to these admission requirements.

6. Evidence demonstrating the academic institution's adherence to implementation of requirements governing conditional admission, if any.

7. Evidence demonstrating the academic institution's adherence to implementation of policies and procedures governing students transfer.

8. Evidence demonstrating the academic institution's adherence to implementation of policies and procedures concerning course equivalence.

9. Evidence demonstrating the academic institution's adherence to implementation of rules concerning addition of and withdrawal from courses.

10. Evidence demonstrating the academic institution's organization of an orientation program(s) for new students at the beginning of the academic year.

11. Evidence demonstrating the academic institution's reliance on multiple channels to keep the students informed on latest development in bylaws, regulations, and academic programs.

12. A copy of Students Handbook (or Guide). Also, a copy of requirements for course registration, graduation, and student bylaws.

13. Copies of forms for course registration.

14. A copy of bylaws and regulations concerning students' rights, responsibilities, and rules of on-campus good conduct.

15. A copy of the organizational structure of the student academic guidance unit and the student affairs and activities unit in the academic institution.

16. Evidence demonstrating the academic institution's continuous guidance to students.

17. Evidence demonstrating that the academic institution keeps the students periodically informed about their academic progress and the requirements that remain for graduation.

18. Samples of students' records.

19. Information illustrating the academic institution's mechanism for maintaining confidentiality of students' information and records.

20. Evidence demonstrating the academic institution resorting to disciplinary action against students for non-compliance to rules of good conduct.
21. Evidence demonstrating the academic institution resorting to disciplinary action against students who engage in cheating, plagiarism, or scientific fraud.
22. Survey of beneficiaries' opinion on the effectiveness of student training and recruitment center.
23. Survey of beneficiaries' opinion on the effectiveness of graduate recruitment center.
24. A copy of the institution's academic calendar.
25. A copy of procedures used for (a) filing students' complaints, and (b) investigating complaints.
26. A copy of budgetary allocation for student services and activities (cultural, artistic, athletic).
27. Samples of students' complaints, and the decisions taken regarding them.
28. Samples of warning notification, and statement of termination sent to students with poor academic performance.
29. Statistics on academic institution's outstanding students, and procedure for honoring them.
30. Data on academic institution's computer system and software.
31. Evidence demonstrating the provision of primary health care and ambulatory services in the academic institution.

Standard V. Academic Programs

A. Standard Requirements

The institution's academic programs are aimed at achieving its vision, mission, objectives, and values that are specified in its general frame of reference. The institution develops and implements its academic programs in accordance with legislative frameworks and mechanisms that assure adherence and compatibility of curricular content, teaching methods and practices to globally acceptable quality standards.

B. Quality Indicators

1. Each academic program has a clear vision, mission, and a set of objectives for implementation, in addition to core values, consistent with the institutional general frame of reference.

2. The institution has qualified faculty and staff, in addition to necessary resources for the effective implementation and quality assurance of the academic programs offered.

3. The faculty actively participates in developing, approving, and updating academic programs.

4. Each program is tied to the accomplishment of a set of key student learning outcomes, which guarantee employability of graduate students.

5. Learning outcomes are compatible with the requirements of final academic degrees as well as the target profession.

6. The institution periodically measures the level of skills and competencies acquired by students in regard to the General Education Program and in regard to the language of instruction, research writing and training.

7. The faculty effectively deploys measures and mechanisms for quality assurance, and effectiveness of teaching methods and instructional processes used in academic programs.

8. Academic programs benefit from the feedback received from students on improving teaching methods and updating curricula.

9. The institution has a specialized unit for assessing and improving the quality of academic programs, as well as maintaining cooperation with institutions and societies, specialized in accreditation of programs.

10. The institution assesses the effectiveness of student training programs and the quality and merit of student graduation projects.

C. Indicators of Effective Performance: Examples

1. Each program professes a clearly defined vision, mission, objectives, and values, reflected in the compatibility with the program's curriculum.

2. The management of each academic program is in the hands of an effective administration, responsible for overseeing the program's implementation and its quality development.

3. The institution makes available well qualified human resource, adequate support services, and facilities for the implementation of each academic program, and ensures effective management and academic performance of all programs offered.

4. Each program adheres to well publicized, clearly defined policies on students admission, graduation requirements, and instructional methodologies, as well as acquirement of requisite skills and learning experiences.

5. Each program aims at a precisely defined set of learning outcomes, as indicators of the extent and quality of students knowledge literacy, and acquirement of expected skills, character traits, and competencies.

6. The institution designs its academic programs according to a sound framework and in-keeping with the requirements of developing multiple skills and sufficient knowledge literacy levels, as per the needs of disciplinary courses. In matters of the overall distribution of credits, the institution adheres to clearly defined policies.

7. A diploma program carries a minimum of 60 credits, based on semester system; the requirements of other educational systems must be compatible with this indicator.

8. A baccalaureate program carries a minimum of 120 credits, based on semester system; the requirements of other educational systems must be compatible with this indicator.

9. The academic program periodically offers to students all courses enlisted in the curriculum.

10. The institution offers as mandatory requirements an English language competency program, an Arabic language competency program, and course(s) in the history of Kuwait.

11. The institution conducts English language competency tests, a prerequisite for students opting for enrolment in programs that use English as the medium of instruction.

12. The Core Program in General Education includes courses in humanities, literature, arts, social and behavioral sciences. This program does not entail specialized courses or professional training.

13. The General Education component carries one third of credits in humanities and social sciences programs.

14. A central unit is responsible for the supervision, effectiveness, and quality development of the core Program in General Education.

15. The institution follows clear policies in the implementation, award, equivalence, and transfer of credits.

16. The maximum number of credits transfer permissible from other institutions is 30 for diploma, and 60 for baccalaureate degree program.

17. The institution deploys well-defined, standardized assessment tools for evaluation, review, and quality enhancement and update of academic programs.

18. The institution has in place clear and simple procedures for curricular revision, improvement, and change.

19. The institution has simple and well defined mechanisms for initiating new programs, in-keeping with development of knowledge, as well as professional fields.

20. The institution refrains from offering new academic programs, without consultations with the teaching faculty.

21. Each academic program is tied with a system of student orientation.

22. An annual review of the student orientation plan is carried out by the academic program's administration, based on academic councilors feedback, and electronic surveys of students satisfaction.

23. The institution has a comprehensive and updated guide on programs and curricula, together with brief description of the courses offered, the nature and objectives of each

program, the enrollment prerequisites, and the faculty's credentials in-brief. The guide is available both in print and electronic formats.

24. The graduate degree programs are aimed at the development of self-learning skills, advancing scientific research competencies, developing critical thinking, and promoting students creative abilities and innovation skills.

25. The institution has clearly specified guidelines for identifying and selecting highly qualified and competent matriculating students at graduate programs.

26. For the sustentation of each graduate program, the institution provides financial support, including information resources, instructional technologies, substantial research resources, equipment, laboratories and consumables (where applicable).

27. The minimum credits requirements for Master's degree programs is 30 for the semester system. Programs that follow other systems are required to demonstrate compatibility with this indicator of performance credibility.

28. The institution's permissible limit for transfer of credits from other institutions is 20 percent for graduate degree programs.

29. The essential components of each graduate degree program include specialized and/or interdisciplinary courses, and research. The professional program, apart from providing professional training, also includes practical and/or research exposure, as essential component of the courses offered.

30. A highly committed and specialized faculty, invariably working on full-time basis, teaches graduate courses. The faculty is experienced and active in the field of research and publications.

31. The graduate degree programs rely on a system of periodic self-evaluation of performance in a bid to identify their strengths, weaknesses, quality, threats, and ways of improvement. The assessment system draws benefit from periodic self-evaluation measures in refining the quality of programs.

32. The institution ensures the equitable quality of academic programs, with no disparity observed.

33. Each program has a committee that oversees the program's accreditation and quality assurance.

34. The continuing education program falls within the institutional general frame of reference, and is consistent with the functionality of academic programs.

35. Each academic program has an alumni system for outreach and follow-up.

D. Suggested Documentation Illustrating Compliance

1. A copy of the advertisement announcing the institution's vision, mission, objectives and values concerning each of the academic programs offered.

2. A document concerning the description of each of the academic programs offered by the institution, providing information as regards the program's (a) nature, (b) its developmental strategies, (c) quality assurance and performance measurements that are applied, and (d) the targeted learning outcomes that the program aims to achieve.

3. A document outlining additional requirements for admission to the academic programs (where applicable).

4. Statistics on faculty-student ratio *vis-à-vis* each of the academic programs that the institution offers.

5. Statistics on faculty-teaching assistant ratio for each of the academic programs that the institution offers.

6. Statistics on faculty-administrative staff ratio for each of the academic programs that the institution offers.

7. Information on spatial logistics concerning classrooms, laboratories and workshops *vis-à-vis* students registered in each of the academic programs that the institution offers.

8. A document exhibiting resource adequacy, both in terms of quantity and quality, concerning experiment instruments, equipment in laboratories and workshops (where applicable) for each of the academic programs that the institution offers.

9. A document testifying the adequacy, efficiency, quality, and up-to-dateness of technology and equipment in laboratories, and workshops (where applicable) for each of the academic programs that the institution offers.

10. A document on the availability and adequacy of audiovisual devices in classrooms and lecture halls.

11. A document demonstrating the adequacy of well trained technicians working in the institution's laboratories and workshops.

12. Copies outlining the requirements for graduation concerning each of the academic programs that the institution offers.

13. Copies outlining students' study-plans for each of the academic programs that the institution offers.

14. Copies outlining course descriptions and sequential arrangement of courses for each of the academic programs that the institution offers.

15. A document providing a descriptive account of the policies and mechanisms for updating academic programs and courses.

16. A document demonstrating the provision of an active academic guidance program in place for each of the academic programs that the institution offers.

17. A document outlining the policies and procedures overseeing the transfer process between different academic programs that the institution offers.

18. A document demonstrating students' exposure to field training in various academic programs.

19. A document outlining diverse methods deployed by faculty members in evaluating students' performance and allocating grades.

20. Statistics on the distribution of final course grades for each academic program.

21. Statistics on outstanding students *vis-à-vis* total number of students enrolled in each academic program.

22. Statistics on students receiving warnings (i.e., on probation) *versus* total number of students enrolled in each academic program.

23. Statistics on students opting for change of majors *versus* total number of students enrolled in each academic program.

24. Statistics on students drop-out rate over the last four years, *vis-à-vis* number of students admitted in each batch.

25. Statistics on graduates' GPA (Grade Point Average) in each academic program.

26. Data on a faculty members' teaching load in each academic program.

27. Data on faculty members' academic ranks in each academic program.

28. Statistics on the ratio of published papers enlisted in refereed scientific journals *vis-à-vis* number of faculty members in each academic program.

29. Statistics on average time-lapse prior to employment of each academic program's graduate.

30. A document outlining each academic program's strengths, weaknesses, local, and regional challenges that it encounters.

31. A document demonstrating each academic program's periodic updating of its vision, mission, objectives and curricular contents, in view of its strengths, weaknesses, opportunities, and challenges.

32. A document demonstrating each academic program having a monitoring and follow-up mechanism in place for quality assurance and continuous improvement.

33. Opinion surveys showing each academic program's director maintaining effective communication channels with the program's students, faculty, and institution's administration.

34. A document demonstrating each academic program's director endeavoring to (a) strengthen relations with various sectors of society, and (b) developing effective communication channels, enabling the faculty to enter into contractual agreements, resulting in initiation of various projects with the concerned sectors.

35. The educational institution maintains a dedicated website, incorporating substantial information on the academic programs that the institution offers. The institution assigns professional personnel to manage its website with periodic updates and content upgrades.

36. Documents demonstrating that the academic programs are supportive of community-based activities (activities serving the interests of community and society); these activities are carried out by both the students and the faculty.

37. Periodic surveys of employees' and beneficiaries' opinions on administrative and academic effectiveness concerning various programs that the institution offers.

38. Copies of the departmental council meetings minutes, and samples of committee reports for each academic program.

39. Copies of self-assessment reports, and yearly internal audit(s), issued by Quality Assurance and Improvement Unit(s) of academic programs.

40. The survey outcomes concerning graduates' opinion as regards each of the academic programs that the institution offers.

41. Samples of the observations and suggestions of graduates' employers concerning the effectiveness of each of the academic programs.

Standard VI. Teaching Strategies and Methods & Student Learning Assessment

A. Standard Requirements

The institution relies on effective methods and teaching strategies as a fundamental basis, and offers students the opportunities to acquire needed competencies, aimed at enhancing their skills and creative abilities. The institution also deploys instructional technologies that strengthen the acquisition of knowledge and skills by students, in a way compatible with the demands and nature of the academic program. The institution applies clear and varied techniques for assessing and analyzing the extent and depth of acquisition of learning outcomes by students.

B. Quality Indicators

1. The faculty uses up-to-date instructional technologies and knowledge delivery systems in classrooms, laboratories, and training facilities.

2. The institutional academic/educational facilities (libraries, laboratories, etc.) are well-equipped with information, instructional, scientific, and reference resources, which are continuously developed and upgraded. A highly efficient system oversees the management of these facilities in terms of daily operations and rendering services.

3. The students are provided with an educational environment that challenges their minds and develops their potential and capabilities.

4. The curricula of programs ensure that students utilize a variety of learning resources, and acquire firm grasp in using instructional and library technologies, and research databases.

5. The institution ensures that its examinations and assessment methods are fair, and genuinely capable of measuring the extent and various levels of students' academic achievements.

6. The institution applies varied and explicit assessment tools for evaluating and analyzing the extent of students' acquisition of learning outcomes and their satisfaction with the institution's pedagogical learning environment. The institution

uses the results of students' assessment as feedback to improve the efficiency of courses offered.

7. The institution has a system for periodic review of methods and strategies deployed in the teaching-learning cycle, and relies on students, faculty and the stakeholders' feedback, as well as the assessment outcomes.

C. Indicators of Effective Performance: Examples

1. The institution has a highly efficient computer/technology system providing robust support for the sustentation and delivery of effective teaching and learning methods concerning students.

2. The institution trains its faculty in new instructional technologies, and the faculty implements these technologies in classrooms and training premises. The faculty avoids instructional methods that encourage reliance on memorization.

3. Faculty holding PhDs from accredited universities teach a minimum of 50 percent of credits required for graduation in each diploma program, a minimum of 90 percent of credits required for graduation in each baccalaureate program, and 100 percent credits required for graduation in each Master's and PhD program.

4. The institution extends assistance to faculty in teaching and training, facilitating the grading of student assignments, conducting tutorials and skill-development workshops, and co-curricular activities.

5. Class discussion, inquiry, exchange of ideas, and instructors-students interaction are essential strategies in teaching of courses.

6. Students acquire sufficient knowledge of the principles of research, application of research methodologies, and ethical considerations in research.

7. Senior students are trained in gathering and analyzing data, applying various up-to-date methodological and analytical tools as per the concerned discipline's requirements.

8. The teaching of soft skills as personality attributes are an integral part of curricula, including teamwork competencies, professional and behavioral ethics, as well as time management, presentations, and reporting skills.

9. Teaching methods include a practical component aimed at developing students skills for self- learning. The institution utilizes up-to-date technologies to motivate students to engage in self education.

10. Workshops and extracurricular exposures provide students with necessary learning experiences refining their written, oral, communication, and practical skills.

11. The institution encourages students to participate in research activities, forums and conferences. The institution has in place a system to reward students endowed with innovative abilities and advanced research competencies.

12. Senior capstone and graduation research projects constitute an essential component of academic programs, characterized by diversity, and orientation towards pursuing the option of engaging in the redressal of societal problems and issues, and are demonstrative of the acquisition of holistic skills and competencies.

13. The institution has channels to disseminate students' research, scholarly, intellectual, and creative achievements.

14. The student-faculty ratio in each course is consistent with international norms and is in line with established quality standards.

15. Students receive a detailed course description at the semester's onset.

16. The institution has in place a system for monitoring students' class attendance, and conducts periodic studies to maintain statistical records of their attendance and absence.

17. Academic programs ensure that the scope, breadth and depth of the course curricular content and student performance indicators are compatible in all sections within the same course.

18. Text books and educational course material are available for students at the beginning of the semester.

19. Instructional material is provided by the institution to students with disabilities, facilitating their learning needs and supporting their academic progress.

20. The faculty maintains office hours, and the institution has a system that facilitates electronic communication between the faculty and students.

21. Students periodically evaluate the effectiveness of course content and instructional methods; the faculty periodically analyzes students' feedback concerning course-evaluation, and uses the information for improving pedagogy as well as faculty class performance.

22. Each program follows a mechanism that ensures that the course assessment methods are compatible with the targeted learning outcomes.

23. The institution periodically analyzes examination results and assesses their compatibility with targeted learning outcomes.

24. The institution periodically analyzes statistical data in order to to determine the frequency of students' course withdrawals, and investigate the reasons for low rates of student success.

25. The institution holds counseling sessions for students, advising them on ways to improve their academic performance levels.

26. Students are alerted well in advance regarding their declining academic record.

27. The institution develops its curricula and instructional methods within the framework of the recommendations and empirical findings of latest studies.

28. The institution encourages the faculty to pursue research that enhances the quality of teaching methods and instructional processes.

D. Suggested Documentation Illustrating Compliance

1. Data on spatial logistics concerning the number and capacity of classrooms, laboratories, workshops and field training areas available for the effective implementation of academic programs. Also, appropriateness of these areas vis-a-vis numbers of students/users, the adequacy of institutional facilities in terms of quantity and quality, including provision and availability of latest instruments, equipment and technology.

2. A report on library acquisitions and resources in terms of books, journals, etc., electronic databases and audio/video materials. Also, a report on the quality of services that the library extends to students and faculty members.

3. Data on the number of technicians who render assistance in education and training of students in each academic program.

4. Samples of methods applied in assessing students' performance and measuring each academic program's learning outcomes.

5. Samples of the standards applied in assessing students' assignments in various courses including the rating and distribution of final grades (samples of examination questions, samples of marking rubrics, faculty's written remarks on students' assignments).

6. Statistics on students-faculty ratio concerning each academic program.

7. The ratio of graduates obtaining their degree within the normal/specified time-span, earmarked for graduation, to total number of graduates in same batch in each academic program.

8. A report on assessment elements and relative weightage of each element for the evaluation and rating of students' assignments, concerning some courses offered within academic programs.

9. A copy of bylaws and regulations concerning incidents of cheating, plagiarism, or scientific fraud.

10. Samples of students' portfolios, graduation project reports, and capstone research papers.

11. A report on students' scientific, technological, and cultural activities within and outside the academic institution.

12. Data and documentation concerning students' training programs and mechanism for supervising training programs.

13. A study on training and workshops' effectiveness for developing students' skills, and their impact on achieving the academic programs' learning outcomes. Also, documentation on updating the field training system and using the feedback for ensuring continuous improvement of courses.

14. Documents illustrating faculty's continuous assessment of students class performance during the course (home assignments, periodic and final exams, projects, etc.). Also, documents demonstrating that the faculty extends feedback to guide students (such as, written remarks and commentaries on assignments, project reports and exams, etc.)

15. Samples of students responses to questionnaires concerning courses and faculty evaluation.

16. Employers' assessment of each academic program's graduates.

Standard VII. Scientific Research and Knowledge Generation

A. Standard Requirements

The educational institution has in place an ongoing and up-to-date plan for the development of scientific research and/or knowledge generation and/or creative productivity. The actual output of this plan provides a means of calibrating the quantity and quality of institutional research activity

B. Quality Indicators

1. The institution has clear bylaws and a strategic plan for developing faculty members' scientific research and intellectual and/or creative productivity, and the plan integrates well in the institutional general frame of reference.

2. Scientific research and intellectual and/or creative productivity are affirmed as goals of the institution and criteria for assessing faculty members' academic performance, as well as the evaluation of the institution's community outreach and service.

3. The institution has an administrative unit that specializes in the planning, monitoring, and sponsoring of faculty members' research, and intellectual and/or creative productivity.

4. The educational institution provides opportunities to faculty members for effective contribution to scientific research and productivity, in-keeping with universally applied practice of assigning appropriate teaching workload as well as providing financial support and provision of incentives.

5. The educational institution seeks to form consortia, enter into partnership agreements, and memoranda of understanding with institutions sharing similar interests, within Kuwait, the region, and at global level, for scientific cooperation in diverse areas of research as well as exchange of services such as library inter-loans and utilization of resources and equipments .

6. The faculty's scientific research and/or creative productivity is based on ethical standards which safeguard intellectual property rights, encourage freedom of expression,   and permit the legal and moral usage of research outputs.

C. Indicators of Effective Performance: Examples

1. The institution has well defined bylaws and policies governing the funding and quality assessment of research productivity, generation of new knowledge, and faculty's innovative outputs.

2. The institution has a unit, dedicated to overseeing the planning, supervision and enhancing the quality of faculty's research, intellectual and/or creative outputs.

3. The institution allocates a portion of its budget for rendering sufficient financial support to faculty's research projects, and pursuit of creative enterprise; the institution also extends technical resource support to facilitate generation of new knowledge, and creative endeavors of faculty and graduate students, ensuring consistency with the institutional general frame of reference.

4. The institution is endowed with up-to-date physical assets, well equipped infrastructure, laboratories and theatres, consistent with the size of its faculty, and these physical resources are used for supporting faculty's and graduate students' research and creative outputs.

5. The institution ensures the availability of physical resources, including libraries, periodicals, research and information databases, to assist faculty and graduate students in pursuing research activities.

6. The institution periodically arranges training programs on new research methodologies for the faculty.

7. The institution encourages its faculty to pursue research, intellectual and creative activities, making due allowance for time sufficiency, through limiting the maximum teaching load, in compliance with universally established norms.

8. The faculty develops its academic performance through research and creative activities.

9. The faculty's research productivity and intellectual and/or creative output demonstrate quality and conformity with internationally established principles of sound scholarship.

10. The faculty's research activity, generation of new knowledge, and/or creative output correlate with the graduate and undergraduate programs curricula.

11. The institution invests a part of its research activities towards the development of instructional, academic, and administrative processes.

12. The institution's research, creative outputs, and new knowledge generated correlate with opportunities and challenges of development within Kuwait, and the Region.

13. The faculty undertakes research and creative pursuits with the public and private sectors on contractual bases. The institution encourages the investment of scientific research in industrial, commercial, and services areas.

14. The faculty succeeds in publishing its research and new knowledge output, both regionally and internationally.

15. The institution assigns credits for training students in research methodologies courses, and students participate in research projects and related activities, including scientific seminars and conferences.

16. The institution publishes abstracts of faculty's completed research, as well as intellectual and/or creative work.

17. The institution periodically publishes statistics on faculty's and graduate students' research productivity and creative accomplishments.

18. The institution has a mechanism for assessing and documenting the scientific impact of faculty's research output and publications.

19. The institution has a mechanism for assessing and documenting the impact of faculty's creative output in specialist circles and professional domains.

20. The institution has a mechanism for assessing the impact of its research and intellectual output/productivity on society's organizations.

21. The institution periodically assesses each faculty member's research performance and/or creative output. The faculty relies on the assessment feedback for improving its research and creative/intellectual performance.

22. The institution has a clearly specified, and widely publicized mechanism in place for motivating and rewarding its distinguished researchers.

23. The institution reviews and develops the programs' curricular content, effectively utilizing the findings of relevant applied research/studies.

24. The institution has in place an explicitly defined mechanism for comparing its research output and newly generated knowledge with equally comparable regional educational institutions.

25. The institution has a clearly defined regulatory framework governing the disciplinary measures for research, intellectual and creative outputs that do not fall within the prescribed ethical requirements and standards, including non-adherence to copyright laws, etc.

D. Suggested Documentation Illustrating Compliance

1. Copies of the institutional bylaws, regulations, and policies governing financial support for the sustentation and evaluation of scientific research and generation of new knowledge.
2. Statistics on projects funded by the institution during the last four years.
3. Statistics on projects funded by external institutions during the last four years.
4. A list of journals and research databases that the institutional library/libraries subscribe to.
5. A document outlining the institutional research priorities strategic to the needs of Kuwaiti society.

6. A document indicating that the institution periodically organizes workshops, aimed at developing the students' and faculty's skills in scientific research methodologies.

7. Statistics on total number of institutional papers published in refereed proceedings of scientific conferences *versus* total number of faculty members.

8. Statistics on total number of institutional papers published in refereed scientific journals *versus* total number of faculty members.

9. Statistics on total number of institutional papers published in high impact (Q1 or Q2) journals, *vis-a-vis* the total number of faculty publications in journals.

10. Statistics on citations of publications, authored by the institutional faculty.

11. Statistics on the number of publications that the institutional faculty authored in collaboration with authors from international institutions.

12. Statistics on the number of publications concerning the development of institutional educational processes, academic, and administrative practices.

13. Statistics on the number of patents developed by the institutional faculty or employees.

14. Statistics on the number of books authored by the institutional faculty.

15. A report on the academic institution's "Centers of Excellence."

16. A report on some of the institution's faculty members' involvement in editing and/or refereeing of local or international scientific journals.

17. A report on some of the institution's faculty members invited as keynote speakers at local or international conferences, seminars or workshops.

18. A report on some students' participation in research activities.

19. The academic institution maintains an up-to-date database on faculty members' research productivity, and generation of new knowledge, and creative output; the database includes information on (a) faculty members' publications, (b) research and creative projects, and (c) participation in scientific conferences, etc. The database is aimed at facilitating the formation of research and publications groups.

20. Samples of the academic institution's assessment reports concerning faculty members research performance.

21. A document outlining a clearly defined and announced policy on motivating and rewarding distinguished researchers.

22. A document soliciting faculty members' responses concerning the institutional (a) quality of research services offered, and (b) ways to enhance research performance, and discovery of new knowledge.

23. A document outlining research performance as a prerequisite for faculty members appointment, contract renewal, and academic promotion.

24. A list of collaborative programs and joint research activities with national, regional, and international institutions.

25. The academic institution's document that highlights the impact of faculty members publications on Kuwaiti society.

26. Examples demonstrating that the academic institution uses some outputs of applied research to (a) develop academic programs curricula, and (b) improve some academic and administrative procedures and practices.

27. A document outlining clearly defined policies and procedures concerning disciplinary action against faculty members who resort to plagiarism and scientific fraud.

28. Documents indicating that the institution has a dedicated website, and a printed manual outlining the bylaws, regulations, policies, governing financial support for the sustentation and evaluation of scientific research, and discovery of new knowledge.

Standard VIII. Facilities, Infrastructure, and Technology Systems

A. Standard Requirements

The educational institution has appropriate, well developed facilities and infrastructure, equipped with high quality technology systems, and the facilities, infrastructure and technology resources, adequately meet the needs of students, faculty, administrative and technical staff, as well as the requirements of programs. The institution oversees compliance to safety measures in the operation and maintenance of facilities, infrastructure and technology systems.

B. Quality Indicators

1. The educational institution has wide-ranging facilities that are well-equipped to meet the beneficiaries' needs.
2. The educational institution has the technology systems and the physical infrastructure that effectively render integrated services to meet the beneficiaries' needs.
3. The educational institution has in place an effective system to oversee operation and maintenance of its facilities and infrastructure.
4. The facilities, infrastructure, and technology systems that are used in the institution create an enabling environment for achieving the objectives that are stipulated in the institutional frame of reference.

C. Indicators of Effective Performance: Examples

1. The institution has an integrated campus that houses classrooms, laboratories, library/libraries, faculty and staff offices, storage and parking facilities, areas earmarked as green belts, dormitory (where applicable). In addition, the campus has ground facilities for its constituents, such as clinic(s), sport fields (s), designated prayer area(s), hall(s) for cultural activities and faculty-students recreation, and books and stationary shop(s).

2. The institution's infrastructure, physical expanse and assets conform to technical (i.e., engineering and architectural) specifications and requirements, and the buildings' indoor atmosphere is characterized by: effective air circulation, temperature control, adequate lighting systems, soundproof walls, spatial distribution adequacy and occupancy,

protective environment from external weather exigencies, effective and safe lifts, stairs and emergency exits.

3. The outdoor environment, surrounding the buildings and physical facilities, is pleasant and it features green belts and safe pedestrian pathways.

4. The institution observes architectural principles regarding the ratio between available space in a single facility and the number of its users. The availability of designated areas earmarked for teaching, research, administrative and service activities are in conformity with architectural/spatial needs of these activities.

5. The number and capacity of classrooms, laboratories, sporting areas, cafeterias, and recreation areas are in conformity with the on-campus student constituency.

6. The instructional space allocated for delivery of lectures, simultaneously accommodates 50 percent of the student population.

7. The campus has adequacy of halls/rooms earmarked for specific purposes, including faculty meetings, public lectures, student and faculty rest areas, study rooms for students, with a capacity for accommodating 25 percent of the total graduate students enrolled.

8. The spatial distribution for the institution's buildings and facilities is in-keeping with the criteria specified below:

   a) The institution consigns a minimum of 7.5 square meters space per faculty member, and a 15 square meter office is meant to accommodate only two faculty members.

   b) The institution allocates a minimum 9 square meters space as office area per faculty.

   c) The institution allocates a minimum 2000 square meters space for indoor athletics, provided the enrolled students' population exceeds 4000.

   d) The institution allocates one parking lot for two faculty members.

   e) The institution allocates one parking lot for five enrolled students.

f) The institution designates fixed areas for campus transport.

g) The institution designates a minimum 25 percent campus space earmarked as green belt area.

9. The institution has clean, and fully operational lavatories, depending upon the campus community size, with one lavatory earmarked for 30 students, and one lavatory for 15 faculty/staff members.

10. The construction of the campus facilities, resources, and infrastructure guarantees the safety of campus constituencies; safety measures in all campus buildings include fire extinguishers, alarm and sprinkler systems, and access route for fire trucks and ambulance are provided for, are functional, and well maintained.

11. The campus ensures a congenial environment for students with disabilities.

12. The institution has campus maps, and sign boards displaying the direction and location of all buildings and facilities. The campus map is accessible online.

13. The institution's campus is connected to a public transport system.

14. The institution has an efficient and well maintained telephone and communication systems.

15. The institution provides each faculty member and employee with a computer, and also makes computer facilities available for general use.

16. The institution's computer laboratories are well equipped, with one computer allocated per 20 students, and one printer per 50 students.

17. The institution has a unit(s), overseeing the daily operation of all facilities and infrastructure, as well as campus maintenance and safety matters.

18. The institution has a highly efficient technical support unit(s).

19. The institution utilizes its technical infrastructure for developing databases, and archiving information concerning the administrative units and activities. The databases and archives are comprehensive and undergo the updating process.

20. The institution has well defined and published bylaws and policies providing the legislative framework for regulating the use of facilities, physical resources, technology and infrastructure.

21. The institution has bylaws regulating the activities and responsibilities of personnel, in charge of facilities and infrastructure maintenance.

22. The institution has in place a strategic plan aimed at resource conservation and optimized use of facilities and infrastructures; the institution exhibits expertise in spatial utilization for accomplishing its activities, and meeting its needs.

23. The institution follows the terms, as stated in quality maintenance and production contracts, for facilities operations.

24. The institution ensures efficient operation and regular maintenance of its facilities and infrastructure, and takes appropriate countermeasures for efficiency decline.

25. The institution periodically assesses its technical infrastructure's adequacy, as well as keeps track of the information system's efficiency.

26. The institutional assets and resources are aimed at invigorating the teaching and learning processes, enhancing knowledge, and encouraging scholarly research, in a congenial climate that stimulates creativity, and leads to productivity.

27. The institution meticulously observes and adheres to the principles of safety, hygiene and cleanliness in its facilities' management; the institution has an efficient system overseeing chemical refuse, and odor dispersal in laboratories and workshops.

28. The institution follows the safety imperatives in its facilities' daily operations, and has an effective evacuation system in place for emergencies.

29. The institution periodically tests the functionality and efficiency of its safety devices and evacuation systems, keeping them in a state of preparedness, for possible emergencies and disasters.

30. The institution has an effective system for safeguarding its infrastructure.

31. The institution periodically provides training to its constituent community on safety and precautionary measures to be followed in the event of emergency.

32. The institution promptly uses the feedback received from its constituent community for improving and maintaining its facilities, physical resources and infrastructure.

33. The institutional strategic plan includes provision for meeting the institution's future developmental needs concerning facilities and infrastructure construction, and has an effective system in place for the acquisition of needed financial resources for the plan's implementation.

34. The institution consults its constituent community in the formulation of its developmental plan, and for overseeing the implementation of needed changes in the on-campus facilities' operations.

35. The institution has in place procedures and plans aimed at the effective use of emergency shelters.

D. Suggested Documentation Illustrating Compliance

1. A copy of the institution's comprehensive Master Plan of the campus, and facilities (including facilities for services and recreation), network of internal roads, and green belt areas.
2. A report on the (a) size (in square meters) of institutional facilities, (b) type of facilities, and (c) number of facility users. The report should also include the extent to which the facilities' actual size complies to the criteria of spatial distribution specifies in section "C" above.

3. A copy of the institutional library's architectural plan. Also, a report on spatial distribution within the library, with delegated areas for books, periodicals, computers, reading rooms and halls for study.

4. A report on library resource acquisitions for educational and research purposes, such as books, periodicals, databases, computers, as well as furnishings and furniture, over the last four years.

5. A report on the size of classrooms, lecture halls, seminar rooms, etc., and the type (quantity and quality) of technology and equipment provided in teaching facilities.

6. A report on the size of faculty members' and administrative staff's offices.

7. A report on the size of scientific, computer, and linguistic laboratories, etc., clearly specifying the space allocated to each user, and the type (in quantity and quality) of technology/equipment provided in these facilities.

8. A quantitative report on cafeterias, sports stadium, halls for cultural activities, restrooms for academic community and students, dormitories or hostel facility for students (where applicable), bookstore, places for worship, medical clinics, and size and capacity of parking areas.

9. A report on the size of institutional academic and administrative staff's meeting rooms.

10. A report on the availability of computers in academic and administrative departments. The report should explicitly state the optimum quantity and quality of computers needed for accomplishing departmental activities promptly and efficiently.

11. A report outlining the existence (in quantity and quality) of computer labs for meeting students' learning and research needs.

12. A report illustrating that the institution upgrades its computer systems with advanced and most up-to-date software.

13. Surveys aimed at soliciting beneficiaries' opinion on the efficiency of infrastructure, and facilities (electricity, fiber optics, electronic network, phones, water, and sewage).

14. A report on the installation of safety, security, and hygiene systems, in institutional buildings and facilities.

15. A report showing the institutional campus congeniality to special needs people.

16. A report showing the institution having contracted specialized companies and private offices for maintenance of appliances and equipment used for educational and research purposes.

17. Evidence concerning the institution having a dedicated website (homepage), which is regularly upgraded and updated.

18. Evidence exhibiting the institution's sustained efforts towards developing its information systems in-keeping with the requirements of its activities.

19. A report demonstrating the existence of review and independent monitoring systems at the institution, which are effectively used for reviewing and monitoring the use of facilities, infrastructure and technology systems.

20. A copy of the institutional bylaws and regulations outlining the responsibilities of personnel in-charge of facilities, infrastructure and technology management.

21. Evidence showing that the institution is endowed with adequate, well designed and equipped facilities and infrastructure. The facilities and infrastructure are compatible with the number of (a) students, (b) faculty and administrative staff, and the (c) programs. Also, evidence concerning the institution's adherence to safety measures in the operation of facilities and infrastructure.

22. A document illustrating that the institution periodically trains the beneficiaries on responding to situations of emergency and exposure to danger.

Standard IX. Finance and Budget

A. Standard Requirements

The educational institution upholds the values of integrity, honesty, and refrains from wastage of public money, as the fundamental basis of its fiscal policy and practices. It is imperative that the institution has fixed funding sources and a budget that facilitates the accomplishment of objectives, stipulated in the institutional general frame of reference, as well as to meet the outstanding needs of academic programs, and requirements of effective governance. The institution has an effective system for budgetary expenditure, and in monitoring of expenses, in addition to short-and-long-term fiscal strategies, aimed at ensuring financial stability and risk reduction.

B. Quality Indicators

1. The educational institution has a standard document that defines the fundamentals of its financial operations and budgetary expenditure.

2. The educational institution has an operational fiscal plan, which is feasible, precise, guided by disciplinary norms, and ensures maximum effectiveness.

3. The budget of the institution provides for essential funding of academic programs, and infrastructural management, apart from meeting salaries requirements, and operational expenses of institutional facilities.

4. The institution's expenditure on academic programs and their sustained improvement claims the largest percentage of the operational budget.

5. The institution endeavors to coordinate its spending practices with quality assurance operations, and the execution of developmental projects.

6. The institution's expenditure on supporting students and their activities claims a sizeable proportion of the operational budget.

7. The institution ensures that in budgetary allocations for facilities and infrastructural development, the quality of education, sources of knowledge and learning, are not compromised.

8. The educational institution refrains from fiscal deficit and borrowing problems, and endeavors to have a secure, stable and healthy financial status, through effective deployment of professional methods and modalities.

9. The educational institution adheres to a comprehensive financial audit system, and contracts an external, experienced and professional bureau to oversee its financial audit.

C. Indicators of Effective Performance: Examples

1. The institution has in place a specialized unit that oversees financial management, sources, budget, and expenditure; the unit also monitors institutional financial practices and transactions, and submits periodic reports and financial data to the top governing council/board.

2. The institution prepares its financial budget in consultation with the administrative staff and faculty representatives, and the top governing board approves the budget.

3. The institution independently manages its budget and financial resources, from external funding agencies and sources of revenue.

4. The institution has financial resource sufficiency and stability, covering its operational expenses. The resource adequacy enables the institution to maintain the quality of instructional processes and programs, pay faculty and staff salaries, operate and maintain infrastructural and physical facilities, support student activities, and implement developmental and quality enhancement plans.

5. The institution accurately budgets the cost and expenditure involved in initiating new programs, and ventures into establishing new programs, based on sound and stable funding support.

6. The institution's budget, raised through loans, does not exceed 20 percent of the total budget. The loans are taken for the funding of regular operational processes, or developing academic programs in the long run. The institution has an effective

mechanism for monitoring debts percentage, guaranteeing funds availability, and assessing financial risks and their curtailment.

7. The institution's expenditure on enhancing the quality of all academic programs is adequate.

8. The institution is systematic and regular in disbursing salaries to all faculty and employees.

9. The institution follows standard, professionally accredited systems for the auditing of its fiscal system.

10. The institution evaluates its operational budgetary expenditure prior to the close of the fiscal year.

11. The institution resorts to the regular assessment of its financial performance, expenditure practices, general financial status, imminent obstacles and forthcoming challenges ahead and over long term. The institution has in place realistic plans and procedures for optimizing investment, and judiciously using financial resources.The institution takes corrective measures for avoiding some of the unnecessary expenditure, cost, and financial vulnerability.

12. The institution relies on full or partial self-financing for supporting some of its activities and services.

13. The institution takes instant measures against budgetary deficit or funding shortfall for the sustentation of any specific activity or process.

14. The institution strengthens its budget and financial resources through research and services contracts with external agencies (local and/or global).

15. The institution permits an external auditor (or a certified financial bureau, or a governmental regulatory/monitoring agency) to review and assess its financial expenditure and transactions. The institutional faculty is not included among the auditing bureau's directors/administrators.

16. The institution periodically reviews its plan for optimum management of the budget, ensuring effective financial performance.

17. The institution maintains comprehensive documentation of its financial practices and transactions, both in electronic and print formats.

18. The institution has in place clear fiscal bylaws and policies specifying ethical guidelines concerning the financial practices and accountability of staff, responsible for financial resources.

19. The institution examines and investigates all acts of financial mismanagement, and takes direct, and appropriate disciplinary action.

D. Suggested Documentation Illustrating Compliance

1. A copy of the institution's operational budget.
2. A report on the institution's financial and funding status (the capital, loans, debt, financial liquidity, etc.).
3. Samples of the institution's financial audit and accounts review reports.
4. Statistics on expenditure, such as:
   a) Ratio of expenditure on faculty members' salaries to academic institution's overall expenditure.
   b) Ratio of expenditure on administrative staff salaries to academic institution's overall expenditure.
   c) Ratio of expenditure on educational and knowledge sources (libraries, journals, research databases, etc.) to the institution's overall expenditure.
   d) Ratio of expenditure on technology (student admissions, accounting, archiving and record-keeping systems, etc.) to the institution's overall expenditure.
   e) Ratio of expenditure on research support to the institution's overall expenditure.
   f) Ratio of expenditure on student activities to the institution's overall expenditure.

g) Ratio of expenditure on rendering support for faculty members' development (attending conferences, workshops and training sessions, etc.) to the institution's overall expenditure.

5. Sample reports (periodic or annual) concerning annual budget of some academic programs/departments.

6. A report on self-and- external financing, donations, and non-fiscal assets.

7. Sample of correspondence and copies of contracts concerning (a) maintenance and restoration of buildings, campus improvement, etc., and (b) scientific, training, and quality assurance activities, etc.

8. A copy of the institution's bylaws and regulations concerning procurement, supply, disbursement, and distribution system.

9. A copy of the institution's short-and-long term strategic plans concerning the financial system.

10. A copy of the institution's bylaws and regulations stating the responsibilities of personnel in-charge of financial affairs.

11. A report comparing the funding allocated for academic programs, in similar fields of knowledge.

12. A report on student(s) financial commitments concerning payment of fee and other amounts for each program that the academic institution offers.

13. A report on the cost that the institution incurs per student in each of the programs.

Standard X. Human Resource

Note: This standard uses two terms to refer to the institution's workforce: human resource and human cadres. While the first is general and is inclusive of all non-academic manpower, the second is exclusive and synonymous with administrators holding high qualifications.

A. Standard Requirements

The educational institution appoints highly qualified, experienced and competent human resource to effectively meet the needs of various programs and units. The institutional employment policy is governed by explicitly stated bylaws that regulate the institution's human resource in terms its (1) selection and hiring, (2) responsibilities (3) duties and rights, and (4) grievances. The institution offers opportunities for professional growth and development of its human resource cadres.

B. Quality Indicators

1. The institution's human resources hold requisite qualifications and adequate certificates, and possess specialized and technical skills, appropriate to professional requirements of the position.
2. The institution's executives and managerial cadres are well informed and aware of the overall institutional frame of reference, and familiar with   its mission and strategic objectives.
3. The institution's bylaws are documented, and available both in print and electronic formats, and concern human resource matters in terms of (1) recruitment policy, (2) employees responsibilities and rights, (3) performance   evaluation mechanism, (4) promotion   process and requirements, (5) vacation period, (6) contract renewal and termination, and (7)   health insurance (if applicable).
4. The institution has a comprehensive manual, as reference guide,   specifying job titles of all positions within the institution. The manual, available both in print and electronic formats, precisely   outlines   the functions of each position within the institutional

structural frame, the qualifications required for each job title, associated responsibilities, and the authority or power vested in the appointee in designated position.

5. The institution has a specialized unit to deal with matters concerning human resource affairs. The unit is headed by a person well-versed in institutional bylaws and legislative regulations.

6. The institution adheres to the values of proper treatment, fairness, equitable employment and professional development opportunities, as fundamental ethical principles in its human resource dealings, and matters concerning institutional employees.

C. Indicators of Effective Performance: Examples

1. The institution has a unit responsible for human resource affairs.

2. The institution has in place a plan that specifies recruitment and appointment of needed human resource, as part of its planned its strategic quality development master plan.

3. The institutional human resource is adequately qualified, having the needed expertise to meet the requirements for effective operation of its units and facilities. The institutional human resource is effective and diligent.

4. The human resource of all programs and units is professional, having specialized skills that ensure the effective fulfillment of positions' responsibilities and duties.

5. The human resource soft skills are exhibited in teamwork, communication efficiency with institution's constituent communities, a sense of alertness towards follow-up and coordination in business-related matters, including effective time-management concerning office hours.

6. The human resource ratio is compatible to the requirements of each academic program's student enrollment and faculty size.

7. The institution consults concerned academic programs and units in matters of employment concerning the appointment of newly inducted human resource.

8. Most of the institution's human resource (staff and personnel) is appointed on a full-time basis.

9. The secretarial personnel are responsible for digitizing and maintaining records of correspondence, including accurate and efficient archiving of files and documents, and promptly responds to all types of communication in a professional manner.

10. The staff and secretarial personnel are well aware of the procedures concerning the unit's/office's responsibilities and functions as regards the completion of transactions and processing of forms.

11. The institution's human resource is trained in new and relevant technologies, as well as in effective management practices.

12. The institution provides an electronic, as well as in-print comprehensive manual on bylaws concerning human resource, official work-hours, holidays, financial rights, benefits, and health insurance (if applicable), etc.

13. The institution extends contractual security to its committed and responsible human resource.

14. The institution ensures a congenial environment, attracting and facilitating the retention of qualified and competent human resource.

15. The institution periodically assesses human resource performance, in accordance with well-defined measures that are consistently applied. The assessment outcome is communicated to the concerned employee/staff, who has the right to respond to his/her assessment report, registering grievances, if any.

16. The units, programs, and facilities supervisors and directors, periodically assess the efficiency and performance of their immediate staff.

17. The institution rewards the staff/employees, whose performance earn excellent rating.

18. The institution has clearly defined bylaws concerning matters of administrative oversight and omission.

19. The institution clearly defines the terms and requirements for promotion, and oversees with fairness and integrity all promotion applications.

20. The institution has in place an official document that outlines the work ethics, binding on human resource. This document is available both in electronic and print formats.

21. The institution's bylaws are fair in dealing with matters of personnel grievances, allegations, and in resolving them.

22. The faculty-human resource interaction is characterized by fairness and integrity, and institutional bylaws forbid all forms of discrimination.

23. The institution's laws are binding in matters of human resource presence in designated work area(s)/office(s) during the official work hours (where applicable).

24. The institution invites human resource feedback as regards their needs, skills development, and professional exposure.

25. Human resource participates in enhancing and developing the quality of institutional administrative/managerial practices.

D. Suggested Documentation Illustrating Compliance

1. A report on the institution's human resource size, enlisting their proportion in each academic program, unit, and facility, to the beneficiaries (students, faculty and administrative staff, and others).
2. Statistical data on the qualifications and professional experience of the human resource.
3. A copy of the institution's bylaws and regulations concerning the (a) mechanism for human resource appointment, (b) promotion requirements, (c) mechanism for the evaluation/assessment of employees, (d) contract renewal and termination, (e) annual/periodic vacations, (f) end-of-service benefits, and (g) health insurance (if applicable).
4. A copy of the institution's job description for each position.
5. Sample of the institution's evaluation of some employees.

6. A copy of the human resource opinion survey concerning job satisfaction.
7. A copy of human resource opinion survey concerning training needs.
8. A report on human resource participation in training and workshop sessions during the last four years.
9. A copy of the faculty assessment surveys as regards the performance of academic program's human resource.
10. A copy of the students' assessment surveys as regards the performance of student affairs' and service facilities' human resource.
11. Sample of the academic institution's human resource employment contract.
12. Data on human resource promotion during the last four years.
13. Sample of promotion files concerning some of the human resource

Standard XI. Outreach and Community Service

A. Standard Requirements

The educational institution accords priority to the effective contribution to community service, and considers it as one of its prime responsibilities. The institutional plan advocates continuous, constructive and sustained interaction with the local community. In addition, the institution maintains communications with regional and global communities, taking advantage of development opportunities, and quality enhance its services.

B. Quality Indicators

1. The institution relies on diverse media channels to register its presence and familiarize the public and society (parents, secondary school graduate, etc) with its mission, and through relay of accurate and comprehensive information on its type (whether governmental/public; private-for-profit; private-nonprofit; technical; vocational) and the level of its programs from accreditation and financial standpoints. Also, the institution keeps the public informed as regards its regulations governing student affairs, the fee and mode of payment (if applicable).

2. The institution has a Public Relations unit, which is responsible for developing strong relationship with the local, regional and international communities.

3. The institution has a well-defined and widely publicized plan on programs and services, aimed at serving the community and society.

4. The institution offers useful services (research, consultancy, training, cultural, and other activities), to serve community's needs. The nature of the services offered is consistent with the terms and outlook defined in the institutional general frame of reference.

5. The institution cooperates with civil society's organizations and associations, and contributes towards resolving public affair issues.

6. The institution develops partnerships with local, regional, and international institutions in the field of scientific research and sources of knowledge, for sharing experiences, enriching academic programs, and facilitating student activities, etc.

7. The institution draws from local, regional and/or global expertise for its development, and for continuous improvement of its practices.

8. The institution is keen to maintain a good reputation locally, regionally, and globally and it assesses its connections with the outside world.

9. The institution periodically evaluates its outreach programs and community services, to improve its interaction with the community.

C. Indicators of Effective Performance: Examples

1. The institution's dedicated website provides a descriptive account of the institution, as well as information on institutional general frame of reference, requirements of programs offered, faculty's curriculum vitae, select faculty and students' achievements, bylaws, tuition fees, etc.

2. The institution utilizes diverse media channels to announce its accreditation status, publicizes the accreditation status of programs offered, each program's student enrollment capacity, and employment prospects of the qualifying degrees/specialization.

3. The institution provides information on some faculty's expertise as well as their capabilities in serving the local community.

4. The institution publicizes information on the number of students admitted, the percentage of student retention and graduation rates within specified period, as well as related information concerning students and parents.

5. The institution electronically receives the community inquiries, and promptly responds to relevant inquiries.

6. The institution encourages active involvement of the faculty in serving the community, and provides the needed assistance.

7. Faculty members cooperate with social institutions in meeting the wider society's needs.

8. The institution offers continuing education programs on-demand (disciplinary, occupational, technical, etc) for various sectors of society.

9. Academic programs maintain strong and enduring ties with the private, public and employment sectors, for students internship and training, for students to gain practical exposure or part-time employment opportunities, and to facilitate the implementation of empirical or applied studies and investigative field projects.

10. The institution offers professional and consultative services to the public and private sectors, including services aimed at quality enhancement, development, research, etc.

11. The institution invites employment sectors' representatives, and experts with relevant experience, for joining its advisory committees.

12. The institution invites local, regional, and international experts to deliver lectures, and participate in institutional disciplinary/specialized conferences and forums.

13. Academic programs opt for professional expertise available within society, for enriching the activities or forums, meant for the institutional student community.

14. The institution coordinates with secondary schools (and pre-tertiary institutions), for extending the benefits of its educational and cultural activities.

15. The institution maintains communication with its alumni and invites them to contribute to the institution's development and advancement.

16. The institution establishes effective partnerships with select regional and international educational institutions for joint studies and research, publications, exchange of expertise, shared experiences, and organization of joint student activities.

D. Suggested Documentation Illustrating Compliance

1. The academic institution's website link dedicated to community service.
2. Evidence in support of the academic institution's periodic announcements to keep the community updated about its accreditation status, as well as various accredited programs offered.
3. A copy of the academic institution's policies and strategies concerning community service, and the method of interaction with the community and society.
4. A report outlining various types of cooperation existing between the institution and public and private sectors.
5. Report documenting various types of institutional community activities over the last four years.
6. A document on the institution's updated and centralized database on alumni information.
7. Examples of the institution's outreach activities for alumni.
8. Examples of the academic institution's news sent periodically to the alumni (e-newsletter).
9. A report on some institutional faculty members participating in community-based organizations (private, governmental, or voluntary organizations, etc.).
10. A list of experts from public and private sectors participating in some of the academic institution's advisory committees.
11. A copy of a survey soliciting alumni opinion as regards the academic institution's interaction with them.
12. A report on institution's existing and prospective partnerships with local, regional and international institutions.
13. A report on the institution's programs and workshops held as continuing education over the last four years.
14. A report on some enrichment activities that the educational institution offered to secondary schools in Kuwait, over the last four years.

Standard XII. Ethics

A. Standard Requirements

The institution upholds the principle of integrity as the fundamental basis of its operation, an imperative that the constituent community must conform to. In all its operations and dealings the institution diligently adheres to fulfilling its responsibilities and sustaining *esprit de corps* among sectors of its constituent community. In addition, sundry high values guide the institution.

B. Quality Indicators

1. The institution prohibits violation of the principle of integrity by its constituent community.

2. The institution adheres to the principles of integrity, transparency, and fairness in all its internal and external dealings.

3. The institution adheres to the dual principles of responsibility and *esprit de corps* in its operations; the institutional community accordingly diligently fulfils its responsibilities, and the administration exhibits *esprit de corps*, creating an enabling, positive, and forward-looking environment.

4. The institution encourages the value of cooperation among members of its constituent community.

5. The institution demonstrates adherence to the application of the high values of diligence, impartiality, fairness, and non-discrimination in practice.

6. The institution rightfully implements its laws and policies.

C. Indicators of Effective Performance: Examples

1. The institutional constituent community exhibits adherence to the principle of integrity in its professional life.

2. The institution's administration exerts diligent efforts to accomplish its mission and goals, and the institution commits itself to the dissemination of knowledge, mastery of critical thinking, and development of a judicious mind, as core objectives of the academic programs offered.

3. The institution observes the norms of fairness and impartiality in all its practices, including students admission, faculty and human resource recruitment and appointment, providing requisite opportunities for skills/professional development, and in assessing employees' performance.

4. The institution's academic programs exhibit adherence to professional ethics as per the nature and disciplinary nature of programs.

5. The institution applies the principle of accountability in a forthright and earnest manner.

6. The institution is committed to the norms of transparency in practice, and publishes the survey results based on beneficiaries' opinion; in addition, it publishes the method deployed in the administrative officers' selection.

7. The institution is committed to the principle of publishing and releasing its bylaws, policies, and latest decisions, and readily provides the newly formulated policies and bylaws to its constituent community both in electronic and print formats.

8. The institution respects civil society's values, and prohibits the discourse of hate, prejudice and all types of discriminatory behaviors/acts.

9. The institution respects academic freedom, as well as freedom of thought and speech, in consonance with civil society's values.

10. The institution adheres to the laws governing copyrights and intellectual property rights.

11. The institution selects highly qualified faculty and human resource for its administrative and key positions.

12. The institution adheres to the norms of fairness, integrity, and impartiality in the redressal of faculty, students, and human resource grievances.

13. The institution takes appropriate preventive measures in matters involving conflict of interest, as regards decisions concerning formation of committees responsible for faculty appointments, and other administrative practices.

14. The institution is straightforward and clear in announcing its requirements concerning student admission, faculty and human resource appointments, etc., as well as in delivering information and data to The National Bureau for Accreditation and Education Quality Assurance.

15. The institution maintains rights of privacy and confidentiality as regards its constituent community's personal information.

16. The governing board exhibits firm resolve and commitment in ensuring the institution's quality enhancement and development.

17. The institution follows the norms of honesty and transparency in all its dealings with The National Bureau for Accreditation and Education Quality Assurance.

18. The institution evaluates its internal conformity to the principle of integrity, by reviewing its current policies, and the extent and righteousness of their implementation.

19. In keeping with the dual principles of responsibility and *esprit de corps*, (a) the institution's constituent community diligently fulfills its assigned responsibilities; (b) the institution exhibits solidarity in fostering a congenial environment that transpires job satisfaction and realization of career aspirations.

20. The institution assigns high value to the fulfillment of assigned responsibilities.

21. The institution rigorously induces an enabling proactive environment that promotes the inclination towards fulfilling responsibilities, and:

   a) results in motivating the faculty, students, and employees.

   b) assists academic programs in accomplishing the desired learning outcomes.

   c) induces the spirit of cooperation among members of its constituent community.

d) promotes an attitude of mutual respect among students, and their receptivity to intellectual, cultural, or religious differences.

e) encourages the spirit of reciprocity and cooperation among faculty members.

22. The institution adheres to, and honors the terms of its agreements, commitments, and declarations.

23. The institution evaluates the extent and level of implementation of the dual principles of responsibility and *esprit de corps* by examining the effectiveness of its practices in creating an enabling and encouraging environment among the members of its constituent community.

D. Suggested Documentation Illustrating Compliance

1. Evidence indicating that the institution's bylaws and regulations accord due significance to the principles of integrity, responsibility and *esprit de corps*.
2. A document indicating that the institution exhibits transparency in investigating issues and practices concerning the institutional community's integrity.
3. Evidence demonstrating that the institution resorts to disciplinary action against those engaging in cheating, plagiarism and/or scientific fraud.
4. Evidence demonstrating the institution's assessment of the extent of job satisfaction and career aspirations among the institutional community.
5. A report on the sample of activities demonstrating students' openness to others, and their receptivity to others' differences.
6. A statement concerning cases of complaints as regards breach of confidentiality and privacy of personal information.
7. A statement concerning incidents of complaints and grievances as regards the random use and abuse of power.
8. A statement concerning cases of complaints from the institutional community (and others) as regards the institution's failure in honoring the contractual obligations and guarantees towards its beneficiaries.

9. Evidence demonstrating the existence of cooperation among the institution's faculty members.

10. A report outlining the institution's mechanism in the selection of faculty and administrative staff for management positions. The report should include select samples of the appointment process.

11. Evidence demonstrating that the institution assesses according to accepted standards of best practice the principles of integrity, responsibility, *sprit de corps*, and other high norms and values in its administrative and service units.

Standard XIII. Quality Assurance and Improvement

A. Standard Requirements

The institution ascertains its quality and effectiveness through the application of: (1) a Quality Assurance System (i.e., an internal quality monitoring system), and (2) an Academic Accreditation System (i.e., an external quality monitoring system). The institution has specialized unit(s) earmarked for Quality Assurance and for Academic Accreditation of the institution as well as the programs offered.

B. Quality Indicators

Quality Assurance System

1. The institution has in place a specialized unit earmarked for Quality Assurance matters.
2. The educational institution holds consultations with its beneficiaries (and experts in the field), regarding quality assurance practices, and develops an internal system for continuous self-assessment, and quality control of its practices and dealings.
3. The institutional "quality assurance system" includes several general assessment elements, uniformly applicable to all academic programs, and units. The system also includes special standardized benchmarks concerning specific requirements of certain academic programs and units.
4. The "Quality Assurance System" uses clearly defined and measurable benchmarks and instruments for appraising quality, which are consistent with the institutional general frame of reference.
5. The institution promotes among its constituent community the culture of (a) assessment, (b) continuous quality improvement, and (c) self-monitoring.
6. The unit, earmarked for quality assurance , fulfils its responsibilities concerning internal quality assurance, as follows:
    a) Gathers evidence, demonstrating that the institution is efficiently achieving its mission and objectives. The unit presents the evidence to the institutional community as well as to society at large.

b) Oversees "SWOT" analysis (or its equivalent) of all academic programs and units for their identifying individual and exclusive strengths, weaknesses, opportunities and threats.

c) Provides analytical reports, generated periodically, to the top governing council/administration for improving institutional programs and units.

d) Ascertains that the performance of the members of its constituent community attains desired levels, as specified in the institutional general frame of reference.

e) Ascertains that members of its constituent community effectively perform their duties in a professional manner.

f) Ascertains that the faculty of academic programs design the curricula and teach their courses in accordance with the requirements, specified in the institutional "Quality Assurance System."

g) Ascertains that the graduates are: (1) with quality (2) employable, and (3) capable of serving the community and society.

h) Ascertains that the principles of integrity, responsibility and *esprit de corps*, as well as the values of transparency, fairness, and honesty, prevail throughout the institutional academic, administrative, and financial practices.

i) Ascertains that scientific research and productivity of faculty members and graduate students is high on quality and quantity counts.

j) Ascertains that the institution's contributions to community service and its outreach programs are adequate, helpful, and relevant to the community's needs.

k) Ascertains that the institution's action-plan is put into effect and it enhances the continuous development of constituent community's performance.

l) Ascertains that the institutional infrastructure and technology systems are efficiently and effectively managed.

7. The educational institution's top governing council/administration periodically assesses the performance and effectiveness of its quality assurance unit(s), and the extent of success of the mechanism of continuous self assessment and quality control.

Academic Accreditation System

1. The institution has a specialized unit earmarked for academic accreditation.

2. The top governing council/administration consistently supports and gives impetus to the implementation of the academic accreditation assessment processes.

3. The institution promotes the culture of quality improvement among its constituent community, as per international quality assessment standards, and accreditation granted by specialized and independent scientific organizations/agencies.

4. The institution has a comprehensive guide, outlining standard processes, procedures and steps towards achieving academic accreditation. The guide, detailing instructions on preparing, and scripting self-assessment accreditation report,   is available both in electronic and print formats.

5. All units and academic programs of the institution, closely cooperate with the unit dedicated to oversee the implementation of academic accreditation processes.

6. The unit(s) earmarked for Quality Assurance and Academic Accreditation has in place a plan that facilitates completion of the institutional self-assessment accreditation report. The final draft of the report is reviewed by some faculty and administrative staff.

7. Each academic program of the institution has in place a plan for accomplishing the program's self-assessment report,   and the report's final draft   is verified by some departmental faculty members.

8. The institution organizes site visits for peer evaluation teams for the purpose of consultation.

9. Most programs/departments are successful in achieving accreditation of their respective program.

10. The institution utilizes and benefits from the self-assessment reports (both institutional and programmatic), as well as the peer evaluation teams' recommendations, for   improving its performance and efficiency.

11. The institution's top governing council/administration periodically assesses the performance and effectiveness of the unit(s) earmarked for implementing the Quality Assurance and Academic Accreditation processes, in addition to determining the extent of the unit's success, in facilitating and enabling the institution, and the academic programs, in achieving accreditation, whether institutional or programmatic.

C. Indicators of Effective Performance: Examples
Quality Assurance System

1. Each program has a unit/office overseeing quality assurance.

2. The programs' and units' administrative officers submit periodic reports, documenting the strengths, weaknesses, opportunities, threats, and challenges confronting the programs and units.

3. The unit(s) responsible for quality assurance and accreditation solicit alumni's opinion, through surveys, on the benefits and adequacy of the competencies and skills acquired by them during the course of their study at the institution.

4. The unit(s) responsible for quality assurance and accreditation solicits the employment sectors' opinion through surveys concerning the competencies and aptitude of graduates towards practicing their profession as per the degrees earned.

5. The unit(s) responsible for quality assurance and accreditation solicits the faculty's opinion through surveys concerning the quality of programs affiliated with.

6. The unit(s) responsible for quality assurance and accreditation generates statistics on the faculty's research quality (quantitative and qualitative), as well as the faculty's contribution in the generation of new knowledge.

7. The unit(s) responsible for quality assurance and accreditation assesses the scope, quality, and impact of the services offered by the institution to the community.

8. The unit(s) responsible for quality assurance and accreditation assesses the institutional infrastructure and operational system's efficiency and quality.

9. The unit(s) responsible for quality assurance and accreditation generates analytical reports on the success and benefits of internal assessment and self-regulatory processes concerning quality assurance.

Academic Accreditation System

1. Each program has a unit, office or a committee, responsible for overseeing academic accreditation.

2. The institution deals with The National Bureau for Accreditation and Education Quality Assurance as a key partner for the continuous improvement of the institution's performance, and promptly responds to the Bureau's recommendations.

3. The institution promotes awareness among faculty of the benefits of accreditation, as well as the requirements for its successful accomplishment.

4. The institution maintains a website that keeps the faculty and staff updated on the academic accreditation of the institution as well as ongoing and prospective plans concerning accreditation of programs. The website relays vital information, data and statistics, spanning the last four years; it also provides access to assessment forms, as well as miscellaneous documents, facilitating the preparation of analytical and assessment studies concerning accreditation.

5. The institution takes necessary steps towards ensuring that a team of faculty members possess the needed expertise as regards self-evaluation processes, and preparation of professional reports on self-assessment concerning accreditation.

6. All units and programs of the institution participate in the preparation of the self-assessment report.

7. The institution takes necessary measures in the preparation of an accurate, comprehensive, and focused report on institutional self-assessment, duly taking account of The National Bureau for Accreditation and Educational Quality Assurance's thirteen standards.

8. The institution's and programs' self-assessment reports are characterized by following features:

a) The self-assessment report is analytical, duly supported by relevant statistics.

b) The self-assessment report is based on the comprehensive analysis of accumulative data, demonstrating the continuity of quality improvement concerning instructional methods, student learning outcomes achievements, and effectiveness of administrative and planning practices, spanning the last four years.

c) The institutional self-assessment report takes due account of multiple quality indicators , as well as supportive evidence, exhibiting the effectiveness and performance level of the institution's various sectors.

d) The institution's self-assessment report takes due account of a set of various quality indictors as well as supportive evidence for assessing the performance and effectiveness of units whose nature are comparable and interrelated (for example, academic programs and student services/teaching facilities).

e) The self-assessment report is based (among other factors) on beneficiaries' (faculty, students, staff, alumni, and others) opinion surveys.

f) The self-assessment report measures key requirements of The National Bureau for Academic Accreditation and Education Quality Assurance's thirteen standards.

g)The findings that the self-assessment report relays about the institution's quality and effectiveness are correct, substantiated, and explicit.

h) The self-assessment report includes applicable recommendations, which are significant in creating   an enabling and congenial climate.

9. The academic programs maintain liaison and communication as well as develop interactive relations with internationally recognized accreditation organizations and agencies.

D. Suggested Documentation Illustrating Compliance

1. A copy of the organizational structure of unit(s) dedicated to quality assurance, and academic accreditation. Also, a copy of the work/action mechanism that the unit(s) follow.

2. A statement concerning the unit(s) staff size for quality assurance and academic accreditation. Also, a statement on the staff's credentials.

3. A statement on fiscal allocations for the operations and activities of the quality assurance and academic accreditation unit(s).

4. A statement on the number of committees dedicated to overseeing the implementation and follow-up of the institution's internal "Teaching-Learning Quality Assurance System."

5. A copy of the institution's "internal quality assurance system," including the benchmark systems for academic programs and units.

6. Samples of the institution's SWOT (or comparable) analysis reports, providing a measure of some academic programs and units' strengths, weaknesses, opportunities, and threats.

7. Evidence demonstrating that the institution's top governing council/administration, faculty, and administrative staff held deliberations on the SWOT (or comparable) analysis reports, generated by various programs and units.

8. Evidence demonstrating that the quality assurance and academic accreditation unit provides requisite data to the committees responsible for preparing the institutional self-assessment report.

9. A copy of the institution's recent self-assessment report used for academic accreditation.

10. A statement on the participants assisting in preparing the self-assessment report, used for institutional academic accreditation. Also, information on the participants' job titles, and the academic programs and units they represent.

11. Evidence documenting the institution's top governing council/administration and beneficiaries' deliberations on the self-assessment report, used for the purpose of institutional academic accreditation.

12. Sample copies of self-assessment reports, used for programmatic accreditation of some programs offered.

13. A report demonstrating the interaction/communication between some academic programs that the institution offers and relevant academic programmatic accreditation organizations/agencies.

14. Samples of external peer evaluators reports concerning some academic programs, evaluated during the last four years (if any).

15. A statement on accreditation status of the academic programs that the educational institution offers.

16. A report on the meetings, seminars, workshops and training sessions held by the institution on quality assurance and academic accreditation, for the benefit of teaching and administrative staff.

17. A study on the impact of SWOT (or comparable) analyses in improving the quality of the curriculum content and component of some academic programs, as well as methods of teaching and learning.

18. A study on the impact of external peer evaluators reports (if any) as regards the development of relevant academic programs and practices of the their teaching faculty.