



Guide to Quality and Accreditation for the Universities of the Islamic World

In the name of Allah, Most Gracious, Most Merciful

Allah the Most High says, *"(Such is) the artistry of God, who disposes of all things in perfect order: for He is well acquainted with all that ye do."*

Sura of Naml, verse 88.

Prophet Mohammed (peace and blessing be upon him) says,
"Verily Allah loves that if any of you perform an action that they perfect it."

*Narrated by Al Bayhaqi in his Sunan and Ibn Asakir
from Aïcha (may Allah be pleased with her).*

This Guide is prepared and published pursuant:

- to the recommendation made by the Regional Experts Meeting held jointly by ISESCO, ALECSO and the Federation of the Universities of the Islamic World (FUIW) to set the standards for evaluating performance and improving quality in higher education (Amman, Hashemite Kingdom of Jordan: 17-20 December, 2006), and
- to the adoption by the Fourth General Conference of the FUIW of the Draft Guide (Kuwait, State of Kuwait: 4-5 April, 2007).

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Foreword

Quality is a priority issue within strategic planning in industrial, commercial and administrative sectors, in its being a prerequisite for business and market competitiveness. Besides, with the growing interest in the quality of educational output, quality and accreditation have become a stepping-stone towards enhancing educational systems, developing their contents and modernizing their means to better serve the recipient categories. In this context, it is no wonder then that quality should figure prominently in educational theories about the means to rise to the various challenges facing university education.

This surge of interest in quality and accreditation resides in a number of factors: namely, low levels of curricula and educational programmes, lack of adequately skilled human resources, poor educational administration as well as rarity of research works and teaching materials. It is also motivated by the need to review those concepts and norms underlying the standards for quality, through applying a new conceptual framework within which the standards for quality at universities are established, in the midst of sweeping globalization that undermines specificities and influences quality and accreditation standards.

Hence the special importance that has been accorded to quality and accreditation standards within educational reforms aiming to raise performance to international standards and achieve the best levels of excellence and competitiveness, in total deference to local specificities and international standards.

This has proved the need to provide basic frameworks for regulating quality and accreditation standards from an Islamic perspective, the ultimate aim being to upgrade educational capacities and human resources within universities, fostering indigenous cultures, sustaining output, and ensuring maximum degree of flexibility in educational orientations.

Recognizing the absolute necessity to secure higher education quality and ensure accreditation standards, with the aim of developing higher education systems and increasing its output while preserving its originality and modernity;

Based on the Islamic frame of reference within which the pursuit of high quality and excellence is not only a religious obligation, but also a social and civilizational prerequisite for the edification of mankind to better discharge their mission consisting in building the earth and spreading good, true to the word of Allah the Most High, "*(Such is) the artistry of God, who disposes of all things in perfect order: for He is well acquainted with all that ye do,*"⁽¹⁾ and the Prophet's saying, "Verily Allah loves that if any of you perform an action that they perfect it ;"⁽²⁾

In line with the objectives of the FUIW's Charter which call for "upgrading and developing higher education to meet Islamic countries' needs, and drawing on scientific and technological novelties, within the framework of the civilizational constants of the Muslim Ummah";

In accordance with the orientations of the Strategy for the Development of University Education in the Islamic World and the 2007-2009 Action Plan of the FUIW;

In the light of the recommendations of the regional experts' meeting (Amman-Jordan, 17-20 September 2006) to set standards for improving university education performance and quality, which called for the necessity to work out a guide of quality and accreditation for Islamic university education;

In a bid to step up the efforts led by the international community, chief among which is the Dakar Framework for Action (Senegal, 2000), which placed quality at the heart of education;

The FUIW has set up the project of the "Guide to Quality and Accreditation for the Universities of the Islamic World", which was approved by the 4th General Conference of the Federation of the Universities of the Islamic World (Kuwait, 4-5 April 2007). The guide will be used to raise educational awareness about the importance of ensuring quality and accreditation in university education, defining their bases and interrelationship as well as their standards

(1) Sura of Naml, verse 88.

(2) Narrated by Al Bayhaqi in his Sunan and Ibn Asakir from Aïcha (may Allah be pleased with her).

and the proposed measures for a creative quality to attain optimal levels of accreditation within Islamic universities.

The guide is divided into four parts dealing with “concepts and fundamentals”; “quality indicators”; “accreditation bases, procedures, components and criteria”; and “accreditation decisions and motives”.

In presenting this guide, the FUIW -operating within the framework of the Islamic Educational, Scientific and Cultural Organization (ISESCO) - should like to thank specialized experts for the outstanding efforts they contributed to prepare this guide which it asks Allah that it be of good avail to people serving in the field of Islamic university education, be they officials or instructors or researchers, for the purpose of raising it to the highest quality standards.

Dr. Abdulaziz Othman Altwaijri
Secretary General
of the Federation of the Universities
of the Islamic World

Introduction

The emergence of a new international competitive environment is one of the main economic, social and cultural outcomes of globalization and the information and communication revolution.

This competitive environment requires that higher education systems output in the Arab-Islamic world be constantly reviewed and assessed in order to meet the international standards. This is not a choice but rather a crucial necessity that should be provided for. Therefore, in the 21st century, the countries with undeveloped education systems soon found themselves outside the international system. This study addresses two issues the first of which is the evaluation of the academic performance of higher education institutions to make sure they meet the necessary requirements and help them discharge their mission. As for the second issue, it consists in helping these institutions improve the level of their performance in order to join the international competition arena.

The Cultural Specificity

The main basis for evaluating higher education institutions is considering each one of them as a special case with its own conditions, circumstances and capacities and its own concept of the educational process, its own view of its position among other academic institutions, its mission and objectives being its *raison d'être*.

Although there are common aspect shared by all educational institutions in general and higher education institutions in particular, each single institution has its own distinct identity and distinctive features.

This is true of universities considered individually, but all the more at their institutional aspect. Each university system certainly marks the universities affiliated to it with common traits that make it easy to distinguish their identity from the universities of another system.

We distinguish between Arab, European, American and African universities. Similarly, there are Islamic universities each of which has its own characteristics compared to others, which requires due consideration of such cultural identity when evaluating university performance.

Why a Guide to Quality and Accreditation?

The main principle of university performance evaluation consists in considering each university- as mentioned earlier- as having its own characteristics that influence their planning and the development of their programmes, hence, on the evaluation of their performance. It is general held in education literature that each university has its own cultural and social environment which is different from that of other universities across the world. Another quasi-convergence point is the belief that the extrapolation of experiences together their structural patterns into another different educational system that is different from the context and cultural specificity of the local universities would not fit in with the objectives and social context of these universities.

It is true that there are international objective criteria that can be applied regardless of the culture of a given society. But these are only receptacles that can be filled with any content irrespective of the specific civilizational particularities. This applies to scientific research methodologies that can be implemented in any society or culture. Although this seems to be true at first glimpse, deep analysis proves the contrary. The applications of methodology itself differ from one society to another. Moreover, this can go far beyond the applications to research tools and methodology.

The criteria of academic accreditation generally do not take account of cultural particularities and could apply to all universities. However, the universities of the Islamic world have so many distinctive features that they deserve having their own accreditation guide that takes account of the general background to which they belong. That is the Islamic referential framework which requires that those universities define a mission and a vision distinct from those of other universities. Therefore, they shall have their own objectives that are not necessarily the same goals conventionally pursued by universities (teaching, academic research and community service). More than that, the Islamic universities have, with regard to these three dimensions, something that

distinguishes them from other universities, which requires that the criteria be adapted to suit their specific contexts.

In a large number of symposia, conferences, scientific meetings, training sessions, the experts of the Federation of the Universities of the Islamic World expressed views that agreed on the necessity and importance of preparing a reference manual for accreditation and quality assurance for the Islamic universities in light of their specificities, provided that it be centred around the following three axes:

- **First:** the Islamic referential framework which constitutes the basis of the objectives of the Federation to which universities are affiliated;
- **Second:** the international standards adopted by the contemporary international bodies in terms of university accreditation;
- **Third:** flexibility to ensure the application of the guide to the context of each country, if not each university.

The Objectives of the Guide

This guide to accreditation and quality assurance for the Islamic Universities is meant to be the main reference in terms of the methods used in accreditation and quality assurance processes, and to serve as a guiding reference to all the parties involved, be they:

- a) people in charge of establishing these universities (or institutions affiliated to them),
- b) universities' internal reviewers,
- c) universities' external reviewers,
- d) consultants commissioned for their development,
- e) experts representing their related civil society organizations,
- f) sponsors of their projects,
- g) students,
- h) alumni, or
- i) other parties having close relationship with university at different levels and by virtue of their various functions.

The strict implementation of the recommendations of this guiding manual is likely to consolidate the universities' plans aiming to build their own capacities in the field of quality assurance and performance improvement in light of the international standards and within the framework of the Islamic precepts and values. This will increase the credibility of these universities among the local and international community in terms their actual inputs, action and outputs.

The Components of the Guide

This guide is divided into tow parts:

The first has to do with quality assurance and aims to discuss the main common concepts in the field of total quality in university education and to give and account of their indicators.

The second concerns academic accreditation and aims to provide a reference manual for the evaluation of performance in the Islamic world's universities as part of the accreditation process and to discuss the standards and indicators in light of which this performance can be assessed as well as the mechanisms of academic accreditation.

It is worth distinguishing between two levels while using this guide:

The first is the descriptive level limited to the observation of reality when answering the questions figuring in the academic accreditation guide. This is a point everybody would agree on as long as the assessment is precise and honest, the registration truthful and the analysis and comment objective.

The second level is prescriptive and goes beyond the observation scope to the issuing of judgments and here lies the relevance of the referential framework. In fact, each university system has its own general philosophy, its own standards and its core cultural values.

The Targeted Parties

This guide is aimed to be useful for five parties:

- **First:** universities and higher education institutions aiming to develop their performance and improve their output, not only in order to realize their preset objectives but also to obtain a distinguished standing among competing

universities. This will make it easy for them to proceed with academic accreditation and all that ensues therefrom including rights, privileges and obligations.

- **Second:** private education institutions, including the private universities and institutes whose founders want to learn about the basics of university work in order to refer to them for guidance in the establishment of their universities and institutes, which is likely to facilitate their access to accreditation.

- **Third:** experts be they specialized in the establishment of universities or in university performance evaluation as this guide will help them in observing the reality of these universities before judging them.

- **Fourth:** researchers conducting studies on university education, especially in the fields of total quality or performance assessment.

- **Fifth:** the general public exercising its right to follow-up university performance as well as the civil society organizations that keep a watchful eye on these universities' performance and assess the efficiency of investing in them.

Chapter One

Guide to Quality Assurance

Concepts and Guiding Principles

There are many concepts and terms that are widely used in the field of quality and academic accreditation and that need to be defined, the most important of which are:

- 1. The institution:** it is used in this guide to refer to each governmental or non-governmental educational institution offering regular learning programmes of no less than one year after the high school certificate or its equivalent and culminating in the obtaining of an academic degree. It denotes also scientific research centres and institutions.
- 2. Quality:** refers to conformity to specific requirements and standards. The American National Standards Institute defines quality “is the totality of features and characteristics of a product or a service that bears on its ability to satisfy the given need.”
- 3. Total quality** in education means a set of characteristics and features which reflect accurately the real situation of education in all its different dimensions including input, processes, output and feedback; as well as the continuous interactions realization of the required objectives recognized by all.

According to this concept, the meaning of quality is as large as to encompass the **quality of the product + the service + the performance + information + the working environment + management + the quality of individuals + all the principles that help efficiently realize the objectives pursued by a given educational institution.**

The British Standards Institute defines it as the totality of features and characteristics of a product or service that bear on its ability to satisfy the urgent and necessary needs. The European Organization for Quality

Control defines it as a set of features relating to products or services that depend on their own capacities in order to satisfy the expressed needs.

4. Quality control: means a system by which a product's conformity to recognized standards through sample verification. Other dictionaries define the term as the supervision of production processes to obtain a good output at the lowest cost and with the required quality in conformity with the objective criteria of product quality.

5. Accreditation: means the whole process by which undertaken by the accreditation body in order makes sure that the institution has met the qualitative criteria and standards adopted by evaluation institutions. According to the Commission of Higher Education, the term refers to the practices of an external body (ei. accreditation institution) aiming to assist similar institutions providing services in the same field to obtain accreditation in the evaluation process and improve their educational objectives. Accordingly, it is an instrument adopted by the educational community in order to regulate and review itself with a view to consolidating and reinforcing the educational quality and performance, in such a way as to gain people's confidence and minimize external influence.

6. Academic accreditation: the definitions of academic accreditation differ depending on the point of view from which the accreditation process is perceived. Following are some of them:

a) A set of complementary components and elements of evaluation, especially external evaluation adopted in the assessment, the level of education quality in higher education institutions in order to appraise their capacity as institutions or their programmes and curricula, as a whole or individually, to achieve the so called quality improvement and quality assurance.

b) a series of evaluation and standardization procedures aiming to ensure a minimum of higher education quality requirements and to propose implementation steps likely to improve the level of the educational process and its outputs to competitiveness in the local and international labour markets.

7. Institutional accreditation: the accreditation of the institution as a whole entity according to specific criteria with regard to the adequacy of

its facilities and resources. This includes the institution's staff the provision of academic performance and student services and curricula as well as the level of students and performance of the academic body and other components of the educational institution.

8. Programme accreditation: it is known as programme or specialization accreditation and means the evaluation of programmes in a given institution and verifying their quality and their adequacy to the level of the awarded degree.

9. Standards: are comparative criteria used to define objectives and evaluate performance. These standards may consist of the present performance levels in the institution (for example, the rate of students who have completed business studies), levels set by external bodies, or levels of performance in other institution that are used by way of comparison (for example, the number of researches made by each member of a given university's fulltime teaching staff).

10. Performance evaluation: means making assessment judgments of the university activities and programmes through the use of some reference criteria that help understand the relation between the different elements of evaluation. The latter is therefore based on definite criteria which apply to all the components of university action that can be measured in such a as way as to allow for the judgment of the university's performance and its ability to fulfil its mission as specified in its stated core objectives.

The Relation between Quality and Accreditation and their Importance in Modern University Education

Quality control is a prerequisite to the academic accreditation procedures. It, in fact, serves to prove the ability of the institution to meet the criteria and therefore accomplish the procedures of academic accreditation.

Academic accreditation is therefore means of achieving total quality and constitutes an incentive for universities and higher education institutions in general to expand their integrated education processes and implement quality systems in such a way as to increase confidence in universities, institutions and their alumni.

The Guiding Principles

The adoption of quality is an important but not a sufficient condition for success. What is needed is awareness of the importance of improvement and to seize the opportunities available in this regard. This requires two steps:

- the elaboration of the adequate system (s) likely to favour the fulfilment of the desired objectives,
- the promotion of distinguished efforts in the improvement of the output quality (alumni/activities/research).
- Accreditation criteria are selective and can be modified according to the visions of the university or faculty, its general and special policies and its viewpoint about the possibility of using them as a reference.
- It is possible to assign scaled scores to each standard in light of the centres of interest of the university or faculty, but the consistency of scores should during comparison.
- The division of the accreditation system into single components is meant to help set a methodology for its elaboration that likely to make it understandable and endow it with the essence of the performance evaluation itself, while taking due account of the organic relation between these components. Totality in the term “total quality” encompasses all aspects of the education process as an integrated system and not only as single units.
- The mechanisms of academic accreditation guide are not confined to certain limits. They are renewable, which ensures the evolution of the guide over time (each five years, or decade, or less or more) in light of the latest developments taking place in the field of university education and which could change the status quo.

Objectives of University Evaluation

By and large, evaluation in general aims at:

- 1) Accurately defining the academic performance and its conformity with the general objectives of the university, its mission and its policies in this regard.

- 2) Reviewing the educational programmes, be they intended for academic certification, research or service and showing what can be abandoned and what should be kept and used. This helps in taking informed decisions in instead of relying on improvisation.
- 3) Defining the obstacles that hinder the realization of the targeted objectives and the prepared plans and providing ways for the satisfaction of the institution's needs.
- 4) Helping set a plan for the development of academic performance using feedback in order to consolidate positive aspects and avoid negative ones.
- 5) Letting the institution's staff feel they are partners who participate in the management and in making decisions having to do with the development of the institution.

Foundations of Total Quality

Reasons for applying quality standards

There are some elements that justify the need to apply quality standards in universities and higher education institutions. These are:

- 1) The emergence -in the university community- of the need for complementarity and harmony between its different constituents (teaching staff, the university management, tutorship).
- 2) Lack of cooperation between the local community and the universities and the growing gap between production and education.
- 3) The appearance of weakness signs in the productivity university staff and the need for a good accountability system for productivity in addition to the shrink of investment in education.
- 4) The universities' need for a wider margin of freedom in decision-making and for financial support for their projects.
- 5) The need for rationalisation at the level of the workforce as well for excellence in universities.
- 6) The need to ensure the credibility of the beneficiaries with regard to the universities' productivity and capacities.

- 7) The need to consolidate a university culture that favours development and innovation.
- 8) The for a well informed university community capable of boosting performance and productivity.
- 9) The lack of clearly defined objectives among university and higher education staff in general.
- 10) The unconvincing level of higher education's alumni and their weak performance in the subsequent educational stages as a result of the inadequate scientific content of the learning courses.

Advantages of Quality

The benefits of quality, as stated by the British Standardization Institute, are as follows:

- 1) Ensuring the continuity and stability of the educational services' quality and satisfying the tutors and students.
- 2) Decreasing the wasting of the institution's capacities in terms of resources and workforce time.
- 3) The implementation of a quality system (excellent administrative system) allows the institution to analyze problems addresses them through corrective and preventive measures in order to prevent their recurrence in the future.
- 4) Improving the education competence by involving all the parties concerned in the management of the educational institution, based on accountability and empowerment of all staff members and its positive psychological impact on them.
- 5) Raising the awareness of students, tutors and society of the importance of the educational institution through compliance with quality standards.
- 6) Contributing to the assertion of the of the educational institution's good reputation at the local, regional and international levels.
- 7) Preparing the institution to adopt the system of internal reviews and the regular management review which are at the heart of the quality system which should benefit the institution and not the opposite.

- 8) Connecting all departments of the institution and coordinating their action instead an isolated administrative system for each department or administration. This engenders more accountability and ensures more accurate analysis of eventual problems.
- 9) Implementing regulations and strategic plans will contribute to the abolition of administrative bureaucracy and the redundant and sometimes incompatible measures.
- 10) The control and development of the administrative system of the educational institution thanks to the clear distribution of roles and responsibilities.
- 11) Improving the physical, mental, social, psychological and spiritual conditions of students.
- 12) Considering and reducing the complaints of students and tutors and finding the appropriate solutions for them.
- 13) Meeting the needs of students, of their tutors as well as of society.
- 14) Creating an environment of mutual understanding, collaboration and human relations among the educational institution's staff.
- 15) Creating strong ties and complementarity between all the teaching staff members and administrative officials within the educational institution and favouring teamwork spirit at work.
- 16) The universality of the quality system is a characteristic of the modern times.
- 17) The best use of financial and human resources.

Requirements of Quality in Education

- 1) Support from the top management to the total quality management.
- 2) The development of leaderships and higher administrative executives as they are the main steering leaders of action.
- 3) The adoption of adequate leadership types for the input of total quality management.

- 4) The development of administrative regulations in such a way as to simplify the rules of procedure.
- 5) The establishment of a meticulous information system for the management of total quality.
- 6) The participation of all staff members in the efforts exerted to improve performance.
- 7) Creating a general integrated culture that favours creativity, innovation and development, as well as adopting teamwork concepts.
- 8) Implementing and stimulating self-development mechanisms through further empowerment at all levels.
- 9) The effective management of human resources in the educational institution.
- 10) The continuous training and development of all the individuals.
- 11) Taking all the preventive measures in order to anticipate errors, increasing confidence in the workers and in the quality standard achieved by the educational institution and constantly improving it in order for the institution to preserve its actual standing.

Quality Indicators and Obstacles

Indicators

Before tackling this issue, it is useful to point out an important principle in this regard: there is no model or standardized formula for winning the challenge of quality stand. However according to educational literature, the following quality indicators are the most widely in educational institutions. Among these institutions, faculties of education achieve quality through:

- 1) Support from university education leadership at all the levels (deans, presidents of universities, ministers of higher education).
- 2) Understanding by the deans and vice-deans of the faculties, as well as the heads of departments of the quality concepts and requirements.
- 3) Granting the necessary powers to the deanship of the faculty an allowing it to exercise them.

- 4) The rationalized decentralization which gives the faculty a special relation with the central management, which fosters action and eliminates obstacles thereto.
- 5) The ability of the faculty's administration to understand the capacities of the teaching staff members and administrative officials, and orienting them in a way that serves the teaching process beyond expectations.
- 6) The full awareness of the existing and future expected technical and financial capacities that the administration can provide, as well as a good use of these capacities.
- 7) Availability of good and permanent communication channels between all the parties involved in the education process within the faculty, including the administration, administrative officials, the teaching staff and students.
- 8) The need of the faculty staff to feel that the institution enjoys full self-management and decision-making autonomy.
- 9) The existence of a mechanism to improve relations between the faculty and the university community (other faculties), on the one hand, and between the faculty and the local community, on the other hand.
- 10) The existence of clearly defined standards for the evaluation of the performance of university staff, raising their awareness, the organization of continuous meetings to ensure that the staff are aware of these standards before accounting for their work (there is no punishment without incrimination, no incrimination without a law and no law without publication).
- 11) The need for the faculty staff to feel they are partners in decision-making.
- 12) Creating an environment of trust, respect and human relations among university staff (teaching staff, administrative officials and students).
- 13) The determination of the faculty's administration, the deans, vice-deans, assistants and heads of departments and units to ensure occupational development of the teaching staff.
- 14) Creating an academic research plan that makes use of the potentials of both the teaching staff and the faculty.
- 15) Encouraging creative talents among teachers, assistant staff (assistantship / assistant professors) and the students.

- 16) Satisfying the needs of persons with special needs whether they are excellent or modest so that individuals would not lose their rights to the group.
- 17) Encouraging the teachers to employ self-learning methods among students and provide them with self-reliance skills in seeking knowledge.
- 18) Providing an environment of academic freedom among the teaching staff in order to promote their independence as to taking academic decisions.
- 19) Striking a balance between the personal goals, on the one hand, and the objectives of the faculty and the occupational requirements, on the other hand.
- 20) The need for the existing administration of the faculty to benefit from the efforts of the former administrations and to draw on them to improve quality standards.
- 21) A clear vision of the faculty administration about the future of the institution and its status amidst the local, Arab and international mutations.
- 22) Spreading the teamwork spirit and solidarity among the professors either in the teaching or research processes.
- 23) The prevalence of the university values and morals among the members of the teaching staff and the administration, on the one hand, and between them and the administrative officials and the students, on the other hand.
- 24) Keeping abreast of the latest advanced technology using its potentials in the administration, teaching, research or community service.
- 25) Using the results of scientific research and developing the feeling within the university and external communities that the faculty's decisions are based on the results of research and not on individual efforts.
- 26) The diversity of the intramural and extramural activities intended for the students in order to optimize their capacities which should be utilized in the most appropriate way.
- 27) The existence of the necessary mechanisms and incentives for the use of the centres learning sources such as libraries by the teaching staff and the students.

- 28) Flexibility in the implementation of university regulations and rules of procedure by taking account of the general and particular changing circumstances.
- 29) Accuracy in the methods of student evaluation by abandoning the traditional methods of university examinations and the use of new and integrated ones.
- 30) The existence of a feedback on the performance of professors and students, awarding prizes to the best among them (teaching prize, research prize, community service prize, brilliant students prizes) and stipulating disciplinary measures of who breach the rules, the negligent and retarded. As such, everyone could know that there is a system of reward as well as a punitive system.
- 31) Encouraging the teachers to make a self-evaluation at the end of each academic year and discussing it with the faculty administration.
- 32) Adopting empowerment and avoiding the of the university administration over decision-making.
- 33) Keeping tuned to the expectations of the local community and to its evaluation of the performance of the alumni of the faculties and institutes and endeavouring to develop programmes in light of the external competence of the university output.
- 34) Preparing people in the faculty for change and disseminating the culture of quality among them.
- 35) Abandoning inspection in its negative sense error hunting and showing a sense of tolerance in issues that do not involve beliefs and values.
- 36) Adopting an integrated approach in handling problems addressing their root causes in order to ensure integrated solutions.
- 37) Considering the faculty as an integrated system which resembles the human body in terms of the interdependence of its constituents, as depicted by the famous hadith of the Prophet (PBUH).
- 38) Sensitizing the university staff to the notion that quality should be a permanent motto and not a mere an ephemeral slogan held by the faculty which returns afterwards to its traditional practices.

- 39) Preparing for the acceptance of the international trends in the administration or teaching and adopting those among them that fit in with our Arab-Islamic values.
- 40) For the challenge of quality to be won, it should be based on the respect of the human being as such.
- 41) Creating an efficient organizational chart that ensures a flexible distribution of quality management and processes.
- 42) Preparing a policy for continuous training and organizing workshops to provide people with the necessary skills of total quality.

Obstacles

There are many problems which hinder the implementation by the educational system of the method of quality. Among the most important of these problems:

- 1) Concentrating on short-term objectives with a multitude of the beneficiaries of the learning system creates a difficulty in the definition of priorities among services that have to be provided to them and a difficulty in selecting the criteria for the evaluation of the quality of these services provided.
- 2) Instability and recurrent change in the administration because of the succession of directors in the same unit which gives them the opportunity to understand and implement the quality method because of the difference of the interests of each director.
- 3) Concentration on the evaluation of performance and not on the wise leadership that helps individuals achieve a higher quality, which is likely to result in fear-centred management.
- 4) The modest information system: meaning that the faculty does not depend on modern technology in building of communication mechanisms to disseminate these information among the concerned ideas in the university and transfer them to decision-makers at the appropriate time.
- 5) Asymmetry between the behaviours of the educational leadership and their statements: this has led to the neglect of the balance between short-term and long-term objectives.

- 6) The fact that some workers have given up the fulfilment of their duties either partially or totally in the majority of universities at all levels and that they do not make the effort that they are supposed to, which leads to the irregularity of action and a decrease in the level of organizational adequacy.

In light of the above, it seems that there are many difficulties and obstacles that could face when applying the method of quality to the university education system; hence those in charge of this system have to exert many efforts so as to avoid such obstacles and do their best to prevent them.

W. E. Deming has defined some errors that may become dangerous, which compels the administration to consider ways to correct them. He called these errors as the seven deadly sins of quality management:

- 1) Concentration on short-term-profit objectives,
- 2) The transient nature of the objective which does not ensure improvement,
- 3) The inadequacy of the systems used in the evaluation staff performance, as well as of the methods and foundations that constitute the basis for measuring merit.
- 4) The permanent changes in the top management,
- 5) The absence of quality development in the product from the first step,
- 6) The high cost of the product,
- 7) The management of the organization on the basis of concrete figures only, meaning that decisions are made in light of the available data and no attention is paid to those needing an analysis effort.

Training on Quality

Training during service is one of the main conditions of professional training for all those involved in the education system (teachers, orientation specialists, administrative officials, civil servants, leaders, etc). Training aims to provide these people with all that is likely to improve their levels and capacities develop their performance methods and redress their orientations.

The good and efficient orientation refines the professional sense of people, which makes them more positive in dealing with the different occupational

situations, in terms of organization, orientation and performance. This makes them more self-confident and proud of being active and productive, which increases the productivity of each individual in this system. This ensures the improvement of the education system as a whole.

From a quality-oriented perspective, the success of in-service training programmes devoted to university education staff, irrespective of rank and position, requires a set of conditions:

- 1) The definition of the training needs as conceived by each category of the university education system.
- 2) The training should be oriented towards to address the real problems originating in the working environment,
- 3) The definition of the activities accompanying the training process.
- 4) Taking into account the training considerations and the principles of the training process, among which:
 - a) the clarity of the training objectives,
 - b) the definition the training sessions and their targeted goals,
 - c) a good planning and preparation for each training session,
 - d) a good and comprehensive implementation of all the components of the training session.
 - e) a logical and rational evaluation of each training session followed, at the end, by an evaluation of the training session as a whole with all its aspects and the areas involved.
 - f) the feedback consisting in paying attention to development in the light of evaluation results.

Chapter Two

Accreditation Guide

Accreditation Foundations

The Objective of Accreditation

The supreme objective of academic accreditation is to help educational institutions increase their quality level and improve their efficiency, to support their efforts aiming to achieve excellence in conformity with the recognized international standards and facilitate its recognition by the international academic and professional spheres and its ability to compete with similar rivalling institutions.

Some experts prefer to use the term academic recognition and outline its objectives as follows:

- 1) Improving and preserving the quality of higher education.
- 2) Applying accountability and supporting empowerment regarding all the organizational aspects of the institutions,
- 3) Providing regulated evaluation levels and standards that cover all aspects of the education system in the institution,
- 4) Developing an evaluation-focused educational culture.
- 5) Defining the levels of eligibility to of academic recognition,
- 6) Fostering the confidence of the community in the recognized institutions as of kind of academic accountability within a democratic framework.

Other experts do not agree with this view. They divide the objectives into the following axes:

1- Concerning the general public:

- a) Ensuring external evaluation for education institutions or the training programme and their harmony with the general orientations and policies in higher education or the professional spheres.

- b) Improving the professional services provided to the public since the accredited programmes undergo reform so as to keep abreast of the evolutions in the areas of technical knowledge and generally recognized field work in the business category concerned.
- c) Learning about the education institutions and programmes that have deliberately launched particular actions with a view to improve their educational activity and their vocational programmes and make sure that they perform these actions to the best.

2- Concerning students:

- a) Assisting the transfer of the learning modules between the educational institutions and admitting students in higher education programmes through the general cross-recognition of the scheduled hours and learning modules among the accredited institutions when the student's performance is satisfactory and the teaching programmes to be transferred appropriate to the educational institution the student would like to join.
- b) It is a prerequisite in many cases for the practice of a given profession.

3- Concerning higher education institutions:

- a) Accreditation prompts self-evaluation and the improvement of the institution's system and programmes.
- b) The implementation of the standards of accreditation bodies recognized by the higher education institutions in general, which helps overcome the external breaches that bear on the institution's ranking or the quality of its programmes.
- c) Consolidating the reputation of the accredited institution or programme in response to the general public's appreciation of such accreditation.

4- Concerning professions:

- a) Providing an opportunity for professionals to participate in setting the requirements and conditions for integrating their profession,
- b) Contributing to the standardization of the profession by bringing together those professionals, teachers and the students within a single activity designed to improve vocational training and occupational practice.

The Advantages of Accreditation

The accreditation of educational institutions has the following advantages:

- 1) It sets performance standards for the different types of education,
- 2) It ensures a good quality performance of institutions.
- 3) It provides the foundations of continuous development and innovation .
- 4) It helps develop the profession served by the accredited institution.
- 5) It confirms that the institution has clear and appropriate objectives and provides appropriate means to achieve them.
- 6) It ensures the specificity and originality of the institution as the accreditation system takes into account the objectives of the institution and shows that it works for the fulfilment of its objectives as it responds to the needs of the community.
- 7) It brings closer the levels of university programmes in the different learning modules of the different university education institutions, in order to reach the standard level recognized in the developed education systems.
- 8) It protects the institution from anything that is likely to depreciate its academic competence.

Consequences of Non-accreditation

A university which fails to obtain accreditation because of its non-compliance with the total quality requirements can expect the following results:

- 1)the loss of credibility at local and international levels,
- 2)lack of demand on its alumni in the labour market, which makes it difficult for them to find an adequate job opportunity,
- 3)Students will be discouraged to pursue their studies in that university,
- 4)difficulty for the its teaching staff to contract with the local and international bodies and organizations,
- 5)competent teachers will not be enthusiastic to teach in it,
- 6) its budget and resources will decrease as a result of the lack of income and donations,

- 7) the lack of confidence in its research output,
- 8) lack of interest of the civil society organizations in realizing joint projects with the university,
- 9) decline of its ranking among similar universities in comparative studies.

Principles of Accreditation

Academic accreditation is based on many principles that have to be taken into consideration, the most important of which are:

- 1- University reform is an endless process and does not stop at the realization of particular objective or mission. A need that is met today may continue to exist and the circumstances that have brought it about may arise again. Therefore university performance evaluation is a permanent process as opposed academic accreditation which is temporary and should be renovated whenever there are fundamental evolutions.
- 2- University reform is an integrated process which requires that the different components of the educational process be evaluated and accredited. That is the institutional accreditation which covers the educational institution in its entirety and does not focus on a single unit or aspect.
- 3- Academic accreditation is not an objective per se but assures quality and boosts performance.
- 4- The teaching institution is an integrated entity: its quality is measured on the basis of the interaction between its components as each one single constituent is evaluated against the other.
- 5- Accreditation standards are basically qualitative ones. The data and figures used in the evaluation are but components that help judge the efficiency of the institution itself and are consequently used as parameters of qualitative judgements.
- 6- One should expect discrepancy in performance levels between higher education components within the same institution. Performance levels may be high for some aspects and low for others.

7- The clear weakness in a given component of the institution may jeopardize the institutional academic accreditation as a whole and accordingly bear on the accreditation of the other components.

8- Academic accreditation is not:

- a licensing,
- nor is it a ranking of institutions,
- or a certification of individuals,
- or a ceiling.

The Requirements of Accreditation Success

The accreditation system may face many challenges and obstacles which should be taken into consideration in order to address them in the future as part of the adoption of this system and as step in the way of fulfilling its objectives. To this end, it is necessary to met many requirements which would, Allah willing, guarantee the success of accreditation.

the most important of these requirements are:

- 1) Consolidating the culture of accreditation and quality assurance among the staff education institutions in order for such a system to be recognized and supported. This can be realized by disseminating community's awareness of the importance of quality and endeavouring to achieve it in the life of individuals, as well as through the determination to attain the highest performance levels. This requires the elaboration of information campaigns in all media in order to disseminate this culture as a means of convincing the parties concerned of the need to improve performance and quality assurance and of the importance of accreditation.
- 2) Spreading other parallel cultures the concepts of which have to be asserted and disseminated among the teaching staff. Among these cultures:
 - a- The futuristic culture which favours studying and analyzing the status quo and assessing it within the framework of a sound scientific methodology in search of excellence without neglecting the past or ignoring the future. In fact, continuous improvement and development

is one of the characteristics and fundamental requirements of ensuring quality.

- b- The culture of knowledge-focused communication: the respect of the ideas of the new generations, while at the same time benefiting from the knowledge produced worldwide and setting a code of ethics for handling information.
 - c- The culture of reward and punishment independently from unreasonable courtesy, violation of law or complaisance at the expense of the others' interests or the public interest.
 - d- The culture of truthfulness in evaluating the performance of the university and the related faculties and units, in such a way as to ensure that they undertake their different roles according to objective criteria based on accuracy, sincerity, honesty and quality.
 - e- The culture of accomplishment and productive action far from the wasting of time in false mottos or hollow expressions and other obstacles to the serious execution of duties.
 - f- The culture of meritocracy in the selection of leaderships in all academic and administrative positions with the careful examination of the CVs of these leaderships and the verification of their credibility without considering courtesy and external influence or free riding on the requirements and standards.
- 3) Insisting, during the selection of leaderships at their different levels, only on the prerequisites of competence, expertise and honesty and disregarding any other criteria that hinder good quality of performance (preferential treatment, bribery and corruption ...). If this is a *sine qua non* requirement in other societies, it is all the more necessary in our Islamic societies because of its important religious that has to be confirmed.
- 4) Elaborating a training plan aimed at educating institutions' staff on self-evaluation, self-criticism. In fact, people's view to training is totally different from what it used to be some time ago. It has become a necessity imposed by the rapid changes that bring with them new roles to be played by higher education institutions. As a result these institutions staff are required to have acquired new skills in order to discharge those new roles to the fullest.

- 5) The establishment of an academic accreditation system in the higher education institutions to be set and implemented by an international body of accreditation and quality assurance. This body should be provided with the conditions necessary for the discharge of its mission to the fullest. This point will be further detailed in what follows.

Accreditation Procedures

Accreditation Process

Accreditation goes through many stages that can be summarized as follows:

- 1) Informing the education institution about the requirements of accreditation and the necessary documents.
- 2) The educational institution desiring to obtain accreditation prepares a detailed and comprehensive self-evaluation report about its present situation according to the requirements of the accreditation body. This study should be supported by all the necessary documents including annexes, tables and data that show the credibility of the report. This report or study should also include future visions at the short and medium terms, together for important planned evolutions. This would constitute a good sign of its efficiency in self-development. This study should be submitted to the accreditation body to use it as a basis for evaluation.
- 3) An application is to be submitted by the education institution to the accreditation and total quality body wherein it expresses its desires to accomplish accreditation procedures.
- 4) Presenting to the accreditation body a copy of the feasibility study that has been realized at the institution's inception in order to use it as a guide in the evaluation of its performance and its eventual accreditation.
- 5) Providing the accreditation body with the necessary documents for making the accreditation decision as well as the self-evaluation study of the university.
- 6) Training the members of the accreditation committee on accreditation procedures as well as on the use of report models.

- 7) Choosing a team from the accreditation body to review the self-evaluation study, examine the annexed documents and take the appropriate decision as to the eligibility of the institution to fulfil the accreditation procedures.
- 8) The accreditation committee shall create an ad hoc committee or committees to make a field visit with in order to verify the credibility of the submitted self-evaluation study, to meet the teachers, administrative officials and alumni and have a first-hand idea about the current situation as part of the evaluation of the level of the education institution. These committees shall also prepare a report to be presented to the accreditation body. They are normally made up of an adequate number of specialists, academics, education specialists and accreditation experts.
- 9) The accreditation body shall examine all the reports, remarks and recommendations presented to it by the education institution and the field visit committees. It shall make recommendations on the basis of the education institution's compliance with the required criteria and references and present its report to the head of the accreditation body.
- 10) The institution may give its opinion with regard to the report of the accreditation committee either by refuting its correcting its anomalies. On the basis of this, the body may review its decision or confirm it.

The Required Documents

The institution desiring to obtain accreditation has to prepare a set of documents, rules, lists and educational material and information, the important of which (the institution presents what applies to it) are, among others,:

- 1) The university bulletin
- 2) The students bulletin
- 3) The university's objectives and mission
- 4) Objectives and mission of the unit applying for programme accreditation
- 5) The recognized professional specifications concerning the university's staff.

- 6) The university's general organization chart
- 7) The reports and development programmes concerning teaching staff and the assistantship.
- 8) Minutes of the meeting of committees and departments.
- 9) Lists of the publications of the teaching staff and their participation in conferences.
- 10) Internal regulations.
- 11) Recruitment and promotion requirements.
- 12) The CVs of the president and deans of the university
- 13) The CVs of the teaching staff.
- 14) The budget of the university
- 15) Results of questionnaires and the polls and all other aspects pertaining to students.
- 16) Documents showing the resources of the library and the learning sources centres
- 17) Detailed description of the curricula
- 18) Examples of community-participation activities' outputs
- 19) Copies of the periodical and final exams and the students' answer copies, projects and evaluated works.
- 20) Support learning material (sufficient samples of books, notes and electronic bulletins that are distributed to students).
- 21) The general programme schedule.
- 22) Records of the leading committees of the teaching staff and students.
- 23) Sample of the students files.
- 24) Documents showing the university's image in the media
- 25) Evaluation means and policies.
- 26) Agreements, contracts and professional consultations, etc.
- 27) Minutes of the boards of examiners.

- 28) The annual report of the university and reports of the annexed faculties.
- 29) Reports of external reviewers for the last three years.
- 30) Reports of the chambers of commerce and industry, employment institutions and governmental bodies on the university's alumni and their integration in the labour market.

The Field Visit

The accreditation committee shall create one or several committees to conduct field visits to the university. This visit shall have many objectives and shall be conducted at a particular time and within particular conditions:

Objectives: this/these field visit (s) shall fulfil the following objectives:

- 1) Verify the credibility of the self-evaluation report prepared by the university and presented to the accreditation body.
- 2) hold the necessary meetings with the university officials, teaching staff, administrative officials and alumni in order to assess the degree of the consistency of the results of the direct meetings with the content of documents having been submitted.
- 3) hold many meetings with the civil society organizations and the officials of ministries, chambers of commerce and industry and media institutions in order to assess the external competence of the university (alumni competence), the echoes, its reputation,, its impact on the immediate environment and the general impression of the public opinion has on it.
- 4) Review the documents that are difficult to send to the accreditation body (such as the founding documents, CVs, conventions and contracts' copies, etc) and evaluate the actual capacities especially in terms of the learning sources centres.
- 5) Attend some lectures given by members of the teaching staff to evaluate their effective teaching performance and its efficiency.
- 6) Know the real problems (not only what was mentioned in the presented documents) facing the university, have the real viewpoint of the university staff concerning appropriate ways to solve these problems and holding discussions with them in this regard.

Timing of the visit: It is better to schedule the field visit after the reception of the self-evaluation report prepared by the university and following the study of the documents received by the accreditation body from the university. This visit should also be scheduled only after collecting the necessary information about the university from the different sources, preparing an initial plan of the field visit that can be discussed with the university officials in the first meeting held with them in addition to obtaining the evaluation criteria and the material and forms to be filled in the work sites.

Conditions of the visit: The members of the committee participating in the field visit should fulfill many conditions the most important of which are:

- 1) previous experience in the accreditation processes.
- 2) good acquaintance with the criteria and indicators.
- 3) ability to define information sources.
- 4) ability to deal with the different criteria depending on the nature of each.
- 5) ability to analyse the self-evaluation report and other documents needing a critical reading.
- 6) to have high moral standards, be totally discrete, respect others, be honest, righteous and transparent with no abuse in imposing the conditions; and to turn a blind eye to some weak aspects that have a minor effect on the teaching process and reality of the judgment.
- 7) Ability to make meticulous observations, good interpersonal skills others and have a rich and constructive dialogue.
- 8) Taking account of the real expertise of the universities staff and to express appreciation for it.
- 9) to be psychologically to work in a group, have a teamwork spirit and forsake egoism.
- 10) Ability to prepare an objective report written in a correct language and according to a clear methodology and the ability to deliver an good oral presentation.

The Self-evaluation Report

It refers to the study aiming to objectively and methodologically observe the evolution of the academic, administrative and financial performance of the

educational institution over a given period. All the parties participating in the educational process should take part in the preparation of this report.

Its objectives:

- 1) to make a diagnosis of the present situation and define the strong points in order to consolidate them and weak ones in order to address their root causes.
- 2) to define the university's opinion about the local and international criteria that have to be met in order to achieve a higher standard of total quality.
- 3) to prepare a draft action plan aiming to improve the present status in order to achieve better quality standards
- 4) to prepare a forecasting view of the university in light of the local and international mutations and to anticipate the factors that may affect the university's mission positively or negatively.
- 5) to activate communication means between all the parties involved in the learning process (department, faculty, university and the community) in such a way as to consolidate the human ties between them and establish appropriate and efficient channels for the exchange of information and experiences.
- 6) to develop the feeling of participation, satisfaction, stability and of working in an institutional framework and promoting the teamwork spirit among the parties involved.

Its components:

The self-evaluation study of the institution should cover:

- 1) the institution's vision and mission
- 2) the organization chart of the institution and its administrative and functional structure,
- 3) the human resources (selection of high ranking teaching staff members)
- 4) the financial resources
- 5) the general foundations and theories constituting the basis for the institution's academic action,

- 6) the educational programmes and course description.
- 7) the skills that the institution aims to provide for the graduates and the extent to which they are in conformity with the international standards.
- 8) the evaluation systems that are used to assess the fulfilment of the institution's objectives,
- 9) a summary of the members' self-evaluation reports,
- 10) a summary of the self-evaluation reports of the heads of departments and units,
- 11) the scientific research plan,
- 12) the academic orientation,
- 13) extra-curricula and extramural activities,
- 14) services provided to the students,
- 15) material and facilities (library, laboratories, etc)
- 16) community service,
- 17) international cooperation.

The Feasibility Study

Its objectives

It refers to the report comprising the conclusions of the study made by a specialized body or consultancy office in order to prepare a concept for the establishment of the educational institution by virtue of a mandate from the founders. This report shows the objectives, programmes, capacities and vision of the institution and the other information that are necessary for the assessment of the legitimacy and feasibility of the project.

Its components

The feasibility study is composed of two sections:

I- the economic study,

II- the technical study, whose most important components are, among others:

a- The motives for the establishment of the institution

1. the objectives of establishing the institution,
2. the needs of the local labour market,
3. the educational and training system outputs,
4. the capacity of the labour market to absorb the institutions' output.

b- The financial resources

1. the investment capacity of the project,
2. project financing,
3. the financial plan of the project.

c- The buildings and facilities

1. the geographical location of the institution and the reasons motivating its selection,
2. the plan of the institution: the extent to which it can absorb numbers of the students,
3. equipment and material, fixtures, laboratories and learning sources centres

d- Enrolment and study fees

1. the institution's annual capacity in terms of the number of students,
2. students' annual study fees
3. human resources
4. workforce of the institution and the positions they are intended to occupy,
5. capacities and expertise of the teaching staff,

e- The administrative and academic organizational chart of the institution

1. the specialties and academic degrees,
2. the specialties to be thought,
3. a description of the courses,

4. methods of curricula development,
5. type and designation of the awarded academic degrees,
6. availability of the academic systems' components,
7. possibility for the students to pursue their study abroad in order to obtain a higher degree,
8. a description of the exam and educational evaluation system adopted by the institution.

f- Supervision, follow-up and external evaluation

1. academic connection to an internationally recognized external educational institution and the nature of this relation,
2. adoption of the degree of the supervising educational institution.

g- Attaching an executive summary of the study.

Components of the Accreditation Guide

The present accreditation guide is divided into three main parts which are:

I: Accreditation criteria and indicators.

II: The accreditation decision and motivation

III: Accreditation tools

I- Accreditation criteria and indicators: the criteria presented in this guide are divided into 12 sections, each of which is made of three parts: the criterion, the indicators and the information sources. Following is a list of these criteria:

- 1-** the university shall have a rational view of the future showing the position the university intends to reach in the teaching process either locally or internationally or vis-à-vis the other similar institutions, meaning the targeted objectives and aspirations and the excellence that has to be achieved on the long run.
- 2-** the university shall clearly express its mission showing the functions it wants to fulfil, defining its distinguishing characteristics, its role in meeting the needs of the community it serves and the characteristics of the students who will be admitted and of the future graduates.

- 3- the university should have an administrative system and a clear governance, with a clear administrative structure, with the levels clearly defined either at the general level (university) or at the level of units (universities, centres and departments).
- 4- the university shall draw up the future short and long-term plans based on a precise and scientific methodology, showing the way it intends to achieve its objectives and meet the needs of the sectors of the teaching process.
- 5- the university shall present a set of academic programmes providing the students with the necessary information, knowledge, values, orientations and skills for the good accomplishment of their job in light of the missions defining their functions, provided that these programmes have the quality requirements when building up the university method components (objectives, content, teaching methods, evaluation, etc).
- 6- the university shall have specialized academic human resources with the necessary skills for the accomplishment of their academic mission in the different specialties: education, academic research and community service.
- 7- the university admits students with specialties in line with its objectives, academic level and reputation within the community. The university should prepare an environment that is favorable to their scientific development and provide them with the information, values, skills that are necessary for the fulfillment of their future roles in society.
- 8- the university has a learning sources centre with modern capacities, material and technologies, books and other publications and tools necessary for the scientific development of the teachers as well as the members of the teaching staff and the surrounding community.
- 9- the university has all the necessary financial and technical means for the fulfillment of its mission. Their use shall be regulated by virtue of a plan and through mechanisms that ensure the rationalization of their use.
- 10- the university has research plans and developed and continuous cultural activities in line with its objectives and likely to meet the individuals' and community's needs.

11- all the university's units and levels act within an ethical framework based on a clear Islamic reference.

12- the university has efficient communication procedures and channels which help create a positive social environment between the workers as well as the feeling of professional satisfaction and realizes a great deal of positive mutual understanding between all those related to the teaching process, be they students, officials, technicians, teaching staff or leaders.

Table number 1 shows the number of criteria, factors and percentages allocated to each one of them.

Table 1
Components, criteria and indicators of the bulletin (guide)

Number	Component	Numbers of Factors	Pourcentage
1	The vision	12	4%
2	The mission	11	4%
3	Gouvernance, organization and administration	12	4%
4	The university plans	12	4%
5	The academic programmes	115	37%
	a) the general organization	20	
	b) the objectives	7	
	c) the syllabus	14	
	d) the content	16	
	e) the university bulletin		
	* printed books	20	
	* electronic books	9	
	f) strategies and activities	11	
	g) evaluation	18	
6	The teaching staff	31	10%
7	Students affairs		
	a) Admission conditions	9	
	b) Academic and social activity	15	
	c) Graduation system	7	
8	Learning sources centres	21	7%
9	Facilities, material and equipments	17	5%
10	Research and cultural activity	21	7%
11	University Ethics	17	5%
12	The social context	10	3%
13	Miscellaneous	-	-
Total		310	100%

II- The accreditation decision and its justifying factors: it includes two sub-sections

- a. the justifying factors of accreditation: this subsection includes three types of analysis:
 - analysis of the self-evaluation report,
 - a detailed analysis of the guide's components,
 - a global analysis of the guide's components.
- b. Accreditation decision: three options are included in this subsection: the granting of the accreditation, the postponement of the accreditation or the exclusion of the accreditation. Each of these options is followed by its related criteria.

Proportional Weights

The accreditation party using this guide may award marks to the criteria and indicators in line with the philosophy of the university, the objectives of evaluation and the general cultural context of the University.

We can adopt the selection criteria used by the Higher Education Institute of Jiao Tong University in Shanghai (China) for the evaluation and ranking of universities, within the framework of the selection of the world's 500 top universities (as shown in table 2).

Table 2
Criteria of the selection world's 500 top universities
the Institute of Higher Education, Jiao Tong University,
Shanghai - China

Criterion	Index	Weight
Quality of education	The university's alumni who have obtained the Nobel Prize or other international prizes	10%
Quality of the teaching staff	* Members of the teaching staff who have obtained the Nobel Prize or other academic prizes	10%
	* Members of the teaching staff cited as researchers in top academic magazines in 21 different subjects	20%
Quality of academic research output	* Research published in prestigious scientific magazines such as <i>Nature and Science</i>	20%
	* Research published in prestigious social science magazines	20%
Size of the university	* The academic performance with respect to the university's size according to the normative weights (number of the teaching staff members/ number of students/number of the different specializations)	20%
TOTAL		100%

Chapter Three

Accreditation Standards and Indicators

First: Vision

Standard

The university needs to have a rational vision of the future situation, clarifying the position it aims to attain in teaching, whether at the local or international levels or with respect to any other similar institution. This vision shall reflect the desired goals and the excellence to achieve in the long term.

Indicators

The university can have a clear vision by answering the following questions:

- 1- Does the university have a defined vision?
- 2- To what extent does the language clearly formulate this vision?
- 3- To what extent does this linguistic formulation help to recognize the potential for achieving that vision?
- 4- To what extent does this linguistic formulation contain the main required elements?
- 5- Does the vision refer to internal and external challenges that the university is expected to face?
- 6- Are the future plans clear enough to enable the university to face these challenges?
- 7- What are the university's expectations in terms of teaching?
- 8- What are the ways to raise awareness of the university identity?
- 9- To what extent does the university vision adapt to Islamic concepts and principles?

- 10- To what extent does the university vision conform with the standards adopted by associations, trade unions, and any other party reached out by the university services (unions of teachers, physicians, engineers, lawyers, industrial and commercial chambers, etc.)
- 11- How does the vision define the relationship between the university and its internal and external counterparts?
- 12- Is the vision advertised among the university staff in a persuasive way that makes them contribute to its achievement?

Sources of Information

To provide a copy of the vision adopted by the University as mentioned in:

- 1- The University Bulletin; or
- 2- Resolutions on the setting up of the university; or
- 3- Minutes of the first meetings held by the board of trustees or founders or experts; or
- 4- Ads for the university in the media or the internet.

Second: Mission

Standard

The university shall have a clear mission, explaining the tasks it will perform, defining its distinctive features, and describing the role it will play to meet the needs of the target community, the qualifications of the students it will admit, and the graduates it will equip.

Indicators

- 1- To what extent does the university mission refer to special public issues concerning national and regional teaching policies, and define the dimensions of their social responsibility?
- 2- To what extent does the mission formulation take into consideration the inputs and contribution of the decision makers, senior staff and experts?
- 3- What are the mechanisms that ensure efficient publicizing of the mission among the staff and the target public?

- 4- To what extent are the general objectives of the university clear?
- 5- Is the formulation of these objectives accurate and exact?
- 6- To what extent are these objectives realistic and achievable?
- 7- To what extent do these objectives conform to the Islamic values and their role in maintaining the cultural Islamic identity?
- 8- To what extent do these objectives take into account the surrounding environment and meet its needs?
- 9- Did these objectives define the profile of the target student (part-time or full-time) in a procedural manner?
- 10- Do these objectives help to achieve the main functions of the university (teaching, research, community service)?
- 11- What is the proportional weight of each of the above functions? In other words, does the university focus on teaching, on scientific research, or on community service?

Sources of Information

To provide a copy of the document on the university mission and objectives as published, in detail, in one of the following documents:

- 1- The University Bulletin;
- 2- External evaluation reports on the last three years;
- 3- Resolutions on the setting up of the university;
- 4- Minutes of first meetings of the university or the board of trustees;
- 5- Ads for the university in the media and internet;
- 6- Examples of the recent out-put on the community participation.

Third: Governance, Organization and Administration

Standard

The university has clear administrative system, governance and structures with clearly-identified levels and well-defined responsibilities both at the general level (the university) and at the units' level (meaning colleges, centres, and departments).

Indicators

- 1- What are the administrative structures of the university (the university, the college, the departments, etc)?
- 2- Is there a clear relation between the levels of administrative structures and the duties assigned to them?
- 3- How are the general policies of the university devised?
- 4- To what extent does the administrative structure contribute to :
 - a- Provide an appropriate environment for teaching?
 - b- Provide the conditions and the means for scientific research?
 - c- Meet the responsibility of the university towards the community?
- 5- What kind of relations does the administrative structure contribute to create between the parties to the teaching process?
- 6- To what extent does the administration constantly explain the university mission to employees, and push them to achieve and develop it?
- 7- Does the administrative structure contribute to the promotion of the culture of quality?
- 8- How decisions are taken? And what is the authority limit of each level in decision-making?
- 9- To what extent does the authority delegation contribute to the management and facilitation of work?
- 10- Does the structure of councils and commissions provide a good representation of the teaching staff and students?
- 11- What are the tasks assigned to the different councils and commissions (both central and local) and to what extent does the administrative structure assist them in performing their tasks?
- 12- How often do teaching and administrative leaderships make periodical reviews?

Sources of Information

The following documents shall be submitted:

- 1- The State Constitution, which may refer to the university as in the case of the Pakistani Constitution, which refers to the International Islamic

University in Islam-Abad as an autonomous institution, whose council is presided by the State President);

- 2- Resolutions on the setting up of the university and its administrative structure;
- 3- Regulations of institutions (higher-education laws, university unions to which the university may adhere, etc.);
- 4- Copies of the minutes of the councils' and commissions' meetings (at the level of the university, the college, the departments, etc)
- 5- Tasks and responsibilities of individuals and commissions;
- 6- Copies of agreements concluded between the university and its counterparts or between the university and the accreditation parties;
- 7- Copies of CVs of all university leaderships;
- 8- Professional, legal and organizational reports (the organizational setup the University).

Fourth: University Plans

Standard

The university prepares short, medium and long term future plans based on a detailed scientific methodology, explaining the way to achieve the objectives and meet the needs of each sector of the teaching process.

Indicators

- 1- Does the university have a scientific plan in the short and long terms (a five year plan, a ten-year plan....)?
- 2- To what extent are the plans devised in a clear and methodological way?
- 3- To what extent do the plans adapt to the university vision, mission and objectives?
- 4- To what extent is the Islamic cultural background clearly reflected in the plans?
- 5- What has been achieved by these plans throughout the history of the university?

- 6- To what extent are these plans realistic and achievable?
- 7- To what extent has the university staff positively contributed to devise plans?
- 8- Are plans flexible enough to face unexpected changes?
- 9- What are the most important financial, technical, human and social challenges that these plans may face up?
- 10- What are the obstacles encountered during the implementation of the university plans and how does the university envision facing them?
- 11- What are the plans and programmes set by the university in order to ensure an outstanding, pioneering achievement in competition with other universities?

Sources of Information

The following documents shall be submitted:

- 1- Decisions concerning the policies adopted by the university or shared with other universities;
- 2- External evaluation reports of the last three years (if applicable);
- 3- Samples of short term and long term university plans;
- 4- Minutes of meetings held by the university planning commissions;
- 5- The follow-up report prepared by the university to inform on the plans implementation progress.

Fifth: Academic Programmes

Standard

The university should prepare a set of academic programmes that provide the student with information, knowledge, values, directions, and skills needed for performing their work with proficiency in the light of the tasks they will be assigned provided that these programmes meet the quality conditions for developing the university curricula (objectives, contents, teaching methodology, evaluation, etc.).

Indicators

(a)General system:

- 1-** What is the general system of programmes? (Credit Hour System/Semester/ whole year, etc.)?
- 2-** To what extent are these programmes linked to the university philosophy (vision/mission/objectives)?
- 3-** Is there a clear and advanced system for continuous measuring of this link?
- 4-** What kind of university degrees are conferred upon completion of these programmes? (BA, MA, MSc, PhD, etc.)
- 5-** What are the specializations included in these programmes? And how diverse they are?
- 6-** Does the programme offer interdisciplinary courses (physical chemistry/genetic engineering/psycholinguistics)?
- 7-** To what extent do these programmes provide the student with the skills related to advanced technology?
- 8-** What is the public targeted by each academic program (general public/university grade)?
- 9-** To what extent do these programs satisfy graduation and professional licence requirements?
- 10-** To what extent do these programs provide the student with multi skills to be able to occupy different positions while focusing on one specialization?
- 11-** To what extent do these programs satisfy the community and individuals needs?
- 12-** Does the university give general cultural programmes or training programmes that lead to no university degrees?
- 13-** What is the proportional weight of each of the following requirements:
 - a) University Requirement
 - b) College Requirement

c) Department Requirement

d) Specialization Requirement

- 14- What is the proportional weight of practical courses in the programmes?
- 15- What is the space devoted to Islamic culture courses among the university requirements?
- 16- Does the programme include a major specialization and a minor specialization?
- 17- To what extent are post-graduate studies diverse?
- 18- Does the programme include courses in Research Methodology and Statistics?
- 19- At which stage are Research Methodology and Statistics courses delivered? Is it at the BA, MA, MSc, PhD stages?
- 20- Is there any academic orientation system to guide the students in choosing their programmes?
- 21- To what extent is the academic orientation system efficient in solving students' problems?

(b) Objectives:

- 1- To what extent are the general objectives of the academic programmes clear?
- 2- Are the objectives of the programmes and courses written in a procedural form that allows verification, measurement and evaluation?
- 3- To what extent are the general objectives of the academic programmes consistent with the university objectives?
- 4- To what extent do the programmes' objectives reflect the university vision and future orientations?
- 5- To what extent do the programmes' objectives conform to the Islamic vision on humans, the universe and life?
- 6- Do the objectives of the course cover all the different teaching dimensions (cognitive, affective and psychomotor)?

7- To what extent do the objectives of each programme conform to the learner's personality in each class (his capacities, tendencies, achievements, values and orientations, etc.)?

(c) Courses:

1- How many Credit Hours and Contact Hours are provided in each programme?

2- What are the courses of each programme?

3- To what extent are the different courses of the different classes vertically complementary?

4- To what extent are the different courses of the one class horizontally complementary?

5- To what extent are the courses clearly defined and distinct to avoid interference and repetition?

6- Does the programme contain choice-based courses to satisfy the tendencies and interest of students?

7- To what extent do courses hours correspond to the academic contents?

8- How many pre-requisite subjects do exist?

9- Does the programme contain courses tuned into the current international trends (international politics, global understanding, dialogue among civilizations, economic systems, comparative religions....)?

10- Does each course have:

a) Course description

b) Course syllabus

11- To what extent do course description and course syllabus contribute to giving a clear idea about the course?

12- To what extent does each course provide a deep and broad dimension?

13- To what extent are the following advanced technologies incorporated in some courses (Virtual Course, Distance Learning, Satellite, Internet, etc.)?

14- To what extent is the teacher competent to teach courses? (Teacher's skills, specialization, expertise?)

(d) Content:

- 1- To what extent does the programme provide the student with adequate information to perform his work after graduation?
- 2- To what extent are the skills taught to the student adequate to perform his work?
- 3- What are the necessary trends that the student should acquire to efficiently perform his work?
- 4- To what extent is the content of each course scientifically accurate?
- 5- Does the scientific content of the programme keep pace with the knowledge latest developments and the global current trends?
- 6- What is the proportional weight of concrete and real information compared with the general concepts, skills, values and trends?
- 7- To what extent does the content help the student to use the different knowledge sources?
- 8- Does the programme contain field-expertise in allowing the student to apply the theoretical knowledge they learnt?
- 9- To what extent does this field-expertise meet the objectives of the programme?
- 10- To what extent do these course contents help students to develop their abilities to solve problems in a creative way?
- 11- To what extent does the programme provide the student with means to use modern techniques and their applications in teaching?
- 12- To what extent does the programme provide a suitable environment for self-instruction and autonomy in knowledge acquisition?
- 13- To what extent are values and ethics, that are necessary for work practice, reflected in the programme scientific content?
- 14- Do the course contents contradict with the Islamic culture?
- 15- How does the course on human sciences present the image of the other (followers of other doctrines and religions)?
- 16- To what extent does this presented image of the other conform to the Islamic culture?

(e) University Book:

(1) Printed Book

A sample of programmed university books will be examined to answer the following questions:

- To what extent does the university book meet the following specifications?
- 1- It clearly reflects the programme's philosophy and helps to attain most of its objectives.
- 2- It contains, at least, 70% of the scientific content required for the course.
- 3- It allows horizontal complementarity among the different books taught at the same university level, in the light of a comprehensive vision of the programme.
- 4- It allows vertical complementarity among the parts of a series, if there are many.
- 5- The size of the book corresponds to the students' level and the time schedule set for the programme.
- 6- The size of the book corresponds to the scientific content of the programme.
- 7- The printing is clear and the characters are similar.
- 8- The paragraphs are clearly identified.
- 9- Absence of typing, grammatical, stylistic, composition mistakes.
- 10- The paper is of good quality in terms of colour, weight, and measures.
- 11- The book cover is attractive.
- 12- The introduction clearly sets the objective, the plan, and some usage orientations.
- 13- It contains a glossary of new terms and concepts, at the end of the book.
- 14- Each chapter ends with a summary of the new concepts and information.
- 15- The titles of the chapters correspond to the contents.
- 16- It contains a precise index for themes, tables, and graphs, etc.
- 17- The headings are highlighted in a special script that allows to distinguish between the titles and the subtitles.

- 18- Statistical equations are presented in a detailed and simplified way to be easily understood.
- 19- The tables and graphs are efficiently used.
- 20- The book is issued in a form that suits the university status, using the latest printing techniques.

(2) Electronic Book

In the case of using an electronic book, we need to enquire whether it satisfies the following specifications:

- 1- It suits the intellectual, previous experience and interest of the students, etc.
- 2- Its scientific contents are diversified.
- 3- It meets the requirements mentioned in the course description and keeps pace with the latest updates.
- 4- It follows the modern trends in terms of educational techniques.
- 5- It complements the content of the printed book.
- 6- Its subjects are closely linked to the themes of the main printed book and the course contents.
- 7- The allocation of subjects in the electronic book conforms to that of the printed book.
- 8- The quality standards should be respected in terms of editing.
- 9- It helps the student to efficiently benefit from self instruction.

(f) Strategies and Activities:

- 1- What are the most common university teaching methods in the programme?
- 2- To what extent do teaching strategies suit the course objectives?
- 3- To what extent do teaching strategies suit the psychological characteristics of the students?
- 4- To what extent are modern strategies employed the university teaching?
 - a) Guided Discovery

- b) Individualized Instruction
 - c) Problem Solving
 - d) Inquiry
 - e) Co-operative learning
- 5- To what extent are modern education techniques used in teaching?
Overhead Projector/Power - point, etc.
 - 6- What kind of sources of information shall the student be instructed to use?
 - 7- Does the programme contain field studies? To what extent do they serve the programme objectives?
 - 8- Is the student instructed to write a research paper to train on research skills?
 - 9- Do courses contain seminars?
 - 10- To what extent do students use each of the following books: university printed books, electronic books, reference books, handouts, encyclopaedias?
 - 11- What are the most important in-class and out-of-class activities in each programme?

(g) Evaluation

- 1- Does the program contain any evaluation systems to evaluate the different teaching dimensions?
- 2- How is the programme evaluation conducted, in general?
 - a) self evaluation (periodical basis)
 - b) external assessor
 - c) international organizations
 - d) international reports
- 3- How is conducted the Course Evaluation?
 - a) Student evaluation
 - b) Teaching staff member evaluation

- c) Support staff evaluation
 - d) Chair persons evaluation
- 4-**How is conducted the teaching staff member evaluation?
 - a) Student evaluation
 - b) Chair-persons evaluation
 - c) Administration evaluation
 - d) Peer evolution
 - e) Self-evaluation
 - 5-** How is conducted the evaluation of the teaching methods and strategies?
 - 6-** How is conducted the laboratory performance evaluation (micro-teaching/computers/physics, etc.)?
 - 7-** What kinds of feedbacks are permitted at the different levels?
 - 8-** What evaluation methods are adopted?
 - 9-** What is the frequency of the evaluations?
 - 10-** To what extent does the evaluation cover all dimensions of the teaching process?
 - 11-** What kinds of programmes have been applied to train individuals on evaluation skills?
 - 12-** To what extent do the different workers contribute to evaluation?
 - 13-** How transparent is the announcement of evaluation results?
 - 14-** What kinds of decisions are taken regarding evaluation results?
 - 15-** To what extent are evaluation results used in performance development?
 - 16-** To what extent are (local/international) experts employed to conduct evaluation?
 - 17-** Is there any performance and excellence awards system to reward school achievements and creativity as a result of evaluation?
 - 18-** To what extent are ethics and Islamic values taken into consideration in the evaluation processes?

Sources of Information

The following documents shall be submitted to evaluate the academic programmes:

- 1-** The academic programmes and the specializations offered by the university;
- 2-** The college' guidebooks that contain education systems and course descriptions;
- 3-** Handouts and reports used as a basis for the preparation of programmes (Documents on the University Council's adoption of programmes and courses);
- 4-** Academic guidance system;
- 5-** Programmes' periodical revision reports;
- 6-** Reports by the teaching staff on the programmes;
- 7-** Minutes of meetings of the universities councils, colleges, and departments where these programmes were discussed;
- 8-** Copy of the programmes booklets distributed by the university among students;
- 9-** Copy of the university course books scheduled for the different years and programmes;
- 10-** Field visit reports of some university professors' lectures;
- 11-** Reports on the existing laboratories;
- 12-** Survey on movements of books rental from the library to identify the general reading trends among students and the teaching staff;
- 13-** Copy of the micro teaching guide (if available)
- 14-** Copies of the students researches;
- 15-** Samples of the students examination papers of different levels;
- 16-** Samples of course reports prepared by the teaching staff;
- 17-** Minutes of meetings of the board of examiners during three years;
- 18-** Samples of residents students' work;

- 19- Copy of the student evaluation form;
- 20- Summaries of students' feedbacks;
- 21- Sample of the micro seminars evaluation form;
- 22- Sample of teaching staff self-evaluation;
- 23- Copy of the training program on the evaluation methods;
- 24- Copy of the laboratories performance evaluation form;
- 25- Copy of the questionnaires concerning the evaluation of laboratory performance;
- 26- Copy of the course file (a sample of courses at different levels).

Sixth: Teaching Staff

Standard

The university boasts a specialised academic staff with the necessary skills to perform their work in different fields of specialization and to execute their tasks with high quality with regard to teaching, research, and community services.

Indicators

- 1- How many teaching staff members (PhD holders) are there in the university and what is their job grade?
 - a. Professor
 - b. Associate Professor
 - c. Assistant
 - d. Lecturer
- 2- How many support staff are there in the university?
 - a. Demonstrator
 - b. Assistant Lecturer
 - c. Researcher
 - d. Research Associate
 - e. Technicians

- 3- What is the rate of PhD holders to the overall number of the teaching staff?
- 4- How many teaching staff members there exist in each scientific specialization or academic programme?
- 5- To what extent does this number satisfy the job requirements?
- 6- What is the rate of the teaching staff members to the overall number of students?
- 7- What is the teaching experience of each member in the teaching staff?
- 8- What is the contracting system used with the teaching staff? (Contracting on a permanent basis, yearly basis, term basis, hourly basis, etc.)
- 9- What are the teaching, administrative and technical tasks assigned to the teaching staff members?
- 10- What are the obligations and rights of the teaching staff members as mentioned in the university internal regulations and laws?
- 11- What are the career development plans offered by the university to the teaching staff members?
- 12- What are the educational qualification programmes offered by the university to the academic staff?
- 13- Does the university offer in-service training programmes to the teaching staff members? If yes, in which training fields?
- 14- To what extent do the teaching staff members contribute to planning, implementation and evaluation of the academic programmes?
- 15- What is the degree of academic freedom offered to the teaching staff members?
- 16- To what extent does the university provide modern techniques to the teaching staff members for performing their teaching and research tasks?
- 17- What is the level of researches conducted by the teaching staff members?
- 18- To what extent does the university provide research means to the teaching staff members?
- 19- Does the university have any promotion regulations for the teaching staff members?

- 20-** What is the weight of each function within the university with respect to the promotion regulations?
- 21-** To what extent do the promotion regulations conform to relevant regulations within other universities?
- 22-** What are the mechanisms for academic promotion, applied to the teaching staff members?
- 23-** What are the decisions (positive and negative) taken based on the academic promotion outputs?
- 24-** What is the remuneration and salary system applied within the university?
- 25-** Does the university provide incentives to encourage staff members to increase their performance level?
- a) Teaching Award
 - b) Research Award
 - c) Community Service
- 26-** What is the number and the type of awards obtained by the teaching staff members for their researches (incentives, acknowledgment, international, noble price, etc.)
- 27-** What are the criteria for the teaching staff member to supervise research papers?
- 28-** To what extent do the teaching staff members abide by the university ethics in teaching, scientific research and community service?
- 29-** Is the university endowed with an insurance system for the teaching staff members (financial insurance, retirement pensions, medical insurance, social insurance, etc?)
- 30-** Do the teaching staff members have an association, a club, a union, or any other organizations to accommodate their needs and defend their rights?
- 31-** To what extent do the Islamic values find their expression in the university life among the teaching staff members?

Sources of Information

The following documents shall be submitted:

- 1-** C.V. of the teaching staff members (to know their experience and specializations).
- 2-** Statistics on the teaching staff members, the students, and classrooms.
- 3-** Samples of the teaching schedules.
- 4-** A sample of the training programme for developing teaching skills of the teaching staff members.
- 5-** A copy of the university regulations, explaining the teaching staff members' rights and obligations.
- 6-** A copy of the teaching staff job announcement, appointment, and minutes of the meetings for the selection of the teaching staff by the concerned committee.
- 7-** Recruitment and promotion data, including the appointment of the teaching and administrative staff.
- 8-** A copy of the employment contracts concluded between the university and the teaching staff, titular and delegate members, together with a copy of the employment files.
- 9-** Development plans for the teaching staff, and the training activities.
- 10-** Teaching staff promotion lists.
- 11-** Decisions relating to awards (education, research, and community service) and incentives.
- 12-** A nominal list of the books and research works of the teaching staff members.
- 13-** Samples of the teaching staff evaluation files and copies of evaluation forms.
- 14-** Community service programmes.
- 15-** Emails and websites of the teaching staff members.
- 16-** Records of the teaching staff steering committees.
- 17-** Results of the teaching staff evaluation and survey.
- 18-** Results of student evaluation of the teaching staff.

Seventh: Students Affairs

Standard

Only students having the qualifications and qualities required by the university, in line with its objectives, academic levels and reputation, shall be granted admission to the university. The university prepares the suitable environment that ensures development to its students and provides them with information, values, and skills necessary for performing their future roles within the society.

Indicators

(A) Admission systems:

- 1- What are the main conditions for admission of students to the first university stage?
- 2- To what extent do these conditions reflect the university mission and objectives?
- 3- Are these conditions realistic enough to avoid religious, doctrinal, economic, political, gender and other forms of discrimination?)
- 4- What are the means used for announcing these conditions with clarity and transparency?
- 5- Are these conditions accessible on the internet?
- 6- To what extent do these conditions conform to international standards for admission of university students?
- 7- To what extent does the number of accepted students corresponds to the available means of the university?
- 8- Does the university provide any supportive, catch-up courses for weak students upon their admission, such as courses in scientific subjects, language courses, computer courses, or else?
- 9- Does the university provide induction programmes to prepare students to the university life and to bridge the gap between the phase of high school education and the university (such as orientation programmes)?

(B) Academic and Social Activity

- 1- Is the guide to college or university distributed to new students?
- 2- To what extent are students free to choose the major subjects suitable to them better?
- 3- What are the criteria for students' apportionment with regard to the various exact fields of specialisations?
- 4- Are there any enrichment programmes for bright students?
- 5- Are there any catching-up programmes in major subjects for weak students?
- 6- What kind of sports, social and cultural activities do the students practice?
- 7- Are there any students' organizations within universities to guide student activities and meet requests (students' unions, groups, etc?)
- 8- Does the university apply any academic guidance system for orienting students according to their skills and tendencies?
- 9- Does the university have any psychologist to assist students in solving the psychological problems that they may face (uneasiness, anxiety, educational retardation, etc?)
- 10- Is the university endowed with a student medical insurance system?
- 11- To what extent does the university campus (student halls) suit foreigner residents?
- 12- Does the university provide any financial support, either in cash or in kind, to students?
- 13- What are the ethical regulations for student activities?
- 14- Does the university apply any sanction regulations for students?

(C) Graduation System

- 1- What are the main general orientations of the students' examination and evaluation regulations in the university?
- 2- To what extent do these regulations conform to the university vision and mission?

- 3- Does the university launch any awareness-raising programmes about the evaluation system?
- 4- What is the degree of importance of formative and summative evaluation?
- 5- Does the university help students to get a job after graduation?
- 6- Does the university simplify the graduation requirements to students at the Bachelor, linguistics and master levels?
- 7- What kind of data is contained in the graduation certificate? And what kind of data is contained in the Transcript?

Sources of Information

The following documents shall be submitted:

- 1- Regulations for students' admission conditions and their apportionment according to the different specializations.
- 2- A copy of the announcement made to publish these conditions via the media or internet.
- 3- Special programmes to prepare students for university (language, computer, methodology, professional courses, etc.)
- 4- Enrichment programmes (for bright students) and catch-up programmes (for weak students).
- 5- Sports, social and cultural student activities.
- 6- Regulations for student unions and organizations.
- 7- Previous year records on the teaching staff and students' leading committees.
- 8- Academic guidance system regulations.
- 9- Sanction regulations for students.
- 10- University campus regulations.
- 11- A copy of graduation certificates and transcripts.
- 12- Students' examination and evaluation regulations.
- 13- Job exhibitions organized by the university for students every year.
- 14- A sample of evaluated students' works.

Eighth: Learning Sources Centres

Standard

The university houses a learning sources centre that contains the means, the equipment, the advanced techniques, the books and other printouts and tools necessary for the scientific development of students, teaching staff members, and the immediate surrounding of the university.

Indicators

- 1- Does the university have a central learning sources centre and satellite centres?
- 2- To what extent do the university equipment and means satisfy the needs of the students in terms of development?
- 3- To what extent do these centres contribute to the professional development of the teaching staff members?
- 4- To what extent does the university local community benefit from these centres?
- 5- To what extent does the university use modern means and equipments?
- 6- To what extent is the university equipped with qualified human resources to assist in using and maintaining these means?
- 7- Are there any regulations to govern working procedures with these centres?
- 8- Are those regulations flexible enough to satisfy the employees' requests on the right time?
- 9- Is there any central library in the university? If yes, what is its size?
- 10- Are there any libraries in the colleges?
- 11- Are there any digital libraries in each college?
- 12- Do department councils have any specialization libraries?
- 13- Is it possible to borrow books from the libraries of the university?
- 14- Are the scientific periodicals and reference books recent?
- 15- Are these centres equipped with encyclopaedias, major scientific resources, dictionaries, etc.?

- 16- Is there a post-graduation studies department in such centres?
- 17- What are the university programmes that are intended for training students on using the resources offered by those centres?
- 18- Is there any ethical code in the university which regulates the use of modern technologies within the centres of learning?
- 19- Are there any computer laboratories in the university? Does the number of computers correspond to the learners' number? How are they distributed?
- 20- To what extent do these laboratories satisfy the needs of individuals?
- 21- Is there any micro-teaching laboratory in the university? To what extent is it used for teaching purposes?
- 22- Are there any manuscripts?

Sources of Information

The following documents shall be submitted:

- 1- Report on the university laboratories.
- 2- Statistical data on the equipment available in each laboratory.
- 3- Report on the existing libraries (central library, college library, department library, etc.)
- 4- Regulations for centres of learning sources (borrowing, use of the sources of learning available within the centre by the teaching staff members, etc.)
- 5- Statement on the frequency of usage of the centre's resources (borrowing, use of equipment, etc.)

Ninth: Material and Technical Capacities

Standard

The university is endowed with the technical and material means necessary to perform its tasks and to discharge its mission. There is a plan for how to rationalize the usage of these means.

Indicators

- 1-** What are the characteristics of the university facilities, with regard to the following:
 - a) Buildings?
 - b) Lecture rooms?
 - c) Classrooms?
 - d) Conference rooms?
 - e) Seminar rooms?
- 2-** Do these facilities help to achieve the objectives of the university?
- 3-** Are the laboratories equipped with enough technological materials?
 - a) Analysis equipment.
 - b) Specialized scientific equipment.
 - c) Close circuit T.V.
 - d) Video.
 - e) Tape recorders.
 - f) Overhead projectors.
 - g) Photocopy machines.
 - h) Light boards.
- 4-** To what extent are the health and industrial security conditions satisfied within the laboratories?
- 5-** Does the university provide for periodical maintenance of equipment and laboratories?
- 6-** Does the university have any sports facilities (rooms, stadiums, etc?)
- 7-** To what extent are these facilities equipped and what is the level of their performance?
- 8-** Are there any medical units or hospitals in the university?
- 9-** What is the level of performance of the medical units and the hospital?
- 10-** To what extent is the hospital a qualified teaching unit?

- 11- Does the university have a department for transfer and communication?
- 12- Does the university have clubs for students as well as the administrative and the teaching staff?
- 13- What kind of activities do those clubs offer?
- 14- Does the university have equipped coffees or canteens?
- 15- To what extent do they succeed in serving the university community?
- 16- Is there any general information webpage on the internet for the university or the colleges?
- 17- What is the degree of autonomy which the university has in terms of management of resources?

Sources of Information

The following documents shall be submitted:

- 1- Map of buildings (lecturer rooms, teaching classrooms, etc.)
- 2- Report on the existing sports and artistic facilities, cafeteria, canteens, etc.
- 3- Report on hospitals and medical units available.
- 4- Report on the movements of transfer and communication within the university.
- 5- Teaching and administrative staff clubs regulations.
- 6- Maintenance and industrial security systems for laboratories and buildings.

Tenth: Research and Cultural Activity

Standard

The university has advanced, sustained research plans and cultural activities that conform to its objectives and satisfy the needs of individuals and the community.

Indicators

- 1- Does the university have a centre (or a special unit) for research?
- 2- What are the most important ongoing scientific research areas with which are concerned the staff serving within the centre or the unit?
- 3- Does the university have a scientific research plan (yearly, quinquennial, etc?)
- 4- How are the areas for scientific research set in this plan?
- 5- Do satellite units in the university (college, departments, etc.) have research plans?
- 6- What are the procedures for the preparation of such plan?
- 7- To what extent do all the members contribute to the elaboration of such plans?
- 8- To what extent does the university adopt a policy that reinforces the relation between scientific research and teaching?
- 9- Does the university conclude research contracts with the members? What are the main elements contained in the contracts?
- 10- To what extent does the university assist the teaching staff in publishing scientific research inside or outside the university?
- 11- Does the university organize cultural festivals (half-yearly, yearly, etc?)
- 12- How qualified are the external lecturers invited to these festivals?
- 13- Is there any annual conference (s) organized at the level of the university? What was the most recent conference organized by the university?
- 14- What are the main themes of the congresses and conferences organized by the university?
- 15- Does the university organize any scientific exhibitions at the central level or within the units to publish the students and teaching staff works?
- 16- To what extent does the university employ the modern advanced technologies in the various research and cultural areas?

17- Are there any plans within the university, designed by the students or the teaching staff, for regional and international exchange between the university and other similar institutions?

18- Does the university issue general or specialised scientific journals or periodicals?

Sources of Information

The following documents shall be submitted:

- 1- Samples of the research plans at the level of departments, colleges, or members.
- 2- Samples of the books and research works produced by the teaching staff members.
- 3- Samples of the journals and periodicals issued by the university.
- 4- Programmes of the cultural festivals organized by the university.
- 5- Report on the conferences and symposia held by the university.
- 6- Copies of the cultural and research agreements concluded with the local and international university institutions.

Eleventh: University Ethics

Standard

The university, with its various units and levels, operates within an ethical framework on the basis of a clearly identified Islamic reference.

Indicators

- 1- Does the university teach codes of professional ethics to students in the course of their specializations:
 - a) Code of ethics for teachers.
 - b) Code of ethics for physicians and pharmacists.
 - c) Code of ethics for lawyers.

- d) Code of ethics for media staff.
 - e) Other codes of ethics.
- 2- How to check for fulfilment of ethical requirements when appointing or electing any of the university leaderships?
 - 3- To what extent is the principle of the equality of opportunities applied during the appointment or selection of persons to occupy senior positions and to be assigned important responsibilities?
 - 4- What are the procedures adopted by the university in order to ensure equality in the implementation of regulations and objectivity in dealing with all without any discrimination?
 - 5- To what extent do the teaching and administrative staff and the students have the right to make grievances? To what extent they can use their right to file a grievance or to express their needs, either individually or in group, without fear of being harmed or having their interests undermined, in a way that preserves for them confidentiality and privacy?
 - 6- Are there any clear and publicised standards applicable in the compensation system (awards and incentives) and the sanctions system (fines, etc?)
 - 7- Is there any transparency in the process of financial and administrative transactions?
 - 8- Are the ethical dimensions underlined in any university course?
 - 9- Are there any ethical rules governing the usage of modern technologies?
 - 10- How is the academic integrity guaranteed when conducting researches in the university?
 - 11- What measures are taken in case of non-observance of the academic integrity?
 - 12- What ethical rules are applied to guide and evaluate scientific research works?
 - 13- To what extent are the university ethics applied in the promotion regulations?

- 14- What are the ethical dimensions taken into consideration when conducting the evaluation (student evaluation, teaching staff evaluation, administrative staff evaluation, etc?)
- 15- What are the ethics governing the university programmes for the community service?
- 16- To what extent does the Islamic spirit nourishes the university ethics?
- 17- To what extent does the information policy (the set of guiding laws, rules and instructions that encourage, or not encourage, the verification, use, storage, and transfer of information) adapt to the general ethical values?

Sources of Information

The following documents shall be submitted:

- 1- Professional ethical codes adopted by the university (codes of ethics for teachers, physicians, lawyers, commercials, media figures, etc?)
- 2- University laws and regulations.
- 3- Copy of the syllabi wherein the ethical dimensions are underlined?
- 4- Financial transaction regulations (sources of income, expenditures, rules).
- 5- Evaluation and examination systems.
- 6- Appointment and selection systems.
- 7- Codes of ethics on scientific research, promotion, internet usage.
- 8- Sanction regulations.

Twelfth: Social Context

Standard

The university is endowed with a set of efficient communication procedures and channels favourable for building up a positive social context wherein the employees feel professionally satisfied. Such social context enhances development of understanding between the various parties involved in the teaching process; i.e. leaderships, administrative and teaching staff, technicians, and students.

Indicators

- 1- Does the university or the college have a council for public personalities or board of arbiters, or parents' council to guide the teaching process? What is the authority of such councils and to what extent are their decisions efficient?
- 2- Does the university have any top-down or bottom-up communication channels (from the administration to the workers and vice versa) (any newsletters, meetings, correspondences, interviews, etc?)
- 3- Are there any obstacles that hinder efficient communication between the different workers in the university?
- 4- What are the efforts made by the university to face these obstacles?
- 5- To what extent there exists any interactive relation between the students and the teaching staff outside the classroom? Are there any evidences on this interactive relation?
- 6- What is the positive or negative impact such interactive relation on the teaching process?
- 7- To what extent do workers feel satisfaction at the working conditions within the university? Are there any evidences regarding their satisfaction?
- 8- Does the university take any measures to promote professional satisfaction among staff?
- 9- What kind of social and human services that the university provides to the workers?
- 10- What is the image the external community has of the social context within the university? Which factors do contribute to the development of this image?

Sources of Information

The following documents shall be submitted:

- 1- Internal regulations.
- 2- Examples of the community participation output.
- 3- External evaluation reports.

4-Minutes of the meetings of the boards of trustees, arbiters, and parents, over the last three years (if available).

Thirteenth: Additional Matters

Standard

In this section, the Accreditation Committee puts forward a set of observations regarding matters that have not been mentioned in the guide, together with justifications when possible.

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Chapter Four

Accreditation Decision and Motives

Decisions Motives

(A) Analysis of Self-Evaluation Report (*)

This checklist is prepared to serve internal and external review purposes. These points shall assist in ensuring the quality of the self-evaluation report. The analysis and evaluation form was prepared by the National Committee for Accreditation and Quality.

- 1- Do self-evaluation reports cover all the academic activities (educational programmes, research and other scientific activities, and community participation)?
- 2- Do self-evaluation reports conform to the corresponding evaluation form?
- 3- Is there a clear mission text?
- 4- Is the evaluation guided by clearly-identified objectives; are these objectives linked to the mission?
- 5- Is the evaluation supported with clear evidences and references from a supportive evidence document?
- 6- Does it use a set of comprehensive and reliable data?
- 7- Is there any examination of quality improvement and review of the results of previous quality improvement plans?
- 8- Does self-evaluation show commitment to accountability? And does it reflect the participation of the various benefiting parties?
- 9- Taking into consideration the quality and efficiency of educational programmes, does the self-evaluation report:

(*) Ministry of Higher Education, the Arab Republic of Egypt: Guide to Accreditation and Quality in Higher Education, Cairo, December 2005

- a) Show that it is the result of internal revision, either actual or in the elaboration process or both?
 - b) Address cooperation measures?
 - c) Draw on courses reports as well as on previous yearly and periodical reports?
 - d) Show strategic, result-oriented input for ensuring quality?
 - e) Take into consideration academic standards?
 - f) Focus on learning opportunities for students and on their achievements?
 - g) Draw on an analysis and evaluative approach based on evidences?
 - h) Set a concrete agenda for execution and improvement?
- 10-** Are there any evidences that good practices and needs for progress have been identified, addressed and followed up?
- 11-** What are the main points of strength and weakness and the subjects that require more attention with respect to each of the main components of self-evaluation? (This checklist can be used to guide the discussions during the field visits).

(B) Detailed analysis of the guide

After examination of all documents, and based on the findings of field visits, the outcome of the meetings held with leaderships, the teaching and administrative staff, the students and others, the Committee assigns the following grades to any of the components of the guide:

- Less than 40% (unacceptable).
- From 40% to 85% (acceptable).
- More than 85% (target).

Number	Components	Grade	Main observations
1	Vision		
2	Mission		
3	Gouvernance, organization and administration		
4	University plans		
5	Academic plans a- general organization b- objectives c- courses d- content e- university bulletin f- printed books g- electronic books h- strategies and activities i- evaluation		
6	The teaching staff		
7	Students affairs a- admission conditions b- academic and social activity c- graduation system		
8	Learning sources centres		
9	Material and technical capacities		
10	Research and cultural activity		
11	University Ethics		
12	Social context		
13	Miscellaneous		

Note: Comments could be added on a separate paper.

(C) Comprehensive Analysis of the Guide

From a comprehensive and integrated point of view, how does the Accreditation Committee find the overall level of the university? Is it worthy of accreditation? (state motives).

Accreditation Decision

In the light of what precedes, the Committee takes the following decisions:

(1) Grant accreditation in either of the following conditions:

- a- Grant accreditation without conditions (when the indicators reach the target level)
- b- Grant accreditation with a few simple recommendations.
 - State the most important recommendations:
 - Specify the expected duration for implementation:

(2) Delay accreditation: when the indicators reach the acceptable level because of some shortcomings at the level of the university (or its programmes), it is recommended to delay accreditation until the shortcomings are repaired^(*) and :

- Request a periodical follow-up report.
- Define the reports periods.
- Set a time for the field visit.
- Set the approximate time for the visit.

(3) Withdraw accreditation: when the indicators reach an unacceptable level because of shortcomings and the failure to fulfil the basic requirements for accreditation, the accreditation request is rejected until the accreditation requirements are satisfied^(**). In this case:

(*) It is not possible to apply for reconsidering delaying of the accreditation.

(**) It is possible to apply for reconsidering the decision of the withdrawal of accreditation.

- a- The university sets a strategy for improvement and development, the aim being to attain the standard levels.
- b- The university requests to conduct again the accreditation procedures at least five years after the date when the decision is taken.
- c- The accreditation procedures are conducted for a second time after approval of the improvement strategy.

