Lebanese American University

Third Strategic Plan (SPIII)

2017 – 2022

Submitted on behalf of
the Steering Committee and the University to
the Board of Trustees
at the March 2017 Meeting

Joseph G. Jabbra
President

Introduction

SPIII is intended to serve as LAU's roadmap to the year 2022. It provides a set of long-term goals intended to enhance LAU's build-up of intellectual capital, an integrated program of pedagogical innovation, and a move in the direction of transforming LAU into a university without borders. These three strategic goals constitute the three pillars of the plan and can best be viewed as main tributaries converging into one mainstream. The resulting mainstream is the "meta-goal" of SPIII: namely the positioning of LAU by the end of the plan as a leading regional institution of higher learning throughout the MENA region thanks to what would then be the increased quantity and quality of its research, the cutting-edge innovation of its delivery strategies, and its collective drive towards expanding its academic and professional footprint beyond Lebanon.

As presented herein, SPIII outlines the recommended path to be taken by LAU in navigating a future which is not going to be a linear extension either of the past, or the present.

The future for which SPIII will prepare LAU is bound to be far more competitive, globalized, digitized, and characterized by having a more crowded higher education landscape where a "Red Ocean" strategy will have to be followed. In simple terms, SPIII is meant to build on the achievements of SPII to effect an LAU transformation becoming a major academic powerhouse.

Much as SPII had an academic focus, SPIII seeks to position LAU to move into a sustainable position of local eminence, regional leadership, and a clear global footprint.

The main question of how to positively assert our institutional identity, however remains unchanged. Turning LAU away from being a comprehensive university towards becoming a research university was not the goal of SPII, nor is it the goal of SPIII. It is hoped is that by the end of the plan in 2022, LAU will still be a comprehensive university that excels in teaching — its main focus as enshrined in Pillar Two. What is meant to change, however, is the *research stature* of the university. Moving our research standing from "sound" to "strong" is a key objective of SPIII.

Stages in the Evolution of SPIII

The development of SPIII began on February 26, 2016. As SP II was drawing to a close, the President and the Council of Deans began to lay out elements of a new strategic plan to ensure that we continue to advance academically, especially in the areas of scholarship, teaching, faculty and student recruitment, student retention, and development. It was agreed at the retreat that the new strategic plan should focus specifically on a thorough examination of our course offerings, in Lebanon, the MENA region, and at our Headquarters and Academic Center in New York. Later that year, at the annual retreat of the University Planning Council, held on November 15, 2016, serious discussions about major issues facing the university led the participants to conclude that the time was ripe to begin drafting SPIII in earnest. Thereafter, the President appointed an SPIII Steering Committee composed of over twenty members, and asked the Provost, Dr. George K. Najjar, to chair it.

Dr. Najjar with the help of the Steering Committee ably turned SPIII into a collective enterprise, engaging a large number of senior administrators, faculty and staff all working under the guidance and supervision of the President.   Over 75 members of LAU have contributed over the past six months to the selection of three major pillars that SPIII embodies: Intellectual Capital and Knowledge Management; Pedagogical Innovation and Integrated Delivery; and LAU without Borders. The participants served effectively as members of pillar groups, pillar tracks, and enabling or support tracks. Assistant Provost for Academic Affairs, Dr. Mona Majdalani, Institutional Development Officer in the Provost's Office, Dr. Jennifer Skulte-Ouaiss, and Director of Institutional Research and Assessment Dr. Diane Nauffal, also contributed to providing information for and streamlining various iterations of the plan. A pivotal role was naturally played by the Council of Deans (CD), the President's Cabinet (PC), and the University Planning Council (UPC). An earlier draft of SPIII was also shared with the Chair of the Faculty Senate (FS) committee in mid-February. Both the chair and vice-chair attended the last Steering Committee meeting when the draft plan was adopted. Their input, coupled with earlier remarks made on the draft, found their way to this version. A separate meeting was also held between the Provost, Senate Chair and the Vice Chair after the Steering Committee meeting and it was also agreed that the final

version of SPIII will forwarded to the Senate for further discussion in the spirit of shared governance. Senate feedback will undoubtedly be very cogent, particularly at the implementation stage.

A full listing of SPIII contributors is attached to this introduction, and their individual and collective contribution is thankfully acknowledged. It should be noted that the draft plan took the shape it did thanks to the direct contribution of these colleagues or groups or by way of reviewing and critiquing drafts. Should SPIII be approved by the Board of Trustees, the Steering Committee will continue to give direction to the plan as it unfolds, and exercise oversight responsibility. In addition to the individual and group input of a broad stratum of LAU, SPIII was also based on evidence obtained through a formal SWOT analysis covering a large group of academics and administrators. The study was administered and reported on by the Office of Institutional Research and Assessment.

Continuity and Change

A. **Achievements of SPII**

SPIII capitalizes on the major achievements of SPII which had a distinctly academic focus and saw LAU successfully reach a number of key landmarks. SPII should be credited for setting the groundwork for LAU:

- Achieving multiple accreditations
- Reengineering the freshman program
- Introducing an Honors Program
- Starting the LAU-NY Academic Center
- Launching a long list of new undergraduate and graduate degrees in all schools
- Establishing the office of Graduate Studies and Research
- Introducing inter-school graduate degrees
- Increasing research allocations and producing more and better academic research
- Significantly enhancing the academic management infrastructure
- Acquiring more and better full-time faculty members

- Naming the Business School
- Integrating the Beirut and Byblos campuses
- Becoming a global leader in various community programs, Model United Nations (MUN), Model Arab League (MAL), Model European Union (MEU), and the Outreach and Leadership Academy (OLA), among others
- Achieving selected areas of excellence in almost all schools
- Entering into major international partnerships and starting to activate them
- Developing an institutional effectiveness framework
- Developing a multi-level integrity framework
- Enhancing the institutional research function
- Expanding the CEP Program on and off campus
- Creating and activating a framework for registering all degree programs with NYSED
- Introducing faculty research and teaching excellence awards as well as a staff performance award
- Revamping HR systems throughout the University

B. Goals of SPIII

Working against this backdrop of solid achievements, SPIII seeks to further consolidate and add to an already impressive record. This is to be done particularly in terms of:

- Further addressing the current imbalance in favor of part-time faculty who continue to be around 43% of the total faculty body. This situation is partly due to the negative country risk perception of Lebanon that makes potential full-time candidates reluctant to commit to coming to the country. SPIII goes into effect at a time when the country has potential for a more positive outlook.
- Increasing and better utilizing research funding, whenever possible, as seed money to attract external research grants and bring LAU research standing to a level on par with its teaching record.
- Significantly increasing numbers of graduate students, both intra and inter-school, from the current level of about 9% of the student body to the range of 20% by the end of the SPIII cycle.

- Broadening, accelerating, and adding to the pedagogical innovations of SPII in order for LAU to become a hub for multi-pronged academic innovation particularly in terms of delivery. [Intensive university interest in this key dimension predates the launching of SPIII.]
- Solidifying and expanding what was started with SPII by way of upgrading the research profile of LAU and taking the university a significant step further towards building a research culture without compromising teaching as a historic strategic priority for the institution.
- Putting LAU on the path to becoming a borderless university with academic and professional footprints well beyond Lebanon, including making greater use of the New York Headquarters and Academic Center.

Should this draft plan be approved as presented, or in some modified form, our next step will be to work speedily on a detailed costing and time mapping of each pillar—goals and action steps—and prepare a fully operational implementation blueprint.

It should be noted that at this stage the SOM and LAUMC-RH strategic plans have been developed in parallel and are not incorporated into SPIII. This will come at a later stage, once the two plans have been approved in order to achieve the needed streamlining and avoid duplication.

All SPIII expenditures, once individually approved through careful vetting at the implementation stage, will be undertaken under the established cap of $6.535 million as outlined elsewhere in the document.

In summary, SPIII aims to effect by its end a major positioning transformation for LAU that includes:

- a sharp rise in the mass of LAU intellectual capital,
- increased research productivity,
- delivery innovation,
- expansion beyond Lebanon, and
- a decisive improvement in our ranking.

Achieving these goals would be the commonsense extension of what was accomplished in SPI and II and a logical next step for the vibrant, dynamic

institution LAU is.

C. <u>Anatomy of SPIII</u>

1. **The Three Pillars of SPIII**

In terms of scope, SPIII covers the core academic business of LAU in terms of knowledge generation (research), knowledge dissemination (teaching), and expanded knowledge application (entrepreneurial activity) within an institutional context that places a high premium on fiscal responsibility and assigns priority, whenever possible, to financing SPIII initiatives through non-tuition sources, while keeping the burden imposed on the operating budget to the minimum level possible.

2. **Conceptual Framework with Operational Limitations**

This draft should be read as the conceptual, and partly operational, *framework* establishing the proposed parameters of SPIII without purporting to delineate in full all the relevant implementation details. What is presented at this point covers the following:

As presented here, this SPIII draft does not call for the addition of new faculty lines save for two endowed chairs in Environmental Studies and Energy at $2 million each to be financed exclusively through fund-raising. There is ample awareness that we may not be successful in securing funding for these two chairs. It is therefore important to highlight that the creation of these chairs is contingent on successful fundraising; they will have to be dropped if the $4 million cannot be raised for the purpose through donations.

LAU will thus seek in SPIII to recruit faculty for a variety of available positions that have already been budgeted for. Should we be successful in filling many of these positions, the level of dependence on part-timers would be drastically altered in favor of full-timers: Part-timers as a percentage of total instructors would drop from 43% to no more than 20-25%. In addition, it is hoped that the new full-time faculty would be research active, adding to the intellectual capital of the institution.

In brief, the Action Steps under each of the Pillar Goals should be viewed at this point as a "menu" to be considered for approval. Should this happen, they will then be subjected to detailed operational mapping, including case-by-case business analysis to ascertain economic viability and sustainability.

3. **The Seven Major Intended Outcomes of SPIII**

    a. Produce more and better research while growing graduate programs
    b. Practice delivery innovation on the broadest possible scale
    c. Further tip faculty balance in favor of full-timers
    d. Move LAU towards becoming a "University without Borders"
    e. Build a strong international partnership network
    f. Improve LAU ranking to top quartile in MENA
    g. Attract and retain more international faculty

First-Cut towards a Pillar-Based Cost Breakdown

Cost estimates in the table below are based on university historical records and cost tags of specific activities, and they were developed thanks to the contribution of the Office of the VP for Finance—particularly AVP Dr. S. Hajjar.

Pillar	Budget					
	Y1	Y2	Y3	Y4	Y 5	Total
Pillar 1 – *Intellectual Capital and Knowledge Management* (includes a 300K additional allocation for research for each year of SPIII)	390,000	440,000	440,000	440,000	440,000	**2,150,000**
Pillar 2 – *Pedagogical Innovation and Integrated Delivery*	105,000	250,000	280,000	260,000	290,000	**1,185,000**
Pillar 3 – *LAU Without Borders*	300,000	300,000	250,000	250,000	100,000	**1,200,000**
General Personnel Support, Facilities upgrade, and IT need for the three pillars	400,000	400,000	400,000	400,000	400,000	**2,000,000 This is a budget cap subject to implementation priorities.**
Total	**1,195,000**	**1,390,000**	**1,370,000**	**1,350,000**	**1,230,000**	**6,535,000***

NOTE: Please check Appendix B for further cost breakdowns.

Grand Total: $6.535 million

*Not including any building projects and
*Not including the two Endowed Chairs in Environmental Studies and Energy respectively to be pursued **through fundraising**. Both chairs are meant to be interdisciplinary and inter-school. Should adequate fundraising fail, the chairs will not materialize at this time.

A detailed cost breakdown will follow in the next phase of the plan under the established cap based on detailed cost analysis in each case.

D. <u>Executive Summary</u>

Overarching Purpose
Strategic Plan III is focused on accelerating the move of the university toward positioning itself in the upper quartile of higher education institutions in the MENA region through enhanced intellectual capital, more and better research, pedagogical innovation, and moving towards becoming a University without Borders.

The plan is comprised of the following pillars:

Pillar 1 – *Intellectual Capital and Knowledge Management*

Includes capacity building in the domain of knowledge generation, accumulation, and deployment for the purpose of enhancing LAU's stature as a source of scholarly endeavors to a point that propels it significantly towards assuming a lead role among institutions of higher learning locally and regionally with clear global visibility. This pillar touches upon faculty numbers, intellectual contribution, research output, graduate programs, and leveraging our intellectual resources through internal and external interfaces.

Pillar 2 – *Pedagogical Innovation and Integrated Delivery*

This pillar addresses ways and means to enlarge and accelerate the already started process of pedagogical innovation touching all aspects of delivery process; course planning, classroom learning, and multi-dimensional assessment. It focuses on development needed by LAU to become a hub of creativity and innovation to sustain a vibrant learning environment whereby the entire university body becomes a community of learners.

Pillar 3 – *LAU without Borders*

This pillar seeks to put LAU on a path toward expanding its academic and professional impact beyond Lebanon into the region and further afield. Its crux is examining and recommending options for LAU to penetrate other national education environments through degrees abroad or foreign branches based on partnerships. Part of Pillar Three as well is to invigorate the already existing

nucleus of entrepreneurial culture at LAU to make the institution a major provider of consulting services in all areas of expertise available within the university. While this pillar is initially intended for branding and positioning purposes, it is also expected to set the university on a course that will start the process of diversifying revenue sources away from the current overdependence on tuition fees. This will be humble and modest at first but with a real potential for picking up later.

Each pillar has a number of goals by which the aims of the pillar will be realized:

Pillar 1:
        Goal 1.1—Improve Research Quality and Output
        Goal 1.2—Launch New UG and Graduate Degrees
        Goal 1.3—Support IP Initiatives and Patents
        Goal 1.4—Invest in Research Centric Faculty Development
        Goal 1.5—Recruit Top-Tier Faculty

Pillar 2:
        Goal 2.1—Support Delivery-Centered Faculty Development
        Goal 2.2—Promote Innovative Pedagogical Initiatives
        Goal 2.3—Enhance Integrity and Ethics across Academia
        Goal 2.4—Improve Assessment Systems

Pillar 3:
        Goal 3.1—Establish External Degree & Non-Degree Programs and Branch Campuses outside Lebanon
        Goal 3.2—Promote a Network of Academic and Corporate Alliances
        Goal 3.3—Encourage Faculty Entrepreneurial and Intrapreneurial Initiatives within University Framework

And finally, each goal has a specific set of Action Steps and KPIs to ensure implementation.

Cost Estimates:
The total estimated cost of SPIII is so far as the Operating Budget is concerned comes up to $6.535 million. A partial cost breakdown is provided within each pillar. More detailed costing, however, will follow at a later stage on an initiative-

by-initiative basis under the $6.535 million cap, and in the context of implementation maps. It is neither desirable nor feasible to try to present a "final" and "closed" cost picture for each and every action at this point.

Faculty Lines:

SPIII recognizes the existence of a number of faculty lines across the seven schools that have been approved, budgeted for, and not yet filled. Pillar One, in particular, is predicated on the need to make every effort to fill these lines thereby jointly contributing to enhancing the intellectual capital of the university and significantly improving the full-time to part-time ratio among faculty. We hope that reasons that got in the way of filling the FTE's in the past can be surmounted now—at least partly—due to a more positive outlook for the country.

Special Contribution of the President:

Much valued direction and guidance were provided by Dr. Jabbra at every stage in the development of this document. His lead role is thankfully acknowledged.

The following chart shows how all the various components ("cross-cutting tracks") of the university run through the three pillars chosen as the main points of focus for SP Three.

SP III
Pillars and Tracks

	Pillar-Specific Tracks		
	Pillar I **Intellectual Capital and Knowledge Management**	**Pillar II** **Pedagogical Innovation and Integrated Delivery**	**Pillar III** **LAU Without Borders**
SDEM Enabling Track	1. Improve Research Quality & Output	1. Support Delivery-Centered Faculty Development	1. Establish External Degree and Non- Degree Programs outside Lebanon
Internal and External Communication Enabling Track			
HR, Facilities and IT Enabling Track	2. Launch New UG and Graduate Degrees	2. Promote Innovative Pedagogical	2. Promote a Network of Academic and Corporate Alliances
Learning Resources Enabling Track			
Institutional Research and Information Management Enabling Track	3. Support I. P. Initiatives and Patents	3. Enhance Integrity and Ethics across Academia	3. Encourage Faculty Entrepreneurial and Intrapreneurial Initiatives within University Framework
Assessment Methodologies Enabling Track			
Financial Management Enabling Track	4. Invest in Research-Centric Faculty Development	4. Improve Assessment Systems	
Positioning Enabling Track			
Advancement Fundraising Track	5. Recruit top-tier faculty		

Cross-cutting Tracks

Pillar 1 – *Intellectual Capital and Knowledge Management*

Major Goals	Action Steps	KPIs	Estimated Cost	Time-Line	Y1	Y2	Y3	Y4	Y 5	Total
1. Improve Research Quality and Output	Increase support for faculty research: UG and Graduate students, postdocs, etc.	Annual Increase in quality research output by 20%	$300k/year in addition to existing annual allocation in Operations Budget	Years 1-5 of the plan	300,000	300,000	300,000	300,000	300,000	1,500,000
	Provide Infrastructure Support for research: labs, facilities, studios, etc.	Expansion, maintenance and management of research Labs	Additional; refer to **CR (A) at end of this section**	Years 1-5 of the plan						
	Amend Policies and Procedures to enhance research	Updated university and school policies and procedures	Faculty and staff time-available	Years 1-3 of the plan						
	Establish a Research Monitoring System	Capacity building and continuously updated monitoring system	GSR / Available (0.5 FTE)	Years 2-5 of the plan						

2. Launch new and innovative UG & Graduate Degrees	Create innovative undergraduate and graduate degrees that contribute to the building of Intellectual Capital	Increase in graduate enrollment and enhanced reputation among peer institutions	To be worked out in detail in deployment phase	Years 2-5 of the plan		50,000	50,000	50,000	50,000	200,000
3. Support IP Initiatives and Patents	Provide necessary foundation for IP Initiative and Patent Development	Instill in faculty IP Awareness and Patenting Expertise	3 workshops $30,000/ year (Provost Office)	Years 1-5 of the plan	30,000	30,000	30,000	30,000	30,000	150,000
4. Invest in Research-Centric Faculty Development	Create and implement the necessary policies and procedures, build capacity and provide incentives to increase faculty research production	Steady rise in quality and quantity of research	6 Faculty workshops ($60,000/ year) Provost Office - One per research category	Years 1-5 of the plan	60,000	60,000	60,000	60,000	60,000	300,000
5. Recruit Top-Tier Faculty	Improve Faculty Profile	Rise in number of Research-Active faculty	Within the existing faculty lines	Years 1-5 of the plan						
					390,000	**440,000**	**440,000**	**440,000**	**440,000**	**2,150,000**

Pillar 2 – *Pedagogical Innovation and Integrated Delivery*

Major Goals	Action Steps	KPIs	Estimated Cost	Time-Line	Y1	Y2	Y3	Y4	Y 5	Total
1. Support Delivery-Centered Faculty Development	Promote the efficient use of Center for Teaching & Learning (TLC) for faculty's continuous professional development in pedagogy	Number of CTL workshops and assessment results	Starts with $50k/year & increases by $20k for each year of the plan	Years 1-5 of plan	50,000	70,000	90,000	110,000	130,000	450,000
	Emphasize the importance of teaching as part of LAU's core mission	Number of teaching-centered workshops and assessment results	$25k/year	Years 1-5 of plan	25,000	25,000	25,000	25,000	25,000	125,000
	Introduce variety in course structure to allow implementation of innovative pedagogical approaches	Number of non-traditional courses developed and offered	$50k/year	Years 2-3 of plan		50,000	50,000	-	-	100,000

	Encourage school-based initiatives for national and international exposure	Number of international cooperation programs and results	N/A	Years 2-5 of plan (travel)		50,000	50,000	50,000	50,000	200,000
2. Promote Innovative Pedagogical Initiatives	Develop and implement novel pedagogical practices	Number of documented innovative pedagogical practices	Faculty time	Years 2-5 of plan		15,000	15,000	15,000	15,000	60,000
	Provide Adequate IT infrastructure and support	IT hardware and software commensurate with pedagogical innovative schemes	To be subjected to detailed costing within cap - **CR (A) at end of section**	Years 2-5 of plan						
3. Enhance Integrity and Ethics across Academia	Raise awareness about academic integrity	Number and results of awareness workshops	Internal workshops- available	Years 1-5 of plan						
	Emphasize central role of faculty as models of integrity and ethics in	Number of faculty awareness workshops	Internal workshops- available	Years 1-5 of plan						

	academic affairs									
	Ensure adequate testing environment on both campuses	Drop in violation incidents	Facilities - **CR (A) at end of this section**	Years 2-5 of plan						
	Assess and revise support tutoring services as needed	Availability of tutoring services on both campuses and to all schools	Available in student funds	Years 1-5 of the plan						
4. Improve Assessment Systems	Cultivate faculty assessment skills	Number and results of faculty assessment workshops and one-on-one support sessions	$30k/first year; $10k for each subsequent year of plan	Years 1-5 of plan	30,000	40,000	50,000	60,000	70,000	250,000
	Enhance emphasis on teaching in faculty evaluation	Diversify faculty teaching evaluation beyond student course evaluations	Faculty time-available	Years 1-5 of plan						

	Improve course evaluation process	Update and upgrade CE forms and the way we act on results	Faculty & staff time/ Available	Years 1-5 of plan						
					105,000	250,000	280,000	260,000	290,000	1,185,000

Pillar 3 – *LAU without Borders*

Major Goals	**Action Steps**	**KPIs**	**Revenue generating business cases**	**Time-Line**	**Y1**	**Y2**	**Y3**	**Y4**	**Y 5**	**Total**
1. Establish External degree and non-degree programs and branch campuses outside of Lebanon	1. Offer LAU graduate degrees outside of Lebanon	- Recommenda tion report regarding which programs to be offered outside of Lebanon - Feasibility studies - Creation of programs outside of Lebanon								

	2. Establish Branch Campuses Outside of Lebanon	- Recom-mendation Report(s) - Feasibility Studies - Completed plans - Establish-ment of branch campuses							
2. Promote a Network of Academic and Corporate Alliances	Utilize existing outreach units for the objective of corporate alliances	Report from each institute about their main supporters, connections, etc.	Faculty & staff time	Years 1-3 of the plan					
	Leverage access to LAU intellectual capital into major corporate alliances	Number of unique areas identified within LAU, companies, contracts	Faculty & staff time	Years 1-5 of the plan					

	Establish competitive opportunities for selected companies to support faculty research and infrastructure	Number of prospective partner profiles, marketing plans, and MOUs	Faculty & staff time	Years 1-5 of the plan					
3. Encourage Faculty Entre-preneurial & Intrapre-neurial Initiatives	Encourage and support selected innovation and entrepreneur-ship initiatives	Number of faculty engaged in entrepreneur-ial learning and projects	Faculty and Staff Time	Years 1-5 of the plan					
	Activate the existing Institutes and Centers that could launch entrepreneuria l activities	Increased number of activities, conferences, collaborations & initiatives	Available	Years 1 & 2 of the plan					
	Create a yearly student and faculty entrepreneur-ship competition that can attract talent and innovative business ideas	Successful staging of entrepreneur-ship competition as evidenced by number of participating projects, willing	- Fund-raising - Faculty & staff time - Corporate sponsors	Years 1-3 of plan					

		sponsors, & fundraising								
Pillar 3 - LAU without Borders					300,000	300,000	250,000	250,000	100,000	1,200,000
Total A - General personnel support, facilities upgrade & IT need					400,000	400,000	400,000	400,000	400,000	2,000,000
Total SPIII					1,195,000	1,390,000	1,370,000	1,350,000	1,230,000	**6,535,000**
					Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Total for SPIII**

APPENDICES

APPENDIX A
SPIII Members 2017 – 2022

Steering Committee	Pillar 1 Members	Pillar 2 Members	Pillar 3 Members
George K. Najjar	George K. Najjar	Elise Salem	Marla Rice-Evans
Charles Abou Rjeily	Charles Abou Rjeily	Roy Majdalani	Charles Abou Rjeily
Roy Majdalani	Sonia Hajjar	Elie Haddad	Said Ladki
Elise Salem	Mona Majdalani	Nashat Mansour	Wassim Shahin
Marla Rice-Evans	Imad Btaiche	Mona Majdalani	Sonia Hajjar
Camille Abou Nasr	Abdallah Kahil	Abdo Ghie	Roy Majdalani
Abdo Ghie	Ahmad Kabbani	Camille Abou Nasr	Elise Salem
Sonia Hajjar	Anahid Butrus	Diane Nauffal	Diane Nauffal
George Hamouche	Kulwicki	Farid Jreidini	George Najjar
Mona Majdalani	Chadi Abou Rjeily	Barbar Akle	Cendrella Habre
Nassib Nasr	Charbel Aoun	Aline Saad	Raymond Ghajar
Diane Nauffal	George Nasr	Nazih Youssef	Constantine Daher
Zeinat Hijazi	Hani Dimassi	Brigitte Wex	Anwar Boumosleh
Nashat Mansour	Jad Melki	Ralph Abi Habib	Rima Bahous
Pierre Zalloua	Khodr Fakih	Bernard Ben Sita	Marwan Zouein
Chadi Abou Rjeily	Maha Siblini	Myrna Abi-Abdallah	Silva Karkoulian
Ahmad Kabbani	Rula Diab	Doumit	Jordan Ludders
Nazih Youssef	Sola Aoun Bahous	Jennifer Skulte-	Srour
Jennifer Skulte-	Jennifer Skulte-	Ouaiss	Josiane Sreih
Ouaiss	Ouaiss		Guy Assaker
			Walid Marrouch
			Sebouh Aintablian
			Leila Messarra
			Jalal Armache
			Walid Touma
			Jason Steel
			Jennifer Skulte-
			Ouaiss

University Bodies
- University Planning Council
- President's Cabinet
- Council of Deans
- Advisory Staff Council

APPENDIX B

Pillar 1 – *Intellectual Capital and Knowledge Management*

Executive Summary

Commitment to academic excellence and advancement of scholarship is at the heart of LAU's mission. Research is a primary component of this mission and innovation and discovery of new knowledge are the essence of all scholarly achievements. Pillar I aims to propel LAU into becoming a leading institution in research innovation. Scholarly output is continuously transforming the image and reputation of academic institutions and it is critical to establish LAU as a research-active institution of higher learning in the region, without compromising its commitment to quality teaching. By being research active, LAU seeks to further improve the quantity and quality of its research output, creative activities and other scholarly endeavors. LAU can only grow its research enterprise through the creation of a stimulating research environment that is interdisciplinary and multi-institutional as well as conducive to innovation, collaboration and community engagement. LAU must sustain and improve current research output by providing the necessary support and training for its faculty and by actively recruiting new faculty with demonstrated competitive research skills. Sustaining and improving LAU research productivity can only be achieved through a focused research strategy building on current strengths, and facilitating interaction among investigators in the various schools of the university. The clustering of competencies is essential for creating the critical mass needed for innovative, collaborative, and unique research. These clusters will foster quality research across all disciplines at LAU, promoting innovative interdisciplinary work and make the institution more competitive in attracting external research funding.

Competitive research activities cannot be sustained, however, without strong graduate programs, and research innovation cannot be achieved without talented graduate students. The credibility of LAU is earned not only by its outstanding scholarship and creative research productivity, but also by the quality of its graduates. LAU must continue to enhance its credibility by providing attractive, high quality graduate programs for competitive local and regional students. Such programs require innovations as well as support for graduate students. Finally, to complete a strong foundation for current and future research productivity and innovation, the university must craft and implement the necessary policies and procedures for the creation of an infrastructure to address issues of Intellectual Property (IP) and Patents.

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.1.	Improve Research Quality and Output
Action 1.1.1.	Increase Personnel Support for Research
Enabler	Schools, GSR, VP of Finance
KPI	Annual increase in research activities by 20%

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
1.1.1.1.	Attract postdoctoral research fellowships	1/3 to 1/4 FTE per postdoc position	• School Deans • VP of Finance	Sep. 2017	Sep. 2022	2 papers per postdoc per year (on average)
1.1.1.2.	Seek graduate support for faculty in research oriented programs.	Increase in # of GA's	• School Deans • VP of Finance	Sep. 2017	Sep. 2022	1 paper per MA thesis (on average)
1.1.1.3.	Increase undergraduate & graduate student involvement in research	No cost, except for research that includes lab consumables	• School Deans	Sep. 2017	Sep. 2022	Number of undergraduate & graduate students actively involved in research
1.1.1.4.	Develop and implement mentoring guidelines for senior or veteran faculty to guide and assist faculty with research, grant writing, and grant implementation experience	GSR	• Provost • CD	2017	2019	- Creation of a guidelines - Adding material to website on this topic - Each senior faculty should mentor a junior faculty as part of their service load - Positive faculty feedback on mentorship program
1.1.1.5.	Provide practical hands-on workshops regarding finding, applying to, and winning research grants	Former or current faculty with experience in grant and proposal writing	• GSR • Provost Office	ongoing		- Faculty attendance and improved record of winning grants

1.1.1.6.	Strengthen and promote international/collaborative PhD programs by creating incentives to attract students and faculty, where applicable		• GSR • CD	ongoing		- # of collaborative PhD students - # of MoU's signed with foreign institutions for potential collaborative PhD programs
1.1.1.7.	Offer 2-year contracts to research active part-time faculty (in scientific disciplines) who can significantly contribute to LAU visibility		• GSR • Finance • CD	2017	2021	- # of contracts signed - Increase in # of research grants won - Increase in # of publications in targeted programs

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.1.	**Improve Research Quality and Output**
Action 1.1.2.	**Provide Infrastructure Support for Research**
Enabler	**Schools, VP of Finance, VP of Human Resources and University Services**
KPI	**Expansion, maintenance and management of research labs**

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
1.1.2.1.	Work on, expand, and more efficiently manage the physical space needed for research	School-specific based on the assessment of needs (Facilities Management Budget)	• School Deans • VP of Finance • HR	Sep. 2017	Sep. 2022	10% expansion in research space and equipment

	Lab equipment Needs of interested programs	CD Facilities	2018	2021	Assessment of current needs Increase in interdisciplinary research output
1.1.2.2.	Establish interdisciplinary core labs housing major equipment that could be used by various schools				

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.1.	**Improve Research Quality and Output**
Action 1.1.3.	**Amend policies and procedures to enhance research**
Enabler	**Schools, CD, GSR, URC**
KPI	**Updated university and school policies and procedures**

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
1.1.3.1.	Align the faculty recruitment procedure to further promote research (cluster hires)	No cost	• Council of Deans	Sep. 2017	Sep. 2018	Attraction and retention of senior research-active faculty
1.1.3.2.	Use the existing annual faculty evaluation and promotion systems more effectively to further promote research	No cost	• Council of Deans	Sep. 2017	Sep. 2019	Enhanced faculty annual performance system that includes scholarship & research
1.1.3.3.	Align the procedures for sabbatical leaves, summer grants and publication fees to further promote research	Integrated within school budgets	• Council of Deans • GSR • VP of Finance • URC	Sep. 2018 and earlier if possible	Sep. 2019	- Actual procedures - Increased number of sabbatical leaves, summer grants and publication fees

1.1.3.4.	Identify niche research areas to focus on via conducting focus group meetings of faculty representing different disciplines/schools/areas of interest	No cost	• School Deans • GSR • Provost's Office	Sep. 2017	Sep. 2022	- Identification of niche areas within and among schools by Year 1 of SPIII - Expansion of areas across five years
1.1.3.5.	Establish research-oriented visiting scholar programs	School budgets	• School Deans • GSR • VP of Finance	Sep. 2017	Sep. 2022	2 senior research faculty positions/school
1.1.3.6.	Involve well-established research-active faculty members in research beyond the retirement age	40% of last salary of few individuals concerned	• School Deans • Provost • VP of Finance	Sep. 2017	Sep. 2022	Actual policy

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.1.	**Improve Research Quality and Output**
Action 1.1.4.	**Establish a Research Monitoring System**
Enabler	**Schools, GSR, IT, Library**
KPI	**Continuously-updated monitoring system**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
1.1.4.1. Establish a centralized quantitative and qualitative research support monitoring and evaluation system	One additional position in GSR	• School Deans • GSR • IT • Library	Sep. 2017	Sep. 2019	Active by first year of SPIII

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.2	**Launch New UG and Graduate Degrees**
Action 1.2.1.	**Create innovative UG and Graduate degrees that contribute to the building of Intellectual Capital at LAU**
Enabler	**GSR, CD, Schools, Provost's Office**
KPI	**10% increase in graduate enrollment and better reputation among peer institutions**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
1.2.1.1. Develop interschool programs	Within GSR budget in coordination with schools	• Provost • Deans	Fall 2017	December 2019	At least 3 such programs by year 2 of SPIII
1.2.1.2. Develop programs that will strongly connect LAU to industry	Time Allocation: APSP and UEO Additional space and/or staffing needs	• Provost • Deans • UEO	Fall 2017	December 2019	3 such programs by end of year 2 of SPIII

1.2.1.3. Settle the status of historically under-enrolled programs. Should any under-enrolled undergraduate degrees be phased out, they may be replaced by 1 or more options coming from schools subject to careful case by case analysis.	No additional faculty resources	• Deans	AY17	AY22	Example: Merging of the two programs (BS in Interior Design, BA in Interior Architecture)
1.2.1.4. Investigate launching new undergraduate programs based on academic desirability and economic feasibility revealed through careful business case analysis on a piecemeal basis	- Additional facilities to support new FTEs - Additional library resources	• Deans	AY2018	AY22	- Number of students in proposed programs - Increase visibility of LAU in the region and internationally by media presence & other measures - Increase # candidates from outside LAU and Lebanon
1.2.1.5. Investigate launching new graduate programs based on academic desirability and economic feasibility revealed through careful business case analysis	• Additional Lab Space • Equipment and Software part of Schools' operating budget • Detailed plan re: offices, studios, etc. • Additional library resources	• Deans • VP Finance	AY2018	AY2020	Same as above with the addition of the following: - Increased research productivity - # of extramural grants - Programs in this category should be active by end of year 2 of SPIII

1.2.1.6. Increase promotion of LAU as a leader in the region by taking specific action steps for offering some of the above programs or others as warranted by detailed feasibility analysis		• Deans	AY18	AY22	- Prominence in the region based on national ranking - Increased competition with peer institutions - Increase student enrollment by 5% every year - Increase research productivity/extra-mural grants by 5% every year - Improved ranking from X to Y regionally
1.2.1.7. Establish and support collaboration with international, regional, and national (developed) research groups/individuals	No cost	• Faculty research-teams	AY18	AY22	- Increased number of collaborations - Increased # of publications
1.2.1.8. Institutionalize the offering of collaborative PhDs (at LAU and partner universities) with degrees granted by the international partners, in particular with supervision by research teams	Budget/endowment for about $20,000 per PhD student	• CD	AY17	AY22	- # of PhD students - 5% per year Increased # of publications

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.3.	**Provide Support for IP Initiatives and Patents**
Action 1.3.1.	**Provide necessary foundation for IP Initiative and Patent Development at LAU**
Enabler	
KPI	**Instill in faculty IP awareness and patenting expertise**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
1.3.1.1. Develop a policy for IP and patents	WIPO, Lebanese Law, US Laws (legal expertise)	• Legal Dept. • Faculty • Finance	2017	2018	Actual Document and implementation framework
1.3.1.2. Develop procedures for implementation of the policy	WIPO, Lebanese Law, US Laws	• Legal Department • Faculty • Finance	2017	2018	Actual Documents
1.3.1.3. Activate and further develop the Technology Transfer Unit (TTU) currently existing under the GSR	1 Faculty/Staff member under GSR	• GSR • Legal	2018	2019	Creation of functional unit + implementation framework
1.3.1.4. Introduce provisional clauses in current FT, Staff, Students, & PT contracts.	Current contracts and forms	• Legal • HR • Faculty	2017	2017	Amended documents/ contracts
1.3.1.5. Raise Awareness on policies and procedures	Policy and procedures	• Legal • HR • Faculty	2018	2019	- # of workshops - Website - Inclusion in MOUs governing faculty

					exchange with other schools

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.4.	**Invest in Research-Centric Faculty Development**
Action 1.4.1.	**Create & implement the necessary policies and procedures, build capacity, and provide incentives to increase faculty research production**
Enabler	
KPI	**Steady rise in quality and quantity of research**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
1.4.1.1. Assign a faculty position or more per school (at associate rank or above) to assist with the mentoring of colleagues on research.	Percentage of load	• Provost	AY18-19	ongoing	Establishing the position
1.4.1.2. Acknowledge/Reward collaborative scholarly work in the promotion process.	No additional Resources needed	• School Deans	2019	ongoing	Public recognition of good research
1.4.1.3. Strongly encourage visiting researchers and provide incentives to co-publish with LAU faculty.	- Visiting researchers (part of research budget) - Facilities re: office/lab/studio space	• School Deans	2018	ongoing	Number of publications

1.4.1.4. Sharpen further the criteria for linking research output to performance appraisal	Faculty performance appraisals Merit increases	• School Deans	2017	ongoing	Include internal and external grant awards in merit distribution
1.4.1.5. Provide more administrative assistance with grant writing/research proposals	• CTL • GSR	• CTL • GSR	2017	ongoing	Increased number of research proposals
1.4.1.6. Provide intramural funding for first 3 years of faculty hire at assistant professor. Extramural funding after 4th year.	NO additional resources needed	• School Deans	2017	2018	- School Prom. Criteria - At least one intramural funding for the first year of Asst. Professor & at least one extramural fund for the following years & before promotion

Pillar 1.	*Intellectual Capital and Knowledge Management*
Goal 1.5.	**Recruit top tier Faculty**
Action 1.5.1.	**Improve Faculty Profile**
Enabler	
KPI	**Rise in number of research-active faculty**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
1.5.1.1. Identify the strategic areas in the schools where there is a need to recruit top-tier FT Full Professors with proven research leadership	- Within operating school budgets + fundraising - 2 new FTEs /school during years 3-5 of SPIII - coordination with Facilities for space needs	• Provost • School Deans	Sept 2017	Feb 2018	A list of the relevant fields, fund availability and actual recruitment
1.5.1.2. Provide specific incentives and packages, such as increasing flexibility in teaching load, to attract selected top-tier FT Associate & Full Professors with an active research agenda	- Budget for attractive incentives/packages, such as more flexible teaching load	• Provost • School Deans • VP Finance	2017-2018	ongoing	• Number of contracts that deviate from the norm • Sustained research and scholarly productivity of recruited faculty
1.5.1.3. Increase the FT/PT ratio from 54% to 75%	- FTEs for part-time replacement - Coordination with Facilities for revised space needs	• Provost • School Deans • VP Finance	2017-2018	2022	• Achieving the ratio • Increase by 5% each year

1.5.1.4.	Work on recruiting more high profile PT faculty in the schools	- Eliminate 3PT positions for each full-time FTE appointment	• Provost • School Deans • HR	Sept 2017	Feb 2018	- Updated Guidelines - School reports on PT faculty recruitment

Pillar 2 – *Pedagogical Innovation and Integrated Delivery*

Executive Summary

Pillar Two grew out of *Improving Pedagogy at LAU,* which laid out the groundwork for why the university must pay heed to this critical issue. Submitted to the Board of Trustees in March 2016 as a result of the November 2015 PC/CD Retreat, the White Paper highlighted that student surveys in the past few years have consistently revealed a certain level of discontent with teaching and learning. Despite recent initiatives to address this issue, including the establishment of a Center for Teaching & Learning (CTL), a teaching excellence award, and the revision of faculty and course evaluations, a major leap forward in this area is required to move the university to higher levels of excellence.

Learning, through effective pedagogy, is at the heart of the mission of the university. Advances in information technology have greatly affected the methods of learning and delivery of knowledge, and recent paradigm shifts have led to "active learning", which demands a greater integration of pedagogical innovation in the curriculum. However, methodological changes in pedagogy should not be applied across the board without careful assessment of the specificity of different disciplines. Technology-enhanced teaching is not necessarily the cure to all the problems faced at LAU. Supporting a dynamic teaching/learning rapport is key and all the goals listed below proceed from the premise that effective learning takes place when there is mutual faculty-student engagement inside and outside of the classroom. Steps in this context should include a careful review of relevant policies and procedures to make sure they are aligned to the pursuit of effective teaching.

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.1.	**Support Delivery-Centered Faculty Development**
Action 2.1.1.	**Promote the efficient use of CTL for faculty's continuous professional development in pedagogy**
Enabler	
KPI	**Number of CTL workshops and assessment results**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.1.1.1. Engage faculty to attend/deliver conferences and/or workshops on pedagogy as part of continuous professional development	LAU Faculty Deans' support	• CTL	2017	2022	- Number of faculty engaged with CTL - Increase faculty attending workshops /conferences teaching effectiveness by 5% by end of each year
2.1.1.2. Provide an annual conference on pedagogy whereby faculty can present/attend to develop their skills on innovative pedagogy initiatives ($25k)	International speakers Venue Workshop material	• CTL	2018	2022	Conference evaluations
2.1.1.3. Offer a teaching certificate available to current faculty, selected long-term part-time instructors, and new recruits (e.g., a series of workshops re: teaching & learning)	Faculty to deliver Classrooms	• CTL	2018	2022	Number of faculty who earn the teaching certificate

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.1.	**Support Delivery-Centered Faculty Development**
Action 2.1.2.	**Emphasize the importance of teaching as part of LAU's core mission**
Enabler	
KPI	**Number of teaching-centered workshops and assessment results**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.1.2.1 Re-emphasize the value of teaching as a component of the promotion evaluation (value pedagogic/educational research beyond IF and tiers)	No additional resources needed	• Council of Deans	2017	2022	- Marked improvement in organizing teaching portfolios for faculty - Completed metrics for teaching effectiveness
2.1.2.2. Tighten assessment of FT/PT teaching and act on results are consequences	Specific consequences in policies	• CD • Schools			- Whenever justified, denial of promotion based on teaching record - Records for mentoring faculty with poor teaching effectiveness
2.1.2.3. Mandate faculty to regularly update their teaching portfolio	Workshop on portfolio development	• Deans	2017	2022	Number of faculty with active portfolio on TK 20
2.1.2.4. Provide evidence to support teaching effectiveness in the classroom	Template provided to faculty to summarize qualitative and quantitative data of teaching initiatives	• Deans	2018	2022	Number of teaching initiative templates completed on TK20

2.1.2.5. Support faculty to develop scholarship regarding teaching and learning (instructional research)[1]	Grants to support instructional research	• CTL	2017	2022	- Number of grants acquired for instructional research - Number of publications in relevant outlets
2.1.2.6. Integrate faculty's pedagogy research in the classroom	Faculty's research findings	• Faculty	2017	2022	Evidence of faculty's research being integrated into teaching (lectures, debates, etc.)
2.1.2.7. In current lines, recruit faculty with documented teaching record	Heightened vigilance at the point of initial recruitment	• Deans/Chairs/ Search committees	2017	2022	- Number of recruits who can add significant value to teaching
2.1.2.8. Emphasize the existence of the proficient use of English language skills in the hiring and promotion of FT faculty and PT Instructors in the classroom	Better scrutiny at the initial recruitment stage	• Deans/Chairs/ Search committees	2017	2022	- Improvement in "instructor uses English well" in course evaluations

[1] A Guide to Scholarship of Teaching and Learning (SoTL)– Vanderbilt University's Center for Teaching provides an excellent overview and introduction to the process of doing SoTL
•Teaching Journals Directory – Kennesaw State University's Center for Excellence in Teaching and Learning has compiled a comprehensive list of both disciplinary and interdisciplinary journals devoted to teaching in higher education (searchable by discipline or topic)
•Teaching Conference Directory – Kennesaw State also maintains a comprehensive list of teaching conferences
•Office of the Cross Chair in Scholarship of Teaching and Learning – Illinois State University has an endowed chair in SoTL and the website has a wealth of resources
•Scholarship of Teaching and Learning – Michigan State has a nice curated list of SoTL resources

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.1.	**Support Delivery-Centered Faculty Development**
Action 2.1.3.	**Introduce variety in course structure to allow implementation of innovative pedagogical approaches**
Enabler	
KPI	**Number of non-traditional courses developed and offered**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.1.3.1. Encourage and support team teaching and integrated delivery	Workshops for faculty on integrated team-teaching	• Council of Deans • Deans	2018	2023	Different sections using different strategies
2.1.3.2. Increase availability of teaching assistants by increasing graduate assistantship allocations to graduate students CR 1.1 (subject to technical feasibility)	Increased budget for GA allocations as part of drive to grow graduate programs	• Council of Deans	2018	2023	Increase in GA allocation and availability of teaching assistants particularly for large capacity courses for classes of more than 60 students within a new delivery strategy
2.1.3.3. Ensure that proper infrastructure is available, i.e. adequate classrooms, laboratories, studios, to support faculty development and pedagogical innovation CR 1.1.2.	- Increased budget for renovation projects and building projects - Prioritize key infrastructure/facilities projects in Capital Plan	• SDEM • Provost • School Deans • Facilities Management	2018	2023	- Renovation of laboratories/studios - Enhanced classrooms - Increased availability of modern laboratories and large capacity classrooms

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.1.	**Support Delivery-Centered Faculty Development**
Action 2.1.4.	**Encourage school-based initiatives for national and international exposure**
Enabler	
KPI	**Number of international cooperation programs and results**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.1.4.1. Reward faculty invested in growing international programs (International Services Committee, study abroad, exchange programs…)	- 4-5 course releases across LAU per semester - Coordination with Facilities for revised space needs	• SDEM (OIS) • CD	Fall 18	Fall 22	- Number of exchange programs - # of students travelling

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.2.	**Promote Innovative Pedagogical Initiatives**
Action 2.2.1.	**Develop and Implement Innovative Pedagogical Practices**
Enabler	
KPI	**Number of documented innovative pedagogical practices**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.2.1.1. Encourage ICT-supported learning	- Technologies - Budget for a pilot scheme	• IT • CTL	AY 17/18	AY 21/22	- # courses - Student feedback - Pilot projects

2.2.1.2. Introduce adaptive learning initiatives (online, personalized, pace-driven teaching and assessment, e.g.)	- Technologies - Budget for a pilot scheme	• CD • Schools • IT	AY 19/20	AY 21/22	- # courses - Student feedback - Pilot projects
2.2.1.3 Encourage experiential learning on campus	- Makerspace - State-of-the-art labs	• CD • Schools • Facilities	AY 17/18	AY 21/22	- # courses - Applied competitions - Student feedback
2.2.1.4. Encourage learning in informal settings (i.e., off campus) (e.g., internships)	- Industry/NGO/etc. partnerships	• Schools • CD	AY 18/19	AY 21/22	- # courses - Student feedback - Pilot schemes
2.2.1.5. Expand the offering of blended (i.e., online & traditional) courses	Overloads	• CD • Schools • CTL	AY 17/18	AY 21/22	- # online courses - # online courses outside LAU - Number of blended programs
2.2.1.6. Provide faculty with a variety of LAU-based workshops on pedagogical innovation through the CTL	- Speakers - Workshop material - Remuneration and travel allowance for speakers ($50k/year)	• CTL	2017	2022	Number of workshops provided
2.2.1.7. Try to integrate opportunities for curricular and pedagogical advancement within the Innovation Center	Partnership with industry	• PC			- Number of workshops provided - # of students engaged

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.2.	**Promote Innovative Pedagogical Initiatives**
Action 2.2.2.	**Provide adequate IT Infrastructure & Support**
Enabler	
KPI	**Purchase and implementation of IT hardware and software commensurate with pedagogical innovation**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.2.2.1 Continuous maintenance and upgrade of existing infrastructure	IT Budget on Project Basis	• IT	AY 17/18	AY 21/22	Internet BW MM lifecycle in classrooms
2.2.2.2 Technology in classroom: Faster internet, wireless, interactive classrooms, state of the art multimedia systems and applications	• IT Budget • Technologies (to be costed out and considered per school proposals)	• IT • CTL	AY 17/18	AY 21/22	# interactive classrooms

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.3.	**Enhance Integrity and Ethics across Academia**
Action 2.3.1.	**Raise awareness about academic integrity**
Enabler	
KPI	**Number and results of awareness workshops**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.3.1.1. Maintain a rigorous, varied and ongoing awareness campaign for students	Students Printing costs	• SDEM communication	2017	2022	Number of awareness raising student activities
2.3.1.2. Create dedicated website		• SDEM communication • MarCom	2017	2022	- Have website up and running - Evaluation of effectiveness of website
2.3.1.3. Ensure communication across all units related to new Code, implementation and sanctions	• Workshops • Newsletter • Awareness activities	• SDEM • MarCom	2017	2022	Number of breaches and measures taken
2.3.1.4. Create oversight committee to assess, monitor and advise on AI issue	• Student Integrity Subcommittee	• Student Integrity committee	2017	2022	Committee performance record

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.3.	**Enhance Integrity and Ethics across Academia**
Action 2.3.2.	**Emphasize central role of faculty members as models of integrity and ethics in academic affairs**
Enabler	
KPI	**Number of faculty awareness workshops**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.3.2.1. Create professional development modules for FT and PT faculty regarding academic integrity (Communicate high standards/ expectations, integrity, exam building units)	• Consultants • Staff	• CTL	Fall 17	Fall 22	Number and result of activities
2.3.2.2. Develop testing skills modules (with certificates for completion) (e.g., multiple version exams, seating plans, plagiarism software, etc.)	• Support staff • Faculty • PT instructors	• Testing center	Fall 17	Fall 22	Number of takers and results
2.3.2.3. Raise awareness of student support services by outreach to students facing challenges	• Faculty • DOS • PT instructors	• DOS	Fall 17	Fall 22	Number of awareness activities

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.3.	Enhance Integrity and Ethics across Academia
Action 2.3.3.	Ensure adequate testing environment on both campuses
Enabler	
KPI	Drop in cheating and plagiarism incidents

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.3.3.1. Provide computerized testing facilities (individual workstations, exam conditions) for minimum of 150 students.	Space, Administrator, Computer infrastructure, Needed Equipment	• PC	Fall 17	Fall 22	Availability of service
2.3.3.2. Provide standardized testing facilities for exams (flat, individual desks, arranged, SAT test center capabilities) for minimum of 150 students.	• Testing space • Facilities • Director Testing • Scranton scanners	• PC	Fall 17	Fall 22	Availability of service
2.3.3.3. Develop a training module for proctors	• Staff • GA • Senior students	• CTL	Fall 17	Fall 22	Completion and application of module
2.3.3.4. Provide proctors in cases where graduate programs do not exist	Pay for proctors	• CTL	Fall 17	Fall 22	- Availability of proctors - # of proctors

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.3.	Enhance Integrity and Ethics across Academia
Action 2.3.4.	Assess and revise support tutoring services as needed
Enabler	
KPI	Availability of tutoring services on both campuses and to all schools

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.3..4.1 Ensure that Advising units flag problematic cases and refer to support services	Advising support workshops	DOS	Fall 2017	Fall 2022	Number of advising- related problems
2.3.4.2 Strengthen peer tutoring services within DS units	Budget available in student funds	DOS	Fall 2017	Fall 2022	Retention Rate
2.3.4.3 Assess and improve Learning Center within AKSOB		DIRA and DOS	Fall 2017	Fall 2022	Developing and implementing, assessment modules
2.3.4.4 Address Learning Differences at LAU	Possible personnel, facilities,	DOS, Dept. of Education	Fall 2017	Fall 2022	Serious reduction in problem incidence

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.4.	**Improve Assessment Systems**
Action 2.4.1.	**Cultivate faculty assessment skills**
Enabler	
KPI	**Number and results of faculty assessment workshops and one-on-one support sessions**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.4.1.1 Provide workshops on improving assessment of learning skills (e.g., developing course tools, grading schemes, how to better report results) for new faculty and as ongoing development for other faculty	• Workshops for current faculty and new hires • Increase budget CTL	• CTL • DIRA	Fall 17	Fall 22	- Building capacity in multi-dimensional assessment systems including multiple constituencies - Evaluation of assessment competencies for faculty attending workshops
2.4.1.2 Assess students achievement of ALL course learning outcomes using several assessment tools to reflect competencies attained—both cognitive and affective (separately from program assessment currently done)	Faculty	• Schools • CTA	Fall 17	Fall 22	- Building capacity in multi-dimensional assessment systems including multiple constituencies
2.4.1.3 Promote informal assessment and/or multiple assessment measures [e.g., formative assessment tools (assessment for learning) and summative assessment tools (assessment of learning)] into courses	• Faculty • Consultants	• CTL	Fall 17	Fall 22	- Building capacity in multi-dimensional assessment systems including multiple constituencies

2.4.1.4. Develop monitoring/assessment skills to enhance academic integrity (promote multi-stage projects, group work with group-based assessment)	Workshops for current faculty and new hires		Fall 17	Fall 22	- Building capacity in multi-dimensional assessment systems including multiple constituencies

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.4.	**Improve Assessment Systems**
Action 2.4.2.	**Enhance emphasis on teaching in faculty evaluation**
Enabler	
KPI	**Diversify faculty teaching evaluation beyond student course evaluation**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.4.2.1. Revise teaching evaluation component of annual formal faculty assessment	DIRA and School Expertise	• DIRA	Fall 17	Fall 22	Having an improved system in place
2.4.2.2 Introduce peer multiple assessment schemes of teaching and learning performance, including those of peers	Schools + External Experts	• CTL • CD	Fall 17	Fall 22	Reports on performance using such schemes

Pillar 2.	*Pedagogical Innovation and Integrated Delivery*
Goal 2.4.	**Improve Assessment Systems**
Action 2.4.3.	**Improve Course Evaluation Process**
Enabler	
KPI	**Update and upgrade course evaluation forms and the way we act on results**

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
2.4.3.1. Improve course evaluation practices		• DIRA	2017	2022	Adoption of revised course evaluation in schools
2.4.3.2. Identify and improve how course evaluations are used (target audience: faculty and students) in faculty development, improving student learning, etc.	• School Curriculum Committees	• DIRA • CTL	2017	2022	Improved scores by 5% each year on evaluation scores of faculty and students

Pillar 3 – *LAU Without Borders*

Executive Summary

Pillar Three seeks to capture and invigorate entrepreneurial forces within LAU and to enlarge LAU's academic and professional footprint in Lebanon and beyond. LAU must adapt to changing national and international dynamics in higher education by becoming more intrapreneurial and entrepreneurial. The ways in which LAU plans these dynamic changes should be viewed as a necessary investment in the long-term sustainability of the institution. While the pillar includes a number of proposals for the creation of external degree and non-degree programs outside of LAU's current campuses, the focus of the pillar is on how to lay the groundwork and facilitate the necessary 'buy-in' from relevant stake holders to identify, create, and sustain strategic alliances and partnerships with the private and public sectors through rethinking our curriculum and creating on-campus entrepreneurship hubs/clusters and moving beyond the classical University Model. By way of example, the University Enterprise Office (UEO), as one of the entrepreneurial arms of the university, is being reorganized in order to become better able to do its share in helping LAU forge alliances in the region and enhance its brand as a provider higher education and professional services. The same goes for several school institutes whose priority will be to tap more of their entrepreneurial potential. Although Pillar Three is mostly intended to enhance the branding of LAU and put it more solidly on the map as a leading institution of higher learning locally, regionally, and internationally, it also aims to launch initiatives that will generate revenue streams that can put the university on a path to lessen its dependence on undergraduate tuition, currently estimated 96% of LAU's revenue stream. While the revenue side is unlikely to change radically, it is hoped SPIII, Pillar Three, will at least help us start building momentum toward a more even distribution of revenue sources. While quick results are unlikely, there is no question that this pillar is meant to serve as a watershed development in the direction of diversifying revenue sources.

One can hardly overemphasize the fact that Pillar Three represents mostly new territory for the university and should be approached cautiously. The idea is to cast a wide net of options in the areas of exporting programs and possibly establishing branches outside of Lebanon mostly in partnership with credible counterparts, and then to vet each option as rigorously and analytically as possible to make sure that risks taken are calculated and kept within reason. To this end, any and all initiatives to be undertaken under Pillar Three will have to withstand meticulous mapping and careful review at multiple decision-making levels throughout the decision-making process established at LAU. Since many pertinent variables cannot be known at this point, much of the substantive work in Pillar Three will have to be undertaken in the context of implementation mapping.

Pillar 3.	*LAU Without Borders*
Goal 3.1.	**Establish external degree & non-degree programs and branch campuses outside Lebanon**
Action 3.1.1.	**Offer LAU graduate degrees outside of Lebanon**
Enabler	Provost's Office
KPI	- Recommendation report from Ad hoc committee regarding which programs to be offered outside of Lebanon - Feasibility studies - Creation of programs outside of Lebanon - Revenue Generation: exceeding the full cost - Cost Containment including opportunity cost of using existing faculty resources - Minimum student enrollment (to be determined)

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.1.1.1. Creation of a limited number of LAU graduate degrees (mostly in the GCC area) as may be revealed through bilateral contacts and rigorous case-by-base feasibility analysis. The proposed degrees would need to be approved by LAU administration and the BoT.	• Ad hoc committee • Human Resources in terms of faculty able to teach abroad for short periods via condensed courses. • Office to manage the program	• Provost's Office • Deans • Vice President for Human Resources and University Services	Fall 2018	Spring 2019	- Recommenda-tion report from Ad hoc committee - Feasibility studies - Design and validate modules
3.1.1.2. Formulate admission criteria for programs	University Curriculum Council	• Deans	Spring 2019	Fall 2019	Finalization of admissions criteria
3.1.1.3. Establish partnerships with reputable local universities in order to reduce the cost of implementation.		• Provost • Deans	Spring 2019	Fall 2019	• Arrange partnerships • # of partnerships

3.1.1.4. Launch program/programs in fall 2019		• President • Provost • VP for Student Development and Enrollment Management (SDEM) • VP for University Advancement • AVP Development • AVP Marcom	Fall 2019	Ongoing	Prepare and execute launch

Pillar 3.	*LAU Without Borders*
Goal 3.1.	**Establish external degree & non-degree programs and branch campuses outside Lebanon**
Action 3.1.2.	**Establish Branch Campuses Outside of Lebanon**
Enabler	Provost's Office / UEO
KPI	- Revenue Generation: exceeding the full cost - Cost Containment including opportunity cost of using existing faculty resources - Recommendation Report(s) - Feasibility Studies - Completed plan(s) - Establishment of branch campus(es)

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.1.1.1. Recommend location(s) for branch campus(es) outside of Lebanon based on extensive feasibility studies	• Ad hoc committee	• Provost's Office • Deans • Vice President for Human Resources and University Services	Fall 2018	Spring 2019	- Recommendation report from Ad hoc committee - Feasibility studies
3.1.1.2. Establishment of LAU branch campus(es) outside of Lebanon pending BoT approval.	• Ad hoc committee • Human Resources & University Services	• Provost's Office • Deans • Vice President for Human Resources and University Services	Fall 2019	Ongoing	- Completion of plan(s) for branch campus(es) - Establishment of branch campus(es)

Pillar 3	*LAU Without Borders*
Goal 3.2.	**Promote a Network of Academic and Corporate Alliances**
Action 3.2.1.	**Utilize existing outreach units for the objective of corporate alliances**
Enabler	Provost office, VP for University Advancement

KPI	Full Reports from directors of corresponding offices at the end of Fall 17
	    (a) Produce (or maybe increase) a database of alumni with information about their positions, size, type and location of the business, etc.
	    (b) Report from each institute about their main supporters, connections, etc.
	    (c) Report on their existing plans and targets
	    (d) Report on what related programs they have, what's in the pipeline and their targets

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.2.1.1. Reach out to LAU's alumni community to seek their support in alliances with their respective businesses.(a)	• None • Marketing • Alumni relations	• AVP Alumni Relations	Fall 18	Fall 19	Completed support program
3.2.1.2. Encourage institutes at LAU and other external offices to reaffirm their mission to reach out to the corporate community to provide and obtain help that may lead to alliances (b) (c)	• None • Development • Marketing • LAU consult • UAO	• Directors of Institutes/other external offices	Fall 17	Fall 18	Operational institutes agenda
3.2.1.3. Improve LAU website to include a section on LAU's resources and potential alliances (d)	None	• Director of MARCOM	Fall 17	Fall 18	Revamped website

Pillar 3	*LAU Without Borders*
Goal 3.2.	**Promote a Network of Academic and Corporate Alliances**
Action 3.2.2.	**Leverage access to LAU intellectual capital into major corporate alliances**
Enabler	Provost Office, Deans, Legal Counsel, VP-HRUS, VP-Finance
KPI	1) Number of unique areas identified within LAU 2) Number of contacted companies 3) Number of bilateral negotiations 4) Number of contracts signed

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
3.2.2.1.	Identify unique strengths of LAU that may be of interest to companies / Identify LAU's intellectual capital that can be translated in corporate alliances	None	• Committee formed by the Provost Office,	Fall 2017	On-going	Articulate and package LAU differentiators
3.2.2.2.	Provide a window into LAU's unique focus areas for groups of people from interested companies	None	• Deans • Development	Spring 2018	On-going	Established communication networks with industry
3.2.2.3.	Seek out opportunities for company employees' training at LAU	Travel budget may be required CEP	• CD • Deans	Spring 2018	On-going	Revamp Executive Education programs
3.2.2.4.	Identify companies with common interests to LAU's intellectual capital		• CD • Deans • AVPs Development Alumni	Spring 2018	On-going	# of strategic alliances

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
3.2.2.5.	Enable access to facilities, faculty and students for company employees	None	• VP-HRUS • Deans	Spring 2018	On-going	Adopt open door policy regulated by MoUs
3.2.2.6.	Enter into agreements with identified companies		• Office of Provost • VP Finance • Legal Counsel • AVP Development • AVP Alumni	Spring 2018	On-going	Effect needed agreements

Pillar 3	LAU Without Borders
Goal 3.2.	Promote a Network of Academic and Corporate Alliances
Action 3.2.3.	Establish competitive opportunities for selected companies to support faculty research and related infrastructure
Enabler	Provost Office, Legal Counsel, Office of Corporate Relations (or substitute), MARCOM
KPI	1) Number of prospective partner profiles developed 2) Number of marketing plans developed 3) Number of MOUs developed

Action Steps		Needed Resources	Champion	Start Date	End Date	KPI
3.2.3.1.	Assess market potential for LAU research CR1.1.	None	• Provost Office • MARCOM	Fall 2018	On-going	Launch a communication campaign with industry
3.2.3.2.	Develop an approach (marketing plan) for each prospective partner that is based on company's business needs and culture	None	• Provost Office • MARCOM	Fall 2018	On-going	Work out marketing campaigns
3.2.3.3.	Identify the client and initiate exploratory meetings	None	• Provost Office	Fall 2018	On-going	# of clients identified and communication
3.2.3.4.	Create an MOU/contract for each company	Prior to ratifying MoU, coordination re: available & required services and facilities	• Provost Office • Legal Counsel	As needed	As needed	MoUs and MoAs

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.2.3.5. Assist company administration in evaluating/appreciating LAU research	None	• Provost Office • MARCOM	Fall 2018	On-going	Results of evaluations

Pillar 3.	*LAU Without Borders*
Goal 3.3.	**Encourage Faculty Entrepreneurial and Intrapreneurial Initiatives within University Framework**
Action 3.3.1.	**Encourage and support faculty innovation and entrepreneurship initiatives**
Enabler	Provost Office, VP Finance, Schools
KPI	Faculty engagement in entrepreneurial learning and projects/activities as evidenced by: 1) number of faculty members supporting the incubator's activities by providing student coaching, seminars, etc.; 2) number of faculty members directly involved in entrepreneurship projects with students; and 3) number of patents, licenses, technology transfer agreements, etc.

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.3.1.1. Reward faculty members who demonstrate the university entrepreneurship and innovation agenda/strategy [CR 2.1]		• Deans	Fall 2017	Fall 2018	Introduce an entrepreneurship award
3.3.1.2. Develop schemes that advance faculty involvement in entrepreneurship activities and creation of businesses [CR 1.3 / IP Initiatives & Patents]	- Sabbatical or others - Review of "Conflict of Interest" policies	• CD	Fall 2017	Fall 2018	Same as above

3.3.1.3. Create a Technology Transfer Unit (TTU) or Technology Licensing Unit (TLU) as part of the Legal Services and GSR to help faculty and students commercialize their research/ideas and help protect intellectual property [CR 1.3 / IP Initiatives & Patents]	- IT - Legal services	• Provost Office • Newly hired administrator • Center for Innovation	Fall 2017	Fall 2018	Ref. Pillar 1, Goal 3

Pillar 3	*LAU Without Borders*
Goal 3.3.	**Encourage Faculty Entrepreneurial and Intrapreneurial Initiatives within University Framework**
Action 3.3.2.	**Activate the Existing University Institutes and Centers that could launch entrepreneurial activities**
Enabler	Provost Office, schools
KPI	Enhanced performance of institutes and centers as evidenced by: 1) Increased number of activities, conferences, collaborations, and initiatives staged by the centers/institutes 2) Increased number of industry and research output produced by the centers/institutes

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.3.2.1 Identify and involve existing university institutes and centers that could cater to entrepreneurial activities	None	• Schools • Center for Innovation	Fall 2017	Spring 2017	Pair up and dialogue with institutes with relevant sectors
3.3.2.2. Establish a road map for the execution of the planned entrepreneurial activities	None	• Center for Innovation • Concerned institutes and centers	Fall 2017	Fall 2018	Building the plan
3.3.2.3. Secure a budget for the execution of the planned activities	Grants	• Office of the Provost	Fall 2017	Fall 2018	Incorporation in SPIII

Pillar 3	*LAU Without Borders*
Goal 3.3.	**Encourage Faculty Entrepreneurial and Intrapreneurial Initiatives within University Framework**
Action 3.3.3.	**Create a yearly student and faculty Entrepreneurship Competition that can attract talent and innovative business ideas**
Enabler	Provost Office, VP Finance, schools
KPI	Successful staging of entrepreneurship competition as evidenced by: 1) number of participating investors/firms 2) number of participating project holders 3) amount of seed investment funds allocated by firms/investors to project creation

Action Steps	Needed Resources	Champion	Start Date	End Date	KPI
3.3.3.1. Target University entities (e.g., schools, institutes…) to develop ideas for the competition	None	• Deans/ Center for Innovation	Fall 2017	Fall 2018	Identify and activate relevant university units
3.3.3.2. Put together a pool of experts to identify winning project, select the best innovative project, and provide financial award	• Budget for award from corp. sponsorship • Faculty • External experts	• Office of the Provost / Institute Director / Center for Innovation	Fall 2017	Fall 2018	Convene and task the group
3.3.3.3. Identify potential investors / equity partners	None	• Office of the Provost / Institute Director / Center for Innovation	Fall 2017	Fall 2019	• List of investors • Work on this with school advisory boards
3.3.33.4. Collaborate with local banks to provide the funds for the start-ups (see Central Bank of Lebanon Decision #131 for preferential loans)	None	• Office of the Provost/ Institute Director/ Center for Innovation	Fall 2017	Fall 2018	Work with VP Finance to put a Bank Consortium in place