



Ministry of Education
And Higher Education



TLQAA

WORK PACKAGE 3: EXPERTS SELECTION CRITERIA

Rules for the selection of evaluation panels' members

This document presents the outcomes of TLQAA Work Package 3 with regards to the selection of experts.

The rules for the selection of evaluation panels' members is a part of the set of regulations and documentation that have to be elaborated in order to guarantee the fairness, the transparency and the consistency of all evaluation processes decided by the agency.

These rules will be completed by elements about the ethics of evaluation, the knowledge on the Lebanese higher education system important to be shared by all evaluators, the working relationship between the panels and the agency and last but not least training materials based both on experience of already working quality assurance agencies and the standards and procedures that would be designed through the activities of Work Package 2.

At this stage of development it is still possible that some elements proposed in these rules may find a better place in one of the other coming documents, besides some questions haven't still found a definitive answer (See 5).

1. Generalities

- a. Evaluation panels are made of academics, professionals from staff of higher education institutions or private sector and students.
- b. The members of the evaluation panels are called "evaluators".

2. Composition of the panels

- a. Panels' members are chosen from a pool of evaluators. Candidate evaluators are proposed by HE institutions or by the agency after public calls for volunteers. To be accepted in the pool, candidates have to satisfy to a set of criteria designed by the agency(See annex A for what is proposed by TLQAA).

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- b. The evaluation panels should comprise, when available, a professional from the labour market, a foreigner and a student. The remaining members should be academics working in Lebanese higher education institutions.
- c. The number of panel members may vary depending on range of competences of individual members and of the complexity and the size of the entity under evaluation.
- d. Gender balance should be taken into consideration.
- e. Panels are chaired by one of their academic evaluators.

3. Criteria for the integration in the pool of evaluators and for the choice of panels' members

- a. An internal committee of the agency is in charge of the design and update of the criteria used for the integration of candidates in the pool (See annex A for what is proposed by TLQAA) and for the choice of members of panels (see annex B for what is proposed by TLQAA). The decision-making processes and procedures for the different choices are explicit and public.
- b. The board of the agency is in charge of approving the integration of a candidate in the pool of evaluators.
- c. The academic panels' members should fairly be able to evaluate aspects related to teaching, research and services.
- d. All panel members have to undergo a training organised by the agency (See annex C for what is proposed by TLQAA). The panel members should understand well the background system of the evaluated institution/programme/object, the Lebanese higher education system and the methods and procedures of the agency.
- e. The board of the agency, on proposal done by the office of evaluation, is in charge of selecting experts from the pool for an evaluation.
- f. The panels' members are chosen according to the specificities of institutions or programmes and following an explicit procedure run by the agency.
- g. Applicants are given the opportunity to comment on the selection of panel members showing any conflict of interest.

4. Work of the panels, decision making-processes, reporting

- a. Panel members must be committed to treat all materials and exchanges as strictly confidential.
- f. The report of the panels and the decisions or recommendations should be the outcome of a collegial activity. The chair of the panel is in charge of facilitating the dialogue and the convergence of the views between the panel members. The chair has a limited role of animation and mediation.
- b. The outcomes of the panel activities should be based on evidences gathered in a report for all kind of outcomes required (assessments, decisions, recommendations...).

- c. Each panel member should write a part relative to his observation and evaluation. If available a secretary will support the panel by compiling the information and preparing the final report that includes the recommendations. Otherwise, a member will be selected to compile the whole information and the corresponding recommendations.

5. Points that would need further thinking, clarification and decision

The relationships between the panels and the agency will have to be organised in order to clarify the responsibilities of both entities with regards to decision making, recommendations and publishing.

Should the chair of the panel be elected (by whom) or chosen (by whom)?

What should be the role of the chair of the panel with regards to decision-making?

What is the outcome of the panel work: a report with recommendation to the agency's board or a report with a decision?

How to assure consistent judgment among panels? What would be the role of the agency in this domain?

Annex A. Criteria and information needed for the integration of candidates evaluators in the pool

1. National academic evaluator

Criteria

- Lebanese nationality
- 5 years Academic position in a higher education institution
- Doctorate
- Appropriate academic qualifications and recognized expertise in relevant areas

Desired experience in:

- Project design
- Project steering
- Reports writing
- Group management
- Interviews

Information

- HE institution
- Discipline
- Teaching activities (types and level of programmes)
- Leadership/Management activities (responsibilities...)
- Research (field, publications...)
- Experience in the field of evaluation and accreditation

Code of ethics - Evaluators should notably accept to commit with regards to:

- Non conflict of interest statement
- Confidentiality agreement
- Support of agency's objectives, standards, ethics and methods

2. Foreign academic evaluator

Criteria

5 years Academic position in a higher education institution
Doctorate
Languages (depending of the working language of the evaluation)

Desired experience in:

Project design
Project steering
Reports writing
Group management
Interviews

Information

HE institution
Discipline
Teaching activities (types and level of programmes)
Leadership activities (responsibilities...)
Research (field, publications...)
Experience in the field of evaluation and accreditation

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3. Professional

Information

HE institution, organisation or company
Field of activities
Proximity to higher education
Teaching activities (types and level of programmes)
Leadership activities (responsibilities...)
Research (field, publications...)
Experience in the field of evaluation and accreditation
Languages (depending of the working language of the evaluation)

Desired experience in:

Project design
Project steering
Reports writing
Group management
Interviews

Code of ethics - Evaluators should notably accept to commit with regards to:

Non conflict of interest statement
Confidentiality agreement
Support of agency's objectives, standards, ethics and methods

4. Students

Information

HE institution
Discipline
Degrees
Studies (field, level...)
Teaching activities (types and level of programmes)
Leadership activities (responsibilities...)
Research (field, publications...)
Languages (depending of the working language of the evaluation)
Experience in the field of evaluation and accreditation

Code of ethics - Evaluators should notably accept to commit with regards to:

Non conflict of interest statement
Confidentiality agreement
Support of agency's objectives, standards, values and methods

Annex B. Criteria and information for the choice of evaluation panels' members

The composition of the panel will be decided accordingly to the information gathered during the application process. However, the panel should fairly cover the following mix of expertise for institutional evaluation:

Quality Assurance in Higher Education
Institutional Governance
Leadership experience in research
Leadership experience in academic management
Good knowledge of teaching and learning methods
International experience
Experience in developing new programmes
Knowledge of the higher education system adopted by the applicant

Annex C. Participation to training

During the TLQAA project there is training in Europe for a limited number of evaluators. These evaluators will then be in charge of the training of evaluators in Lebanon.

These first generation evaluators will be proposed by the TLQAA members. The selection criteria are:

- The selection criteria designed for the integration in the pool of evaluators of academics and students (see Annex A);
- Proficiency in Spanish or French and English;
- Commitment to the participation to the dissemination and trainings activities organised by the TLQAA project and then by the agency.

The European partners will make the final choice. They will take into account the necessity to have gender balance and the best diversity of discipline and evaluation strengths within the group

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(diversity in evaluation strengths in teaching, research and service) and knowledge of the background systems (American, European, French, German, Egyptian...)

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