



Strategic Plan 2011-2016

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Introduction

"On the 20th we planted our feet upon these sacred shores, and soon forgot all the troubles of the way, which had mingled with the mercies of eighteen weeks, the interval that had elapsed since we left our native land."

So wrote the founder of the first school for girls in Ottoman times, Sarah Huntington Smith to her parents of her arrival in "Beyroot" on January 20, 1834. This early foundational root of LAU also finds a reminder in an engraved column in Beirut's city center dating back to 1835: "Site of the first edifice built as a school for girls in the Turkish Empire."

The American school for girls established in 1924, which is considered the birth date of LAU, grew out of this early Presbyterian mission. In 1927 the American Junior College for Women (AJCW) became a separate institution and was transferred to Ras-Beirut. By 1950, AJCW transformed into a four-year institution of higher learning and became Beirut College for Women (BCW). In 1955, the Board of Regents of the State University of New York chartered the college, and in 1970 the Bachelor's degree was recognized by the Lebanese government. In 1974, and in order to increase enrollment enabling the offering of more programs and majors, the college became co-educational and was renamed Beirut University College (BUC).

The institution faced major challenges during the 1975-1990 Lebanese war, its enrollment plunging by over 80% in Fall 1976. However the institution came together and stubbornly faced the challenges with the help of benefactors and alumni. While the country was being dismembered and destroyed, BUC continued to provide young men and women with quality education, and off-campus programs were opened in the north and south of the country to offer this opportunity to students who could not join the main campus.

In 1993, Lebanese American University (LAU) emerged as a two-campus university with its historic home in Beirut, and a new campus in Byblos. Up to the late eighties, program offerings were limited to majors in the Schools of Arts and Sciences and Business; the Schools of Engineering & Architecture and Pharmacy were added in the early nineties; two additional schools, Medicine and Architecture & Design were launched in 2009 and Nursing in 2010.

Recent history, setting the context

Shortly after his installation as President of LAU in 2004, Dr Joseph G. Jabbra committed to creating a university-wide strategic planning process that was intentional, thought provoking and focused on the sustainability of the institution at even greater levels of excellence. LAU Strategic Plan 2005- 2010 was completed in the following eleven months, and approved by the Board of Trustees in September 2005. Much of the development of the University over the following four years, and the planning experience gained by the different constituencies, came as a result of this first Strategic Plan as well as the work on accreditation with the New England Association of Schools and Colleges (NEASC) that was launched at about the same time.

In the period 2005-10, all university constituencies worked diligently on the implementation of SP 2005-10, and on the two self-studies for candidacy and membership with the Commission on Institutions of Higher Education (CIHE) of NEASC. Various plans were developed: facilities, IT, finance, school and University academic plans. The implementation of SP 2005-10 was also progressing under the supervision of the Strategic Planning Oversight Committee SPOC.

The NEASC accreditation process served as an important impetus for greater attention to planning and assessment (both program review and student learning outcomes) as well as the creation of an institutional research capacity, but each of these initiatives now has its own life and legitimacy, beyond NEASC-focused standards.

The staggered nature of institutional vs. school-level planning (five-year plans on overlapping schedules) helps create continuity for the University, even as changes in leadership or restructuring take place.

Quoting a colleague currently serving as commissioner in the CIHE “Planning has become an integral part of doing business at LAU”.

The groundwork laid by the 2005-2010 Strategic Plan has created a strong context for going to the next stage of planning, focusing on academic goals and the integration of unit-level plans within the overall institutional plan.

A fundamental aspiration behind the present Strategic Plan 2011-16 is *to take LAU to a higher level of academic excellence.*

The President's Cabinet and the Council of Deans reviewed and adopted the following basic premises for the development of the present Strategic Plan SP 2011-16. Accordingly, this plan is guided by three basic principles:

- Focus on academia
- Build on lessons learned from the previous SP and accreditation process
- Develop a framework for integrated planning
- Develop the plan in-house using internal resources

The plan was developed in three phases, and special attention was exercised to make it inclusive and participative much as was the case with the University self-studies submitted to the Commission on Institutions of Higher Education of NEASC.

In phase one, the steering committee focused on the development of the vision and the major strategic **Goals**. The resulting goals were grouped into six **Pillars**. In a second phase, these major **Goals** were expanded into a set of **Action Plans** detailing all execution steps and developed by units that would be involved, and have a stake, in the implementation. These **Action Plans** could be viewed as strategic plans at the level of these units. In a third phase, **Action Plans** were analyzed meticulously to determine the necessary **Enablers** consisting of resources needed in terms of time, facilities, personnel, consultancy, equipment, and the resulting budgetary requirements.

The University did not involve external strategy consultants for the development of the plan. However, much help was obtained indirectly through visits and conversations with colleagues from New England institutions that were involved in the accreditation process. On the other hand, the implementation may involve consultants to help in specific highly specialized tasks where internal know-how is not sufficient.

In preparing for launching the work on the SP, consensus was reached on a number of points:

- Whereas the academic plan is the main focus, implementation shall involve and be linked to all other University plans, such as enrollment, financial aid, facilities, and finance.
- The new plan will consider unfinished work of the present SP and assess its strategic value. Eventually, relevant unfinished work will be integrated within the next plan.
- The plan should include goals that result from the NEASC visiting teams and commission's reports.
- The plan should include specific strategic goals in health-related education and research that are not currently included in the Academic Plan.
- Development of the **Action Plans** and **Enablers** should result into creating medium- and low-level communication channels, engagement, and ownership across units in order to foster integrated planning.
- Monitoring and assessment must focus on the level of achievements of high-level goals and not only be limited to micro KPI. By their very nature, such goals and indicators need medium- and long-term assessment and monitoring (semester or year instead of month).

Development of the SP

Steering Committee

On June 28, 2010, President Jabbara appointed a steering committee with the following faculty and staff from the respective university units:

Faculty

Elie Badr (Asst. Provost; Co-Chair)
Rima Bahous(A&S)
Elie Haddad (Arch. & Design)
Nancy Hoffart (Nursing)
Camille Issa (Senate)
Diane Nawfal (Institutional Research)
Yolande Saab (Pharmacy)
Abdallah Sfeir (Provost, Chair)
Rima Turk Ariss (Business)
Pierre Zalloua (Medicine)
Pierrette Zouein (Engineering)

Student Development and Enrollment Management

Abdo Ghie
Elise Salem

Finance

Sonia Hajjar
Emile Lamah

University Services

Camille Abu Nasr
Dania Dibsi (Rapporteur)
George Hamouche

Advancement

Noureldeen Alokaily
Samir Kadi

In the period from end of June to mid-October, the committee met weekly every Thursday afternoon. Meetings centered around three major headings:

The University Mission: why do we exist?

Situation Analysis: Where are we now? What do our assessments tell us? What are we doing well? What are the external opportunities and external threats? etc.

Strategic Priorities: In what major directions will we focus our efforts to advance our mission? Do our strategic priorities support those of our schools? What enabling resources are needed to make this happen? How will we know that we are improving?

Detailed minutes and documents that were reviewed were regularly posted on the SP webpage accessible to the University's internal constituencies:

http://acad-admin.lau.edu.lb/hocm/minutes_list.php?council=sp

Mission

Strategic Plans set the directions that institutions will be taking over the years, and hence, they provide the proper context to look into institutional missions and assess their relevance. Major reviews of the Mission are very important undertakings that could change the “raison d’être” of institutions. In most cases, Strategic Plans are used to revise missions to add focus, clarity and significance, rather than change the basic principles for which the institution came to exist.

Based on comments included in the NEASC visiting team report, it was thought that our mission does not sufficiently highlight the citizenship-building role of LAU. This was the starting point of discussion within the Steering Committee, and while there was general agreement on the substance, various grammatical/semantic constructions were experimented with and debated. Most meetings started with some discussions on the subject, before moving to other items on the agenda. The discussion on the mission then served to set the tone for much of the early meetings of the steering committee.

In the final count, and after meeting with the PC and the CD, the following amended mission statement was adopted:

The Lebanese American University is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world.

Integrated Planning

Universities are defined by many elements with the academic function as the *raison d'être* and hence the main focus and foundation for any planning. The complex interaction between the various other service functions is critical in the success and effectiveness of the teaching-learning-research enterprise. Integrated planning should be a way of life of any successful institution.

From the onset of the development of the present work, it was agreed that *Integrated Planning* should not be considered as a separate goal of the present SP, but it should be looked upon as a goal that will be achieved through the methodologies adopted and put in place to build the Strategic Plan 2011-16, and the way we do planning going forward.

Over the past few years, and as a result of the first Strategic Plan, a substantial effort for careful planning has taken place across all the units and divisions of the institution. The development and strengthening of governance sharing structures for faculty, students and staff, and the establishment of the Faculty Senate, University Planning Council, the Council of Deans, and the President's Cabinet has permitted a more inclusive approach to planning; thus for instance the Academic Plan was built upon a wide base of School Plans involving a large number of faculty across all disciplines.

Prior to SP 2005-10 planning was episodic at best. This first strategic plan stimulated planning and was often seen as a "plan to plan". However, and despite the fact that important planning initiatives have been undertaken, these initially seemed to be isolated, fragmented and often focused on specific initiatives and projects unrelated and unlinked from each other. If one is to examine plans developed in the early phases of implementation of SP 1, it would not always be easy to see how these plans serve the mission of the institution, and how they would impact the whole institution, rather than its components. The whole is larger than the sum of the components.

Shortly after completing SP 1, the University embarked on developing its first self-study, after being accepted as a Candidate for Accreditation by the CIHE of NEASC in 2007. The work that ensued, the input from the various visiting teams and the Commission, and the implementation of some key components of SP 1, all helped LAU move one step further in planning. Plans started to be linked and involved participation external to the units they were designed to serve.

To date, the University has adopted the following plans:

- Academic Plan, AP
- Enrollment Management Plan, EMP
- Financial Aid Plan, FAP
- IT Plan, ITP
- Capital Plan, CP
- Campus Master Plans, CMP
- Financial Plan, FP

There is a strong link between FAP and EMP, as the FAP is intrinsically designed to support enrollment goals of the EMP. Both plans were developed by the VP and staff

of EM with an important involvement by the Council of Deans particularly as regards school enrollment goals. Much of the IT plan was meant to support academic and administrative requirements such as in the case of “Intelligent Classrooms”, and the implementation of various new systems (OLIB, HRMS, CAPP).

One of the basic objectives of the present SP is to advance one step further and create a framework for *Integrated planning*. This implies that all planning work should not only be strategic, inclusive and comprehensive, but that it should also interrelate with all other plans -when applicable- and interact symbiotically with them. The interaction can be of different kinds, plans can work in parallel and strengthen each other as in the case of enrollment management and financial aid, and they can also enable each other as in the case of building facilities needed for a specific program. More importantly, and through these interactions, plans always keep a strong focus on their ultimate objectives which is to serve the *raison d’être* of the institution: *the academic mission*.

In order to ensure the centrality of the academic mission, and the integration of all plans, the approach adopted in this SP is as follows:

- build the SP around goals and initiatives that are based on the academic plan
- determine necessary (manpower, space, material) necessary to achieve the goals
- cost the necessary resources (financial and others) needed for the above

Viewed in this way, and after assembling all the elements of the support needed to achieve the academic goals, we will get the basic constitutive core of the facilities, IT, HR, and ultimately the financial plans. These are referred to as *enabling resources* or *enablers*, since their basic function is not an end in itself, but is instead a means to achieve the academic goals they serve.

This approach raises two essential questions:

1. Will this mean that all current plans listed above will become obsolete and need to be rebuilt from the ground up?
2. What if the resulting financial plan is not feasible within the resources available?

These questions were debated early on during the meetings of the SC, and the following was concluded:

- 1- Whereas present non-academic plans adopted by the University have not been strictly developed through the approach described above, their intent is to serve the academic mission, and much of specific academic needs have been taken into consideration through the participative approach used in the development of these plans. Hence, it is expected that the current SP will lead to amendments of the current plans, and serve as the back bone of the development of future plans.
- 2- It is true that the approach described may result in its first phase in a wish list of academic goals that prove to be impossible to achieve within the time frame of five years and the present and expected financial resources available. To answer this concern, it was agreed that once all academic goals and Enabling resources

are defined with the respective action plans, timetables and financial resources, and should the expected costs or timelines be in excess of what is achievable, a prioritization will have to take place, and initiatives that are dropped from the current plan will be deferred to the next SP and reconsidered in due course.

Situation Analysis

A situation analysis was undertaken through a series of meetings of the SC in which presentations were made by the leadership of the various units (Provost, VP SDEM, VPF, VP HRUS, AP, AVP A, AVP IT, AVP FM, DIRA, APAP). Following the same methodology that is used in the accreditation process, i.e. *description, appraisal, and projections*, these presentations served to bring to focus the areas that need to be highlighted in the plan. They also served to identify the links that are already present between the various university plans, and thus helped in further strengthening the integration between plans as we developed the SP.

More specifically, reports of the different units focused on:

- Description of what the University has accomplished through the implementation of SP 2005-10, regional accreditation, launching of new schools, acquisition of Rizk Hospital, as well as implementation of specific plans of the respective units.
- Appraisal of and comments from participants that brought to light the perception of different constituencies on the results so far accomplished and shortcomings that still need to be addressed.

These discussions propelled the group to eventually agree on goals of the current SP which are presented in the next section.

Major discussion points:

- The implementation of SP 2005-10, the successful completion of NEASC accreditation in record time, renewal of professional accreditation of Pharmacy, and forthcoming ABET for all engineering majors as well as computer sciences, the launching of the School of Medicine and School of Nursing, the acquisition of the University Medical Center - Rizk Hospital, have had a major transformative impact on LAU. However, this transformation may not have seeped deep enough at all levels of the institution, and more should be done to bring everybody on board and strengthen the cohesion of the institution.
- While the Strategic Plan Oversight Committee has reported regularly on the progress made in the implementation of the SP 2005-10, the reports mostly focused on the timely completion of action steps rather than on reaching the objectives set for each initiative.
- Noting that LAU's income is essentially based on student tuition, and that recruitment has mostly been centered on local schools, it was essential to assess external economic and social factors that directly impact enrollment. In this context, and based on data available, three main indicators came to light: (i) the demographics of the secondary education age group is stabilizing, and possibly declining, (ii) an increase in the per capita GDP and a resulting shift from public to private higher education, and (iii) regrettably, families tend to invest more in the education of male siblings than in females.
- Thanks to the establishment of the CPLA, IRAO, the work undertaken by professional schools for accreditation, the program reviews, etc., the culture of assessment is progressively being adopted and practiced by the various units of the University. Progress is uneven, and in some cases the assessment

loop has not been fully completed as few corrective actions based on assessment have been implemented.

- Major advances have been made in implementing governance sharing policies and procedures through the establishment of the Faculty Senate, Staff Advisory Council, and Student Council. However, and while the system put in place seems to be adequate for an institution of LAU's size, governance sharing principles and philosophies are not equally understood and practiced by all.
- Despite the rapid growth of the University, as well as the challenging low numbers of FT faculty and staff, the institution has been successful in upholding the aim of student centeredness. Students' satisfaction with the university is generally good, and they are happy and proud to be at LAU.
- In the day-to-day operations, the development and growth of LAU has not always been accompanied by the appropriate changes in academic management and empowerment of Deans and Chairs. Although the structure is there, the delays in implementation is hampered by the lack of appropriate school-specific facilities, as well as some administrative procedures and practices.
- Although some progress is being made, the low number of FT faculty, particularly in the School of Business on the Beirut campus, remains an important challenge.
- University facilities, particularly as regards classroom and office space in the Beirut campus are way below standards; this is becoming a major handicap for faculty recruitment, as well as growing enrollment on that campus.
- Student facilities on both campuses, and Library facilities in Byblos campus, are inadequate and insufficient.
- LAU has made major strides in becoming One University with Two Campuses, and in aligning its policies, procedure and academic rules and regulations, as well as the way they are practiced and used. Likewise, progress has taken place in mitigating the socio-political and communitarian divides, at the level of students, faculty and staff.

Strategic Priorities

Based on the presentations and extensive discussions that have taken place, and using the input from the University Academic Plan, the Steering Committee came to the conclusion that the Strategic Plan 2010-2015 should be built on the Six Pillars:

1. Education
2. Students
3. Faculty
4. Outreach
5. Areas of Focus
6. Graduate Studies and Research

Each Pillar will consist of a number of high level Goals, and the latter will be met through the completion of a number of Sub-goals and Actions.

The following section covers the **Pillars** and **Goals** that have been reviewed and approved by the appropriate councils and the University administration.

Main Pillars

Pillar 1-EDUCATION

Engage students in an intellectually challenging and diverse learning environment that integrates rich Liberal Arts education with strong goal driven Sciences and Humanities majors and career oriented programs.

GOALS

1. Foster the development of program and learning assessment culture across all programs;
2. Establish a uniform approach to academic honesty and issues of integrity in the institution;
3. Set up a new academic organizational structure that will provide all preparatory English language teaching;
4. Establish an English Writing Unit and develop peer learning centers (currently called co-op) to provide assistance to students in more majors;
5. Build on and extend learning outcomes of the Liberal Arts Curriculum in the learning outcomes of programs;
6. Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation;
7. Strengthen action learning and experiential learning in all programs, and grant students credit for such learning when applicable;
8. Intensify the involvement of libraries and IT in the learning process and encourage faculty to collaborate with the Librarians and IT support staff for instructional purposes;
9. Establish Honors programs in select majors offered by the University;
10. Provide support for teaching development of faculty to enhance use of pedagogy that engages students in learning;
11. Strengthen/Establish Assessment Culture throughout the University.

Pillar 2- STUDENTS

Recruit, retain, and graduate diverse students, who will be effective members of their disciplines, professions and communities.

GOALS

1. Strengthen and foster excellence in learning, scholarship, and personal development of students; *(covered under Pillar 1: Education; Pillar 4: Outreach)*
2. Target top students from all segments of Lebanese society and abroad to meet program enrollment numbers;
3. Provide more effective Orientation, Advising and Registration services for incoming and continuing students;

4. Empower students through clubs and athletics;
5. Provide more targeted career and placement services.

Pillar 3- FACULTY

Recruit, retain, and foster the development of distinguished educators and scholars

GOALS

1. Recruit faculty to achieve 70% full time faculty ratio or school specific appropriate targets;
2. Develop University and school structures to expand research capacity and scholarly activities
3. Establish school based faculty workload;
4. Implement school specific faculty governance and management structures that will foster a collegiate atmosphere and effective operations;
5. Subscribe to a high impact performance reward system;
6. Establish school based faculty salary structure.

Pillar 4- OUTREACH

Extend LAU's academic, professional and social services beyond the confines of its campuses and provide opportunities for students and faculty to expand their university experience to the community and abroad.

GOALS

1. Establish and strengthen full services for student study abroad and international exchange agreements;
2. Make LAU a destination for foreign students;
3. Encourage academic programming and support faculty who include social responsibility and civic engagement in courses;
4. Provide LAU students with civic engagement opportunities to enhance their sense of social responsibility;
5. Expand Continuing Education courses off-campus and across Lebanon;
6. Ensure that LAU Institutes fulfill their Outreach mandates.

Pillar 5- AREAS OF FOCUS

Identify and target substantive areas of University strength that correspond to national and regional needs and nurture initiatives that are responsive to those needs.

GOALS

1. Develop academic majors, minors and areas of concentration that are responsive to workforce needs in the health services sector, particularly in supportive fields such as business, engineering and information technology, architecture, and natural and social sciences;
2. Commit to introduce Green curricula in relevant majors and adopt a University culture that contributes to environmental sustainability;
3. Strengthen the design, creative and performing arts programs at LAU to ensure that they are distinctive in Lebanon;
4. Strengthen the gender perspective in all disciplines and programs in line with LAU's distinctive heritage;
5. Capitalize on our leadership role in Lebanon on conflict resolution, mediation and peace studies.

Pillar 6- GRADUATE STUDIES & RESEARCH

Develop, sustain and enhance University graduate programs and research capacity.

GOALS

1. Staff the Office of Dean of Graduate Studies and Research;
2. Establish a Research Grants/Contracts Office;
3. Establish School Research Councils to complement the URC and define their respective terms of reference and mandates;
4. Steer faculty recruitment in a direction that supports the strengthening of current niche programs where the university has a competitive advantage;
5. Develop a specific Strategic Plan for Graduate Studies and Research by March 2012.

From Goals to Actions

Based on experience learned from the SP 2005-10, the University decided to have the action plans developed with the largest possible involvement and participation of faculty and staff who will at the end be involved in implementing these actions, and who are directly involved and knowledgeable about the operational details.

Such a participative process is not without its disadvantages requiring more effort to schedule meetings, build consensus, and move forward in a timely manner. However, and as was the case with the development of the Self-Studies for accreditation, the inclusive approach is ultimately far more effective because, in addition to bringing more enriching and diverse perspectives on matters under discussion, it also helps build teams, giving ownership of initiatives to more participants, and ultimately strengthening institutional citizenship and integrated planning culture and capacity.

To this end Committees and Subcommittees involving over 160 faculty, staff and students were put in place to develop the action plans for each Pillar and Goal. A comprehensive and structured framework was put in place to ensure that all groups were on the same page and used similar methodologies.

This framework was in the form of templates that require the definition of every action step needed to reach the goal or sub-goal, along with the person/office in charge, start and end dates, resources, key performance indicators (KPI) and overall evaluation of the accomplishment of each goal or sub-goal. The following led the work of each of the six pillars, and reported regularly to the SC at large:

| Chair | Pillar |
|----------------|-------------------------------|
| Elie Badr | Education |
| Abdo Ghie | Students |
| Camille Issa | Faculty |
| Elise Salem | Outreach |
| Nancy Hoffart | Focus Areas |
| Pierre Zalloua | Graduate Studies and Research |

As work progressed and Actions Plans were completed, they were regularly reviewed and approved by the Council of Deans and shared with the President's Cabinet. The implementation of the SP requires completion of 355 action steps over the five years.

A sample sheet of Action Plans is included in Appendix A. The complete Action Plan consisting of a document of over 200 pages with detailed actions, dates and KPIs is shared with Vice Presidents, Deans and all the units faculty and staff involved in the implementation.

Budget

Based on the Action Plans covered in the previous section, Part 3 compiles all necessary resources and facilities resulting in the needed budget for implementation.

One of the goals of the present SP being to implement *integrated planning*, Action Steps developed in the previous phase were shared with the different units of the institution to determine space, staff, time, IT and all other resources necessary for the accomplishment of these steps.

Again a framework for recording all the resources needed was developed and shared by all work groups to ensure that all are on the same page, and that resource allocations are consistently defined across all actions. This framework included templates to assess:

- **Time:** faculty and staff time that can be compensated either in terms of recognition (such as in the service component of promotion guidelines) course release, or overtime pay.
- **Staff:** additional new staff positions (additional faculty positions are not added here, but in the annual budget cycle of schools.)
- **Consulting:** consultation time (person-day) and compensation when needed.
- **Space:** additional space (classrooms, offices, labs); when sequencing and scheduling actions care was given to the fact that the cycle for providing additional space is very long, and takes from one to several years, depending on whether such space is available and needs reconditioning, or whether it is to be implemented in new buildings.
- **Equipment:** includes all equipment, office furniture, computers, labs, etc. In completing this step, it was noted that equipment may need additional space and cannot be acquired unless space is available.
- **Other:** resources that do not belong to any of the categories above such as training, development, etc.

Appendix B presents a sample of the templates used. Such resources have been labeled as **Enablers** or **Enabling Resources** since they are not academic in nature, but they contribute to the execution of the plan of actions needed for the achievement of the academic goals. A complete set of resources and associated budget is shared with Vice Presidents, Deans and all the units faculty and staff involved in the implementation.

Upon completion of all lists of enablers, the budget office prepared detailed costing and the distribution of projected costs over the next five years of implementation. The process of preparation of resources and budget proceeded through a number of iterations before reaching the final output submitted herein for the Board of Trustees' approval.

It is to be noted that:

- 1- Only initiatives and actions steps that are well defined at this stage are included in the budget for 2011-2012. Beyond next year, the budgets listed are estimates of the costs the University will incur for implementation.
- 2- Some actions require further planning and further study by the respective schools, such as the implementation of Honors Programs. These will be developed in the years to come and needed resources and budget will be included in the Operating Budget of the University.
- 3- Resources and costs that are directly related to SP academic goals are included in the present budget.
- 4- Faculty lines and additional staff and facilities are either already included in other budgets/plans (Operating, Master Plans) or will be added as implementation proceeds.
- 5- Funding of the SP budget will be covered from tuition fees with the combination of excess enrollment and tuition rates

Implementation & Monitoring

1- Pillars Chair Committee (PCC)

While the SP is being implemented, a committee composed of the 6 pillar chairs, Director of Institutional Research and Assessment, and the Provost, will remain in charge of supervision , change orders, amendments of specific actions or time table as well as budget reallocation whenever needed as per University Policies and Procedures. Action on reallocations of funds will be shared with the PC.

2- Champions

A number of faculty and staff have been appointed to lead the implementation of specific goals or action steps in the Strategic Plan 2011-2016. The list of all champions is included in the detailed action plans that are shared with the President's Cabinet, the Council of Deans and the specific units in charge of implementation.

3- Coordinators

A number of faculty and staff are appointed as coordinators (See Appendix A) to follow up on the implementation of the various action steps of the strategic plan 2011-2016 more specifically they will:

- Follow up on implementation and progress of each goal/action.
- Liaise with PCC and champions on action step issues including dispensing of funds (request for funds should come from action step champion to coordinator through the respective dean/avp/vp, as per current LAU rules and regulations, to PCC.
- Receive reports from champions who submit these reports after approval from respective deans/vps/avps.
- Prepare trimester summary reports.

4- Progress reporting

DIRA office will be responsible for preparing synopsis reports (on a trimester basis) on the progress for each pillar; these will be submitted to the Council of Deans and President's Cabinet. Appropriate councils and standing committees of the University will also be asked to assess and opine on work completed and whether it has met the respective KPI.

Appendix A

Pillar 1-EDUCATION

Engage students in an intellectually challenging and diverse learning environment that integrates rich Liberal Arts education with strong goal driven Sciences and Humanities majors and career-oriented programs.

| Goals | Action | Coordinators |
|---|--|------------------------------|
| Foster the development of program and learning assessment culture across all programs | All Actions | Rima Bahous |
| Establish a uniform approach to academic honesty and issues of integrity in the institution | All Actions | Sami Baroudi |
| Set up a new academic organizational structure that will provide all English Language teaching | All Actions | Nashat Mansour |
| Establish an English Writing Unit and develop peer learning centers (currently called co-op) to provide assistance to students in more majors | All Actions | Nashat Mansour |
| Build on and extend learning outcomes of the Liberal Arts Curriculum in the learning outcomes of programs | All Actions | Rima Bahous / LAC unit chair |
| Set up a new academic organizational unit that will manage the Freshman program | All Actions | Nashat Mansour |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | 1. Seek professional accreditation in selected programs across schools | Elie Badr |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | Actions 2 to 3 | Provost |
| Pursue US/International | 4.Pursue ABET | Haidar Harmanani |

| | | |
|--|---|---------------------------|
| accreditation of academic programs when applicable and renew NEASC accreditation | accreditation for computer science | |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | 5.Pursue ABET accreditation for the school of Engineering | George Nasr |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | 6.Pursue CCNE accreditation for the school of Nursing | Nancy Hoffart |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | 7.Pursue ACPE re-accreditation of school of Pharmacy | Pierre Zalloua |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | Actions 1 to 7 | Dean of SOB / John McGill |
| Pursue US/International accreditation of academic programs when applicable and renew NEASC accreditation | Actions 8 to 12 | Salpie Djoundourian |
| Strengthen action learning and experiential learning in all programs, and grant students credit for such learning when applicable | All Actions | Mazen Tabbara |
| Intensify the involvement of libraries and IT in the learning process and encourage faculty to collaborate with the Librarians and IT support staff for instructional purposes | All Actions | Cendrella Habre |
| Establish Honors programs in select majors offered by the University | All Actions | Samer Habre Abdo Ghie |
| Provide support for teaching development of faculty to enhance use of pedagogy that engages students in learning | All Actions | Mona Majdalani |

| | | |
|---|-------------|---------------|
| Strengthen/Establish Assessment Culture throughout University | All Actions | Diane Nauffal |
|---|-------------|---------------|

Pillar 2- STUDENTS

Recruit, retain, and graduate diverse students, who will be effective members of their disciplines, professions and communities.

| Goals | Coordinators |
|---|----------------------------|
| Target top students from all segments of Lebanese society and abroad to meet program enrollment numbers | Abdo G. Ghié |
| Provide more effective orientation, advising and registration services for incoming and continuing students | Abdo G. Ghié |
| Empower students through clubs and athletics | Raed Mohsen Mars Semaan |
| Provide more targeted career and placement services | Career officers |

Pillar 3- FACULTY

Recruit, retain, and foster the development of distinguished educators and scholars

| Goals | Coordinators |
|--|------------------------|
| Recruit Faculty to achieve 70% full time faculty ratio or School specific appropriate targets | Sami Baroudi (APFA) |
| Develop University and School Structures to Expand Research Capacity and Scholarly Activities | Provost |
| Establish School Based Faculty Workload | Sami Baroudi (APFA) |
| Implement school specific faculty governance and management structures that will foster a collegiate atmosphere and effective operations | Provost |
| Subscribe to a high impact performance reward system | Provost |
| Establish School Based Faculty Salary Structure | Provost |

Pillar 4- OUTREACH

Extend LAU’s academic, professional and social services beyond the confines of its campuses and provide opportunities for students and faculty to expand their university experience to the community and abroad.

| Goals | Coordinators |
|---|---------------------|
| Establish and strengthen full services for student study abroad and international exchange | Elise Salem |
| Make LAU a destination for foreign students | Elise Salem |
| Encourage academic programming and support faculty who include social responsibility and civic engagement in courses. | Irma Ghosn |
| Provide LAU students with civic engagement opportunities to enhance their sense of social responsibility. | Elie Samia |
| Expand Continuing Education courses off-campus and across Lebanon | Michel Majdalani |
| Ensure that LAU Institutes fulfill their Outreach mandates | Wassim Shahin |

Pillar 5- AREAS OF FOCUS

Identify and target substantive areas of University strength that correspond to national and regional needs and nurture initiatives that are responsive to those needs.

| Goals | Action | Coordinators |
|---|---|---------------------|
| All 5 areas of focus` | Incorporate and strengthen content related to each area of focus in the Liberal Arts Curriculum | Rima Bahous |
| Develop academic majors, minors and areas of concentration that are responsive to workforce needs | Identify new program opportunities in health care and validate the workforce need | Provost/ CD |

| | | |
|---|--|------------------|
| in the health services sector, particularly in supportive fields such as business, engineering and information technology, architecture and natural and social sciences | | |
| Develop academic majors, minors and areas of concentration that are responsive to workforce needs in the health services sector, particularly in supportive fields such as business, engineering and information technology, architecture and natural and social sciences | Explore and develop, as feasible, curricular options to prepare graduates for employment in the health sector and/or health care administration. | DOB |
| Develop academic majors, minors and areas of concentration that are responsive to workforce needs in the health services sector, particularly in supportive fields such as business, engineering and information technology, architecture and natural and social sciences | Expand University outreach offerings to include a wide array of CE Certifications for working professionals | Michel Majdalani |
| Develop academic majors, minors and areas of concentration that are responsive to workforce needs in the health services sector, particularly in supportive fields such as business, engineering and information technology, architecture and natural and social sciences | Develop Interprofessional Education (IPE) program for all LAU students that are preparing for careers in the health care sector. | Nancy Hoffart |
| Commit to introduce Green Curricula in relevant majors and adopt a University Culture that contributes to environmental sustainability | 1. COMMIT TO THE CREATION OF NEW MAJORS AND MINORS RELATED TO ENVIRONMENTAL SUSTAINABILITY | Provost/CD |
| Commit to introduce Green | 2. IMPLEMENT | PC / CD |

| | | |
|--|---|-------------------------|
| Curricula in relevant majors and adopt a University Culture that contributes to environmental sustainability | GUIDELINES, PROCEDURES, PROGRAMS, AND COMMUNICATIONS THAT WILL RAISE THE INTERNAL AND EXTERNAL PROFILE OF LAU AS A GREEN UNIVERSITY | |
| Commit to introduce Green Curricula in relevant majors and adopt a University Culture that contributes to environmental sustainability | 3. IMPLEMENT SUSTAINABILITY AND ENVIRONMENTALLY RESPONSIBLE MEASURES ACROSS LAU CAMPUSES STUDENT INITIATION. | VP HRUS |
| Strengthen the design, creative and performing arts programs at LAU to ensure that they are distinctive in Lebanon | 1.Enhance curricular development in the performing arts | DOA&S |
| Strengthen the design, creative and performing arts programs at LAU to ensure that they are distinctive in Lebanon | 2.Assess, designate and upgrade facilities and equipment to provide state-of-the art learning and performance experiences. | Provost/CD |
| Strengthen the design, creative and performing arts programs at LAU to ensure that they are distinctive in Lebanon | 3. Support programming for the performing arts | DOA&S |
| Strengthen the gender perspective in all disciplines and programs in line with LAU's distinctive heritage | All actions | Dima Dabbous – Sensinig |
| Capitalize on our leadership role in Lebanon on conflict resolution, mediation and peace studies | All actions | Irma Ghosn |

Pillar 6- GRADUATE STUDIES & RESEARCH

Develop, sustain and enhance University graduate programs and research capacity.

| Goals | Coordinators |
|--|---------------------|
| Implement & Staff the Office of Dean of Graduate Studies and Research | Provost |
| Establish a Research Grants/Contracts Office | Provost |
| Establish School Research Councils to complement the URC and define their respective terms of reference and mandates | Provost |
| Develop a specific Strategic Plan for Graduate Studies and Research by March 2012 | Provost |

Appendix B

Sample of Action Plans

Pillar 1- Education

Engage students in an intellectually challenging and diverse learning environment that integrates rich Liberal Arts education with strong goal driven Sciences and Humanities majors and career-oriented programs.

| Pillar | Goals | Action | Coordinator | Start Date | End Date |
|-----------|---|--|-------------|------------|----------|
| Education | Foster the development of program and learning assessment culture across all programs | Request from all programs an on-going process designed to monitor and improve student learning | | | |

| Item | Detailed Description of Action Steps | Needed Resources (personnel, space, equipment, IT, etc.) | Champion (office/person/committee chair) | Start Date | End Date |
|------|--|--|--|--------------------|--------------------|
| 1 | Develop/review program learning outcomes that are consistent with the program educational objectives (when applicable) | Staff member (data entry); Faculty time (100 credit hour/arts and sciences, business, architecture and design schools) Computer / printer | Chairs Program coordinators | July 1, 2011 | September 30, 2011 |
| 2 | Develop assessment tools and align curriculum with program learning outcomes | Covered above | Program coordinators Chairs | September 30, 2011 | November 30, 2011 |
| 3 | Develop a multi-year program assessment plan accommodating the program review cycle | Covered above | Program coordinators/ Chairs | November 30, 2011 | February 28, 2012 |
| 4 | Implement the plan and collect evidence | Covered above | Program coordinators/ Chairs | March 1, 2012 | June 30, 2015 |
| 5 | Analyze evidence and make appropriate amendments to curriculum / pedagogy. | Covered above | Program coordinators/ Chairs | September 30, 2012 | June 30, 2015 |

| | | | | | |
|---|--|--|--------------------------------------|--------------------|---------------|
| 6 | Document assessment results and actions taken in an annual report | IT: server space Faculty time (covered above) | Program coordinators/ Chairs/ IRA | September 30, 2012 | June 30, 2015 |
| 7 | Repeat 4 to 6 annually | | Deans | | |
| 8 | Repeat 1 to 6 at least once every 5 yrs or as mandated by accrediting body | | Deans | | |

| Pillar | Goal | Action | Coordinator | Start Date | End Date |
|-----------|---|--|-------------|------------|----------|
| Education | Foster the development of program and learning assessment culture across all programs | Institutionalize & structure program and learning assessment across the University | | | |

| Item | Detailed Description of Action Steps | Needed Resources (personnel, space, equipment, IT, etc.) | Champion (office/person/committee chair) | Start Date | End Date |
|------|--|---|--|-------------------|---------------|
| 1 | Integrate assessment cycles within Program Review (self-study) | Budget for self-study | Schools/ Chairs | July 1, 2011 | June 30, 2015 |
| 2 | Integrate the assessment plan into new course and new program approval process | Same as above | Chairs | July 1, 2011 | June 30, 2015 |
| 3 | Plan and include program assessment expenses in the yearly departmental budgets. | Save as above | Chairs/ Budget Director/ CD | February 15, 2012 | June 30, 2015 |
| 4 | Develop an infrastructure to support assessment training and consultation within schools | Same as above | CPLA advisory committee/ Deans | July 1, 2012 | June 30, 2013 |
| 5 | Appoint assessment officers in the schools when appropriate | Personnel: Assessment officers Space: offices IT: computers, printers, photocopier machines, etc. office supplies | Deans | July 1, 2011 | June 30, 2015 |

| Pillar | Goal | Action | Coordinator | Start Date | End Date |
|-----------|---|--|-------------|------------|----------|
| Education | Foster the development of program and learning assessment culture across all programs | Support schools on assessment issues through expertise in CPLA/ DIRA | | | |

| Item | Detailed Description of Action Steps | Needed Resources (personnel, space, equipment, IT, etc.) | Champion (office/person/committee chair) | Start Date | End Date |
|------|--|---|--|--------------|-------------------|
| 1 | Develop guidelines and templates for assessment plans and annual reports | 3 credits / year for CPLA advisory committee members Staff member, Computer, Printer, Photocopy machine, office supplies | CPLA advisory committee/ DIRA | July 1, 2011 | December 30, 2011 |
| 2 | Provide training sessions and workshops on assessment | Covered by CPLA budget | CPLA Advisory Committee | July 1, 2011 | June 30, 2015 |
| 3 | Support the dissemination of assessment findings at LAU | Covered by CPLA budget | CPLA Advisory Committee | July 1, 2011 | June 30, 2015 |
| 4 | Develop and maintain an assessment related website for internally sharing assessment resources | Covered by CPLA budget | CPLA Advisory Committee | July 1, 2011 | June 30, 2015 |

| Pillar | Goal | Action | Coordinator | Start Date | End Date |
|-----------|---|--|-------------|------------|----------|
| Education | Foster the development of program and learning assessment culture across all programs | Value faculty contributions in the areas of teaching innovation and assessment practices | | | |

| Item | Detailed Description of Action Steps | Needed Resources (personnel, space, equipment, IT, etc.) | Champion (office/person/committee chair) | Start Date | End Date |
|------|--|--|--|--------------|-------------------|
| 1 | Include specific criteria to evaluate faculty contribution to teaching innovation and assessment practices, and recognize such contributions in yearly faculty evaluations and promotion guidelines. | | CD | July 1, 2011 | December 30, 2011 |

| Pillar | Goal | Action | Coordinator | Start Date | End Date |
|-----------|---------------------|--------|-------------|------------|----------|
| Education | Establish a uniform | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | approach to academic honesty and issues of integrity in the institution | | | | |
|--|---|--|--|--|--|

| Item | Detailed Description of Action Steps | Needed Resources (personnel, space, equipment, IT, etc.) | Champion (office/person/committee chair) | Start Date | End Date |
|------|--|--|--|-----------------|--------------------|
| 1 | Establish a University Standing Committee/Council on Academic Integrity (USCAI) | | CD and SDEM, Senate, BOT | April 1, 2011 | September 15, 2011 |
| 2 | Review and amend present University Code of Ethics, Policies, Procedures, and school specific rules and regulations dealing with academic dishonesty with a view to align them with current best practices in higher education. | Faculty and staff time (contracted work?) | USCAI, SDEM, CD | Oct. 1, 2011 | April 30, 2011 |
| 3 | Review and amend current University and school specific procedures that deal with reported cases of suspected violations | Faculty and staff time | USCAI, SDEM, CD | April 30, 2011 | June 30, 2011 |
| 4 | Create the function of University office on academic integrity with a mandate to provide admin follow-up / training / support / collection and documentation on unethical instances / assessment and other functions related to academic integrity | Faculty and Staff time to develop Job profile, budget and recruit. | USCAI, SDEM, CD, PC | Jan 1, 2012 | Oct 1, 2012 |
| 5 | Require all schools to include clear and uniform rules and regulations on cheating and plagiarism in student handbook and catalog. | Faculty and staff time | Deans, CD | Oct. 1, 2011 | June 30, 2011 |
| 6 | Schedule regular awareness campaigns to students and faculty that may include orientation, workshops, etc. | Faculty and staff time + Consultancy work | USCAI, SDEM, CD | October 1, 2011 | Ongoing |

Appendix B

Sample of Enabling resources

Pillar 1- Education

| Code | Time (specify time needed with a brief description) | Budget (if any) <i>In \$USD</i> |
|-------|---|------------------------------------|
| 1111 | 7 credits hours per school for 9 schools TOTAL=63 one time | 78,358 |
| 1131 | 1 credits / advisory committee member= 6 credits | 7,463 |
| 1311 | 1 credit | 1244 |
| 1312 | 3 credits | 3731 |
| 1313 | 3 credits | 3731 |
| 1314 | 20% compensation for Chair | 42,454 |
| 1321 | 1 credit | 1244 |
| 1322 | 1 credit | 1244 |
| 1323 | 1 credit | 1244 |
| 1411 | 1 course = 3 credits | 3731 |
| 1412 | 1 course = 3 credits | 3731 |
| 1413 | 1 course = 3 credits | 3731 |
| 1421 | 3 Faculty time | 15,000 |
| 1501 | 20% compensation for Chair | 100,000 |
| 1610 | AACSB coordinator | 19,550 |
| 1611 | Faculty time | 25,000 |
| 1611 | AACSB Faculty time and coordinator | 210,950 |
| 1612 | Added Faculty | 658,100 |
| 1612 | Faculty time | 25,000 |
| 1613 | AACSB coordinator and Faculty time | 323,050 |
| 1613 | Faculty time | 25,000 |
| 1614 | Faculty time | 25,000 |
| 1618 | EQUIS coordinator | 227,500 |
| 1641 | 1 credit | 3731 |
| 1652 | Faculty time | 87,000 |
| 1911 | Faculty time | 10,000 |
| 11001 | Faculty time | 5000 |
| 16161 | EQUIS coordinator | 37,000 |
| 16181 | Faculty time | 193,275 |
| 16186 | Faculty time | 19,337 |

: One time
 : Ongoing
 : Capital

| Code | Staff (specify number, grade, rough qualifications) | Budget <i>In \$USD</i> |
|------|--|---------------------------|
| 164 | Staff | 20,000 |
| 1125 | 1 FTE / school (for bus, arts and science, architecture & design, pharmacy, nursing.) TOTAL 5 FTE | 475,000 |
| 1131 | 1 FTE | 10,000 |
| 1204 | 0.5 FTE | 62,500 |
| 1315 | 1 FTE | 20,000 |
| 1424 | 2 full time staffs 1 / campus | 120,000 |
| 1811 | Staff time | 14,000 |
| 1824 | 1 FTE | 58,000 |
| 1832 | 1 FTE | 87,000 |

 : One time
 : Ongoing
 : Capital

| Code | Consulting (specify number of days, topic) | Budget <i>In \$USD</i> |
|-------|--|---------------------------|
| 167 | ACPE consulting | 90,000 |
| 1132 | Consultant for workshops | 40,000 |
| 1206 | Consulting | 23,000 |
| 11102 | Consulting | 40,000 |

 : One time
 : Ongoing
 : Capital

| Code | Space (specify type, area, location, etc..) | Budget* <i>In \$USD</i> |
|------|---|----------------------------|
| 1125 | 75m ² | 37,500 |
| 1412 | 75m ² | 37,500 |
| 1423 | 100m ² /campus | 80,000 |
| 1501 | 75m ² | 38,500 |

 : One time
 : Ongoing
 : Capital

| Code | Equipment (specify nature and other basic specs that will allow estimation of cost). Also specify where equipment will be placed and if space is available. | Budget <i>In \$USD</i> |
|------|---|---------------------------|
| 1111 | Desk | 3000 |
| 1115 | Software | 15,000 |
| 1116 | Server | 9000 |
| 1125 | Computers & printers | 30,000 |
| 1131 | Computers & printers | 50,000 |
| 1314 | Desk & computers | 5000 |
| 1315 | Desk & computers | 5000 |
| 1322 | Equipments | 20,000 |
| 1424 | Equipments | 20,000 |
| 1612 | Computers & printers for new faculty | 18,000 |
| | | |
| | | |

: One time
 : Ongoing
 : Capital

| Code | Others | Budget <i>In \$USD</i> |
|-------|--------------------------|---------------------------|
| 164 | ABET fee | 15,000 |
| 1641 | ABET visit fee | 6000 |
| 1653 | ABET fees & expenses | 50,000 |
| 11005 | Faculty travel | 60,000 |
| 16163 | EQUIS application | 11,650 |
| 16173 | EQUIS visit fees | 2600 |
| 16192 | EQUIS visiting team fees | 10,400 |

: One time
 : Ongoing
 : Capital