



LEBANESE AMERICAN
U N I V E R S I T Y

INSTITUTIONAL SELF-STUDY 2007

IN PREPARATION FOR ACCREDITATION CANDIDACY
BY THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
OF THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES





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PREFACE

On behalf of Lebanese American University (LAU), I am proud to present to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, this self-study as a requirement for accreditation candidacy. The self-study is the result of a true labor of love, emanating from our profound commitment to the mission of the university and our deep realization that it will help us become a better institution of higher education. In that sense, the self-study project informed the entire LAU community and inspired its vigorous participation in bringing it to successful completion.

The Steering Committee that we established to oversee the preparation of the self-study represented the various university constituencies and reflected their diversity. Under its guidance, sub-committees were formed to address each of the commission's standards. The sub-committees were guided by three cardinal rules: extensive consultation with and involvement of the university's constituencies, meticulous gathering and thorough analysis of relevant data, and realistic and practical responses to the challenges of fostering our strengths and reducing sharply, if not eliminating altogether, our weaknesses.

Honesty was our overriding concern in describing our institution, analyzing its programs, and providing plans for its improvement and continued success. To this end, we all realized that the self-study should provide an accurate picture of who we are, where we intend to go in the next five to ten years, and how to effectively reach our goals.

Preparing the self-study within the framework and the guidance of the commission's standards brought together the two campuses in Beirut and Byblos as inseparable parts of a single institution, and helped us understand better our strengths and weaknesses. During this endeavor, we learned a great deal about each other, about our shared institution, about our dreams and aspirations, and about our potential and our capacity to convert it into a meaningful reality. As a result, and guided by our current five-year strategic plan, we charted an irreversible and clear sense of direction aiming at excellence in all that we do as an American university operating in Lebanon and serving the entire Middle East region. Further, and thanks to this invaluable pursuit of candidacy for accreditation, we have become a "learning organization," always doing better what we do, and being strategically creative and innovative in keeping our institution at the cutting edge of American higher education. We assure you that the new learning paradigm that we acquired in the process of seeking candidacy for accreditation will continue to guide and inspire us long after its completion.

Our academic vice-president, Dr. Abdallah Sfeir, assisted by Dr. Elie Badr, meticulously and most responsibly shepherded the university's endeavors in preparing the self-study, and will give you a full and detailed description of the process we followed in completing it.

On behalf of the entire LAU community, I would like to extend our most sincere gratitude to the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges for giving us the opportunity to apply for accreditation candidacy and in the process to become a better institution. I would also like to take this opportunity to extend my most sincere thanks to the LAU community for coming together and preparing an honest, responsive, and responsible self-study for your consideration. We hope you will be satisfied with the fruits of our labor. Thank you.

Joseph G. Jabbra

President

INTRODUCTION

Lebanese American University derives its inspiration from and pledges fidelity to its Presbyterian founders. The institution's early days in 1835 find a reminder in an engraved column in Beirut's city center: "Site of the first edifice built as a school for girls in the Turkish Empire." From this modest initiation by the Presbyterian Church, USA, spawned the American School for Girls. The year 1924 is considered the birth date of LAU as an institution of higher education since it is on that date that a two-year program was added to the high school, providing a junior college curriculum. In 1927 the American Junior College for Women (AJCW) became a separate institution and was transferred to Ras-Beirut; six years later it was moved to its present location.

By 1950, the two-year American Junior College for Women transformed into a four-year institution of higher learning and became Beirut College for Women (BCW). In 1955, the college was chartered by the Board of Regents of the State University of New York, and in 1970 the Bachelor's degree was recognized by the Lebanese government as equivalent to the *License*. In 1974, 50 years after its founding, the college became co-educational and was renamed Beirut University College (BUC).

The institution faced major difficulties during the 1975-1990 Lebanese war, among others, its enrolment plunging by over 80% in fall 1976. However, animated by the same spirit of its founders, 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 an education they could not get elsewhere as travel abroad became next to impossible. Off-campus programs were opened in the north and south of the country to offer the opportunity for students who could not join the main campus to get an education.

In 1995, Lebanese American University (LAU) emerged as a multi-campus university with its historic home in Beirut, a new campus in Byblos and a smaller off-campus operation in the south. The latter program was suspended in 2003 as students preferred to join the Beirut campus due to the newly built highway that made the Beirut campus only a twenty-minute ride from Sidon.

Up to the early nineties, program offerings were limited to majors in the Schools of Arts and Sciences and Business. Engineering and architecture, and pharmacy were added to the liberal arts and business offerings. During most of this era, the university was under the leadership of Dr. Riyad Nassar who served as President from 1984 to 2004.

Due to its historic roots, LAU was for a long time considered the university of choice for women's education in Lebanon and the region. Its shift to a co-educational institution transformed its reputation to that of an institution that is student centered, and the percentage of non-Lebanese students relative to total enrollment increased substantially during the eighties. Whereas Lebanese nationals were under 45% in the mid-seventies, they now stand at about 80%. Regional enrollment now counts for about 10%, and the remaining 10% come from other parts of the world, though a substantial number of these students are bi-national Lebanese whose families expatriated during the war.

Lebanese students belong to the mosaic of 17 different religious denominations that comprise the country. Most students come from middle class families and from private secondary schools that provide the quality education needed to join LAU. An important financial aid program is in place to provide opportunities to deserving students that cannot afford the tuition. Substantial resources are continuously being added to this program that benefits one in every three to four students.

In August of 2004, Dr. Joseph Jabbra was called to serve as the new president of the institution. Shortly after his installation President Jabbra committed himself 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. In order to accomplish these ambitious objectives, President Jabbra decided to create an inclusive and open process, led and conducted by a committee of designated faculty and staff of the university that would provide opportunities for input and participation from virtually all members of the university community.

Strategic Plan 2005-2010 and the Board's decision to go ahead with plans to open a School of Medicine in fall 2009 will have a major impact on the institution over the next few years. Some of these effects are already starting to be felt as the university begins implementation.

Chief among these effects is the establishment of a Faculty Senate to enhance the participation of faculty in the governance of the institution. A Senate was elected in spring 2005, and is currently engaged with revamping faculty bylaws that date back to the college years and have become antiquated. The strategic plan also calls for improved student and staff participative governance. A Staff Advisory Council was elected in December 2006, and work is progressing on the bylaws for a student council.

Another major development implemented this academic year is the change of teaching load from four courses per semester to three, in order to provide more time for faculty research. This change came about as the culmination of the progressive evolution of the institution from a college to a university. In parallel with this change, faculty promotion criteria have evolved to include scholarly research for promotion to higher ranks.

Preparations are underway to open the School of Medicine in fall 2009. A dean for the school was recruited through an international search in October 2006. A consultancy agreement has just been signed with Harvard Medical International to consult with LAU regarding the development of the medical school's programs, design of its facilities, creation of the school's bylaws, and the recruitment of faculty.

In parallel with the strategic plan, and benefiting from the momentum it created within the institution, the university launched the present project for accreditation of LAU in the United States. Contacts were established with the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges in 2004, and a number of faculty and staff attended the organization's accreditation workshop in October 2004.

SELF-STUDY: THE PROCESS

This being the first time the university undertakes to do a self-study, special care was exercised to make the process as inclusive and as participative as possible. Wide consultations took place with various constituencies of the university to plan the work, organize teams, and organize orientation sessions before launching the process proper.

All in all nine sub-committees were set up. Seven were entrusted to work on one standard each; two committees each dealt with two standards. The sub-committee dealing with standard four was by far the largest, but it was split into several groups that each addressed one substandard. A University Steering Committee for NEASC accreditation was also set up with membership mostly composed of chairs of the sub-committees. Membership of all committees is covered under **Exhibit 0.1**; the time plan for work is shown in the same exhibit. A division of labor greatly facilitated the task of preparing the self-study. The steering committee met monthly on a Saturday, to exchange information, receive reports from the chairs of the sub-committees, and more generally ensure that the self-study was cohesive and comprehensive.

The self-study was compiled progressively as each of the description, assessment, and projection phases were completed. By late spring 2006, a complete rough draft of the self-study was finished. Projections included in this first draft were incomplete and were defined very loosely and in general terms. Sub-committees recommended "what" needs to be done, but did not address "how" or "when" the projected actions would be implemented, and "who" would implement them.

Projections were completed in a set of meetings that took place throughout the summer, and that brought together members of the self-study teams and the various units and constituencies that will be in charge of implementation and follow-up of the projections. In one instance, and in the case of standard 4, the Council of Deans met with members of the sub-committee in charge of this standard over five times, reviewing the first draft very carefully and agreeing jointly on actions that need to be implemented. The second rough draft of the self-study – including detailed projections – was assembled in late summer 2006.

The last phase of the work consisted in organizing a series of focus-group meetings to review and update each of the chapters addressing the 11 standards. These focus groups brought together representatives of the NEASC accreditation sub-committees, representatives of the administration that are most involved with the standard being addressed, and other faculty, staff and students who were not initially involved with the self-study. These focus groups served a number of purposes: (i) making the process more participative, (ii) making sure that nothing was overlooked, and (iii) insuring a wide commitment to implement the projections.

Prior to launching the self-study, Dr. Barbara Brittingham visited LAU in December 2004, and attended part of the Board of Trustees meeting of March 2005 in New York. Both occasions were greatly beneficial to LAU as they provided an opportunity for members of the faculty, administration and governing board with no prior experience with accreditation to get introduced to the process. We trust it was also an opportunity for Dr. Brittingham to understand what makes LAU tick.

The eligibility visit took place on April 3-4, 2006. The team consisted of Dr. Richard Pattenade, President, University of Southern Maine, Dr. Charles Hadlock, Trustee Professor of Technology, Policy, and Decision Making, Bentley College, and Dr. Barbara Brittingham, Director, Commission on Institutions of Higher Education, NEASC. This visit was also of enormous assistance to the Steering Committee as it allowed for exchange with individuals well-versed in the accreditation process and also provided guidance on the preparation of the self-study. Furthermore, the visit helped the committee to better understand the expectations of the accrediting agency. The ensuing report of the team highlighted areas of major importance that need to be addressed carefully in the self-study. Last, we believe the team's spring 2006 visit was equally beneficial to increasing their understanding of the ethos of LAU.

The self-study considers the academic year 2005-2006 as a base year for all descriptive material and data used in the report. The fast pace at which the university is evolving is sometimes reflected through updated figures and/or specific comments describing major changes that are taking place. This has not always been an easy task; it is hoped that the self-study is more of a "video" than a "still photograph" and that it reflects the fast pace of changes taking place at LAU.

WHAT HAVE WE LEARNED

Specific findings and appraisals on how LAU meets, or falls short of meeting, the NEASC standards are covered in the body of the self-study under each of the 11 standards. In its letter stating that LAU complies with the "Requirements for Affiliation," the commission asks the institution to give particular attention to its successes, remaining challenges, and plans regarding five specific areas. These are covered as follows: (i) the implementation of the strategic plan (chapter 2), (ii) the implementation of its new governance model after the election of the Faculty Senate (chapter 5), (iii) understanding what and how students are learning and using results for improvement (chapter 4), (iv) instituting the School of Medicine (chapter 2), and (v) changing the faculty teaching assignment (chapters 4 and 5).

Where needed, projected actions to remedy identified weaknesses or shortfalls are included in the projection section of each chapter. These are also included in a project plan that lists all actions the university will be engaged in over the next few years. This plan integrates actions resulting from the strategic plan, as well as the self-study and removes or merges redundant activities [Exhibit 0.2]². The next three-year budget plan will include necessary resources for implementation of identified projects.

However, now that the self-study document is compiled, one cannot ignore that there are other lessons that have been learned. Retrospectively, the guidance offered to us by the CIHE staff to stress as much on the process as on the final written document has been very valuable advice. The self-study exercise as a whole is certainly much larger than the sum of its component parts.

Most colleagues initially thought of accreditation as a being a pass/fail test. The thinking rapidly changed, as participants in the process realized that this was instead a self-evaluation meant to improve the way we operate rather than pass judgment. After an early phase of hesitation bordering sometimes on reluctance came a period of doubt and apprehension, then little by little

everybody started getting into the game of questioning and probing. Positioning ourselves “outside the box,” we observed how we carry out our numerous jobs, continuously asking ourselves after every answer: How do we know? Finger pointing was soon to be replaced – most of the time – by candid and constructive observations.

The lessons learned from the process will have long lasting impacts on LAU. This exercise has brought together the whole institution in ways it has never experienced before. Faculty, staff and students from different campuses, schools, disciplines, functions and duties sat together and realized how much they have in common. There is no better way to share and fulfill the university’s mission and vision and move the institution forward than by understanding our *raison d’être* as well as understanding the concerns, difficulties and priorities of each other.

Abdallah Sfeir, Chair of the Steering Committee

Elie Badr, Co-Chair of the Steering Committee

¹ Exhibit 0.1: Self-Study Process

² Exhibit 0.2: Projections Implementation Plan

MISSION AND PURPOSES

DESCRIPTION

MISSION STATEMENT: The current Mission Statement of the institution reflects the changes and transformation of Lebanese American University (LAU) from Junior College for Women [AJCW, 1924], to a university serving both men and women in the region while maintaining its liberal arts education and the values of its original founders.

Lebanese American University is chartered [Exhibit 1.1] by the Board of Regents of the University of the State of New York, giving it the legal right to grant degrees to men and women at the undergraduate and graduate levels in various majors. The degrees offered are: A.A., A.A.S., B.A., B.S., B.E., B.Arch., B. Interior Arch., Pharm.D., M.A., M.S., M.B.A., and EMBA [Exhibit: 1.2, pp. 51-189 and chapter 4 gives details of the academic degree programs].

The Board of Trustees revised the mission statement of the university in May 2005 and later approved it in September 2005. [Appendix A, Exhibit 1.3a]. The Mission Statement appears in the University Academic Catalog [Exhibit: 1.2, p.8].

The new Mission Statement evolved from the Statement of Purpose, under which the university had previously operated. The Statement of Purpose emphasized that LAU “offers strong liberal arts education with professional and career-oriented curricula at the undergraduate and graduate levels” with the objective “...to serve the educational needs of Lebanon and the Middle East by being a community that is intellectually stimulating and responsive to the dynamics of its environment.” Specifically, the goals and objectives of the Statement of Purpose included offering ‘quality education’, a conducive ‘teaching and learning environment’, ‘continuous evaluation’, ‘university linkage’, ‘faculty development’, and ‘university governance’.

Building on the strong foundation of the Statement of Purpose, the current Mission Statement commits LAU “...to academic excellence, student centeredness,...advancement of scholarship,...education of the whole person,...[and

the] formation of students as future leaders in a diverse world” [Appendix A].

LAU VALUES: LAU values draw upon the original mission of its Presbyterian founders to promote human dignity, gender equality, ethical responsibility, social cohesion, justice and democracy, and provide educational opportunities to all [Appendix A].

LAU VISION: LAU’s vision, driven by its mission and values, is to provide an education to a diverse student body [chapter 6], attract and retain a distinguished faculty body [chapter 5], emphasize liberal-arts education and foster collaboration across the university involving faculty, students and staff in teaching, learning, and service. State of the art facilities are provided to support the institution’s academic objectives [Exhibit 1.2, pp.15-21]. Chapter 7 gives information on Library Resources, and chapter 8 gives a description of Facilities and Technological Resources.

LAU GOALS: LAU has identified seven goals: [Appendix A]: to become ‘...a world-class institution of higher education’, to increase enrollment by ‘properly nurturing and supporting students’, to provide a service-centered environment’, ‘to make [LAU] the higher education employer of choice in Lebanon’, to strengthen relationships with the extended community’, to provide state-of-the-art systems and infrastructure’, and to use financial resources in a well-planned and highly effective manner’. Nine initiatives of *Strategic Plan 2005-2010 (SP 05-10)* have been identified by the university in order to achieve these goals and are referred to in the body of the self-study where appropriate. [Exhibit 1.4].

ACADEMIC EXCELLENCE: The Mission Statement places significant stress on *academic excellence*, to be achieved mainly through the university’s academic programs, faculty and teaching.

A template for program review, including evaluation guidelines, has been prepared to meet the institution’s evolving academic and professional needs [Exhibit 1.5]. Schools have been asked by the VPAA to design their own guidelines based on this template.

The faculty is a diverse group and a majority hold terminal degrees in their fields. [chapter 5 provides details concerning the faculty profile]. Teaching at LAU is based on the liberal arts model that aims for a ‘wholistic

education'. This is partly reflected in the general university requirements: a core of liberal arts courses that are required of all students [Exhibit 1.2, p.48].

SCHOLARSHIP: Scholarship constitutes a key component of academia, and has been supported since 1994 by the University Research Council (URC). The URC promotes faculty research through funding conference participation, course releases and other activities [Exhibit 1.6]. The development of scholarship at LAU is reflected in the growth of faculty publications, and participation in local and international conferences [Exhibit 1.7].

STUDENT FORMATION: LAU serves a wide student population from Lebanon and the region admitted irrespective of race, creed or religion. The student body is over 6,000 with 82% from Lebanon and 18% from other countries (refer to chapter 6 for student profile).

LAU gives attention to each student and provides an education that not only attempts to develop the 'whole person' through a liberal arts education, but to educate them as 'future leaders'. In this respect, students are given the opportunity to be represented on a few university councils and via the Guidance Office as well as to participate in student life on campus through activities and clubs that help them to gain decision-making skills valuable for their future careers [Exhibit, 1.2, pp. 24-26].

COMMUNITY OUTREACH: LAU's vision and goals are reflected in the university's outreach to the community. Through its various institutes, the university aims to promote women's issues, peace and justice, urban development, and a number of other issues [Exhibit 1.2, pp.208-209]. For example, the Institute for Women Studies in the Arab World (ISWAW) builds upon the original mission of the institution to educate women in the Middle East by addressing issues that concern women in our times as well as in the past. The Summer Institute for Intensive Arabic and Culture (SINARC) gives the opportunity for people of different nationalities to come together and study Arabic in a native context. Other institutes contribute in a variety of areas to promote an active role for the university in its community and the region at large.

Other community services include the Continuing Education Program, offered to

those who for certain reasons cannot join regular university programs [Exhibit 1.2, pp. 22-23] and the External Degree Program which offers a Bachelor's degree in conjunction with Excelsior College USA [Exhibit 1.2, pp. 29-30]. Furthermore, the Executive MBA degree gives an opportunity for those people who work full-time to carry out studies in business outside normal working hours (refer to chapter 4 for details).

Students also have recently engaged in community service locally and internationally through campus awareness campaigns and involvement in international events (refer to appraisal section).

APPRAISAL

MISSION STATEMENT: In September 2005, Lebanese American University approved its new Mission Statement to more clearly identify the institution's values, vision and goals. At the same time, the institution adopted a five-year strategic plan for 2005-2010, also approved by the Board of Trustees, to give more precise direction for the institution's immediate future. Prior to this, only one-year plans were created. On the whole, the Mission Statement has had a positive influence on the institution over the past year as evidenced by the many activities both academic and extra-curricular that have taken place.

The LAU community is reminded of the spirit of the Mission Statement by the administrative and academic leadership. The president dedicated time to the university's mission in its "commitment to academic excellence, student centeredness, the advancement of scholarship, education of the whole person and formation of the students as future leaders" in his convocation address at the beginning of the academic year 2005 as well as in other events such as Founder's Day and in e-mails to faculty (when certain activities have been reported by constituencies at both the Beirut and Byblos campuses).

The creation of a Faculty Senate in May 2006 demonstrates the spirit of the institution's mission. Furthermore, the president as well as the vice presidents and other administrative and academic leaders often address the mission's principles in faculty, staff and other meetings and venues.

The Mission Statement is concise and was adopted by the institution effective academic year 2005-06. It appears in relevant university

publications and is easily accessible to students and the community via the University Academic Catalog [Exhibit 1.2] but with some difficulty on the Web.

The Mission Statement is well understood by the Board of Trustees and the administrative body [Exhibit 1.3a]. However, the degree to which faculty are aware of the mission (in its elaborated vision, values and goals) is not high. Although the faculty are aware that a mission statement exists, they are not well versed on its main ideas nor where to locate it [Exhibit 1.3b]. Furthermore, very few students, irrespective of campus, school or year, are aware of the Mission Statement. Many of them have suggested that it be made more accessible to them [Exhibit 1.3c].

Student councils are currently being formed. Among many other benefits, the student councils will provide a good forum for deciding on ways to expose the student body to the mission. Better and more accessible means need to be implemented to raise the academic community's awareness and understanding of the university's mission and its centrality to the development of all aspects of the university.

Lebanese American University needs to formulate a process by which the Mission Statement is periodically evaluated by the faculty, administrative staff and Board to best serve the needs of the institution, its students, its traditions, its distinctive character and its vision for the future. It is perhaps too soon to objectively evaluate the current Mission Statement given that the revised one was adopted only in September 2005.

LAU VALUES: Members of the academic community do not easily perceive the distinctive character of the institution – particularly the tradition of giving equal educational opportunity to all students, its liberal arts education [Exhibit 1.3d] (refer to chapter 6) and holding high ethical principles (refer to chapter 11).

LAU VISION: LAU is dedicated to a vision that stresses the importance of a liberal arts education, a qualified faculty (refer to chapter 5), a diverse academic program and core general university requirements. However, the concept of a liberal arts education needs to be defined to the outside community as this concept may not be widely used except in the academic community.

LAU GOALS: The institution's seven major goals [Appendix A] are clearly identified in

the nine initiatives of the *SP 05-10* [Exhibit 1.4] and are available on LAU's website. Over the past year, the university has made efforts to implement aspects of the *SP 05-10*, but it still is too soon to assess the plan's success at this stage. Students continue to be engaged in local and international conventions and exhibitions as part of their course work and/or university activities (refer to chapter 6 on Students). In light of the mission, the university continues to have a diverse student body with student enrolment having increased (refer to chapter 6 on Students). There have been exerted efforts to use the financial resources of the university more efficiently through the creation of a three-year operating budget, a five-year capital budget and a five-year financial plan (refer to chapters 2 and 9).

ACADEMIC EXCELLENCE: Exerted efforts have been made over the past few years to bring the university – as an institution offering a liberal arts education – further in its pursuit of excellence. The university has moved to have its two campuses and numerous functions act truly as one university on all academic decisions. New programs such as History and Philosophy have been created and the General University Requirements have been revised to better match the spirit of a liberal arts education. Individual schools have been given greater support to develop, not the least through giving more opportunity for faculty to engage in research by reducing the teaching load from four courses per semester to three courses per semester (4:4 to 3:3), and providing for more faculty governance in the election of a faculty senate.

After the revision of the Mission Statement, *Program Review and Evaluation Guidelines* [Exhibit 1.5] were created to prompt individual departments to begin reviewing their programs in a more systematic way. Departments and divisions are in the process of developing mission statements, objectives and learning outcomes to provide more direction as well as awareness of the factors that influence student learning. This has been a good exercise thus far, but more work needs to be done. Faculty are eager and willing to take on the task towards revising and proposing new and relevant programs in line with the mission.

The Schools of Arts and Sciences, Engineering and Architecture, Business, and Pharmacy have, through their respective divisions and departments, focused quite intensively on writing program mission statements, objectives, and learning outcomes

for the current programs. Academic School Council meetings, chaired by the deans, have been held at both the Beirut and Byblos campuses as well as jointly to discuss and decide on these statements as well as to include them in any new programs. Three newly proposed programs: History, Philosophy and Actuarial Science, have been established with clear mission statements, objectives and learning outcomes. More time, however, is needed to evaluate and revise programs in light of the mission statement.

Although assessment of learning has always been of concern to the LAU community, it is now being examined more rigorously through the relevant faculty meetings in the different programs. Programs have begun to document how students are assessed (refer to chapter 4). Overall, LAU faculty are a qualified body with newly qualified faculty being recruited in order to raise the ratio of full- to part-timers as well as the level of teaching quality (refer to chapter 5).

SCHOLARSHIP: The faculty on the whole is becoming more engaged in scholarly work and research [**Exhibit 1.7**] (refer to chapter 5). The newly proposed *Promotion Criteria* [**Exhibit 1.8**] has placed the institution on the path to a better research level than in the past. More time is needed for the university to go from an institution mainly focused on teaching to one that focuses on both teaching and research (refer to chapter 5). Library holdings and technological support are being increased to give faculty the maximum help with their research endeavors (refer to chapters 2, 7, and 8).

STUDENT FORMATION: In line with the institutions' mission, more emphasis is being placed on a student-centered curriculum. The implementation of Smart Classrooms has been included in *SP 05-10* which when implemented would help in the learning process. Learning Centers are set up on both campuses to help students at the individual level, but these still need more work on their infrastructure and systems as well as increased staffing and more appropriate facilities.

The *Global Classrooms* project, a simulation of the United Nations, was implemented in 2005 and will run for another four years. The project raises student awareness on the procedures and mechanisms used by United Nations organs to tackle major global issues. The project transmits the main conflict resolution tools to students through interactive role-playing exercises. Students

have successfully engaged in activities on and off campus (refer to chapter 6) that help in the formation of their character and the leadership skills they will need in their own careers and in their interactions with the community-at-large.

COMMUNITY OUTREACH: The institution's community outreach has been quite active through its Continuing Education Program, its Executive MBA and institutes. Also, being at the crossroads between East and West, Lebanese American University has attracted people from all over the world. During the summer, the SINARC program provides individuals from around the world the opportunity to learn Arabic and exposes them to Lebanese culture and its different ways of life. SINARC also gives opportunities for the LAU community to interact on various levels with different cultures.

Al Raida, published by the women's institute (ISWAW), reaches women all over the Middle East and gives a forum for women to discuss openly many issues and concerns of interest to the Arab woman. LAU is also very active in community teacher training through its Teacher Training Institute which offers annual sessions for teachers, supervisors, and directors to participate in various training sessions in a number of disciplines offered by LAU faculty and qualified specialists. Through this LAU contributes to the development of teaching and learning in the schools and other educational institutions locally and regionally. Other university institutes have also exhibited a good record of activities [**Exhibit 1.9**]. In spite of these successful attempts, however, a systematic procedure is needed to evaluate the achievement of the university's goals.

The participation of students in community outreach has been encouraged and supported much more over the past few years at both the local and international levels. Locally, pharmacy students in the No Apathy Pharmacy and Health Awareness Student Society (NAPHASS) have been active in volunteer services such as Pharmacy Week and Diabetes Day to promote health awareness to both children and adults. Among the many activities have been fundraising carnivals of which the proceeds go towards treating children with cancer. Furthermore, these students participate in the Volunteer Outreach Clinic where weekends are devoted to helping needy patients receive medicine and treatment.

Under the supervision of the Social Science and Education Divisions and organized by Harvard University, USA, students from various disciplines at LAU successfully participated in and won several events in the world Model United Nations (MUN) held in England in 2005 and China in 2006. LAU competed at the international level with many high caliber universities such as Yale University, West Point Military Academy, San Andreas Catholic University, Harvard University, Princeton University, London University and others. The World MUN is a simulation of the United Nations in which students from all over the world meet in one city and then student teams represent different countries around the world to discuss matters of global concern along the lines of UN organizations such as the United Nations Development Program (UNDP), World Health Organization (WHO), the Economic and Social Council (ECOSOC) and others. In 2005, LAU students represented Lebanon, Trinidad, the Sultanate of Oman, and Tobago, and in 2006 represented the UAE, Kuwait and Gambia. These events have empowered students to collaborate successfully at the international level and to become future leaders.

Other similar international events in various disciplines and LAU's increasing number of successes in other areas are moving the institution towards excellence.

PROJECTION

MISSION STATEMENT: Lebanese American University will uphold its mission, and it will 1) make the Mission Statement more accessible to the LAU community and public, 2) raise public awareness and understanding of the liberal arts education that LAU offers, 3) raise student awareness of the Mission Statement, 4) raise faculty awareness of and commitment to the Mission Statement, and 5) raise staff awareness of and commitment to the Mission Statement.

1) Raising awareness of the Mission Statement among the LAU community and the public

The institutional website will be revised with the help of a LAU website committee appointed by the vice president for university advancement in spring 2006. The new website will place the university's Mission Statement in such a way that it is easily found. The LAU Mission Statement is to be placed under a top-level section entitled "About LAU."

2) Raising public awareness and understanding of the Liberal Arts Education that LAU offers

The Admissions Offices will provide information on liberal arts education to new students and in recruitment campaigns through printed documentation. This will be done in two stages: Preparing documents that explain liberal arts education to be dispersed to new students and dispersing prepared liberal arts education documentation beginning October 2007.

3) Raising student awareness of and commitment to the Mission Statement

The Mission Statement will be included in the students' code of conduct which is distributed to all students and discussed during orientation.

4) Raising faculty awareness of and commitment to the Mission Statement

The Mission Statement will be included in the Vice President for Academic Affairs' (VPAA) orientation session which is held at the beginning of every academic year. In addition, the university and school mission statements will be included on the agenda of the first school meetings. Schools will deliberate on how effectively they are fulfilling these mission statements. Schools will also reference their accomplishments as they relate to the university's vision and goals.

5) Raising staff awareness of and commitment to the Mission Statement

The Staff Advisory Council will discuss staff commitment to the mission statement in its scheduled meetings. The Vice President for Human Resources and University Services (VPHRUS) will review the meeting minutes and level of staff commitment to the Mission Statement and initiate appropriate actions.

These plans will be implemented during the academic year 2007-08.

LAU VALUES: LAU will remain committed to the values of its founders in promoting human dignity and equal educational opportunities with the highest ethical principles.

LAU VISION: The vision of the institution, guided by its mission and values and based on a liberal arts education, is the overriding guide in the continuing collaboration across the university. The determination of the University to keep sight of its vision enables it to strengthen and develop its constituencies in a systematic manner.

LAU GOALS: The nine initiatives of *SP 05-10* are the backbone of the university's commitment to its seven major goals aiming to promote academic excellence and the university as an institution of higher learning locally, regionally and internationally.

ACADEMIC EXCELLENCE: The institution is committed to academic excellence. In this pursuit of excellence, the teaching/learning situation, programs and state of art facilities and financial stability will be further developed and strengthened (refer to chapters 2, 4, 5, 6, 7, 8, and 9). The recent formation in May 2006 of a faculty senate in light of the Mission Statement and the preparation of guidelines for review of programs as well as newly revised General University Requirements (Liberal Arts Curriculum) will further strengthen the university's commitment to its mission and excellence.

SCHOLARSHIP: LAU will continue to promote research and scholarship through funding, reduced faculty teaching load and collaboration with outside funding agencies. Policies and procedures will continue to be reviewed in order to provide a rich scholarly environment. More positive engagement than in the past in these areas has already begun to show (refer to chapter 5).

STUDENT FORMATION: Students remain the center of all planning and development activities. With the continued efforts and collaboration of all constituencies, the university is committed to offering students a liberal arts education based on its mission, values, vision and goals. Furthermore, assessment of learning will be examined in a more rigorous manner (refer to chapters 4 and 6).

COMMUNITY OUTREACH: The institution is strongly committed to service to the country and the region. This is demonstrated through faculty, staff and student day-to-day work, scholarship and activities. Current efforts will make the community aware of LAU's mission and strengthen collaboration.

INSTITUTIONAL EFFECTIVENESS

The effectiveness of the Mission Statement has not been examined yet as it was adopted only in 2005; nevertheless, the university has to establish a mechanism for reviewing its mission and assessing its effectiveness in light of the evolving needs of the community it serves. With the implementation of *SP 05-10*, the many aspects of the institution will be

continually evaluated and developed. The Strategic Plan Oversight Committee will be asked to propose a mechanism for ensuring that a revision of the Mission Statement is carried out periodically, thus ensuring a systematic review in light of the changing needs of the community.

Exhibits

<i>App. A</i>	Mission Statement, Values, Vision, and Goals http://intranet.lau.edu.lb/general-info/mission.html
1.1	Absolute Charter
1.2	<i>Academic Catalog 2005-06</i>
1.3	a. Minutes of the BOT meeting of May 2005 and September 2005 b. Standard 1 Committee Faculty Focus Group Results c. Standard 1 Committee Student Questionnaire Results, re. Mission Statement d. Standard 1 Committee Community Questionnaire Results, re. Mission Statement
1.4	<i>Strategic Plan 2005-2010</i> http://strategicplanning.lau.edu.lb/
1.5	<i>Program Review and Evaluation Guidelines</i>
1.6	<i>URC Rules and Procedures V2.0</i> http://acad-admin.lau.edu.lb/councils/urc/URC_Rules_v2.0.pdf
1.7	Faculty Publication Survey 1998-2006
1.8	<i>Promotion Criteria and Guidelines for Evaluation</i>
1.9	Summary of Institute Activities

PLANNING AND EVALUATION

DESCRIPTION

PLANNING

UNIVERSITY-WIDE PLANNING: The current planning and evaluation processes at LAU have as their basis the five-year strategic plan enacted in 2005. [Exhibit 2.1] The processes focus on the areas of academic excellence, enrolment management, information technology, public relations and marketing, fundraising and development, and finance and administration.

Previous planning efforts were top-down, informal and/or entrepreneurial in nature. In August 1993, an eighteen-year plan [Exhibit 2.2] was approved by the Board; however, it did not involve all the constituents of the university community nor was it communicated to them. Very little coordination took place among the various organizational units. Each unit's primary concern was to guard its turf and its privileges. The Central Administration (since reconfigured into the President's Cabinet) would decide the budget guidelines for the next academic year and accordingly, the university units developed one-year plans within these guidelines. Consequently, the scope of the planning efforts was limited to the Central Administration's vision of how the university should be managed and where it should be headed. In addition, little documentation of lessons learned from execution of plans was recorded across the university.

This planning style did not hamper the university from increasing enrolment and the endowment, adding schools to the Byblos campus (engineering and architecture in 1995 and pharmacy in 1994), significantly enlarging library space, and constructing a new School of Business building in Beirut. However, this rapid pace of growth was also responsible for the university's inability to plan strategically.

An integrated, engaged, and comprehensive strategic planning effort began with the 2004-2005 academic year, spearheaded and championed by the newly appointed president, Dr. Joseph G. Jabbara. It focused on excellence and involved all constituencies of the

university. It was managed by a steering committee that supervised the work of nine committees, each dealing with a specific area. *Strategic Plan 2005-2010 (SP 05-10)* was unanimously approved by the University Executive Council and the Board of Trustees in September 2005. *SP 05-10* includes nine initiatives.

Moreover, in 2005-06, all university entities started developing rolling three-year operating budgets and five-year capital budgets. University entities have since been required to defend their budgets in front of the University Budget Committee (UBC), established the same year, composed of the vice presidents, general counsel, one academic dean, one dean of students, the assistant vice president for finance/director of budget and financial planning, two student representatives, and the chair and vice chair of the Faculty Senate.

PRESIDENT'S CABINET: Until the summer of 2005, when the President's Cabinet was created, a committee called the Central Administration (CA) was the primary planning unit at the university. It was comprised of the president, all the vice presidents and the general counsel. In 1998 the CA submitted an assessment for the first phase of the seven-year plan (1993-1999) to the BOT as well as university goals for the subsequent five years [Exhibit 2.2]. In addition, a capital budget expenditure plan was created in 2000. After the development of *SP 05-10*, President Jabbara introduced changes to the planning process of the university through implementing a bottom-up approach. In line with this new approach, steps were taken to create a University Budget Committee, a Strategic Plan Oversight Committee, a Council of Deans and a Central Facilities Committee. Newly created school facilities sub-committees were created to determine facilities and space needs. Such needs are collected by the Central Facilities Committee for implementation and for establishing short- and long-term facility plans.

The main function of the President's Cabinet (PC) is to ensure that the university is successfully meeting its mission, vision and goals. It serves as a consultative and advisory body to the president on all short- and long-term plans. It also makes sure that *SP 05-10* is being properly implemented. The PC holds retreats every summer to assess the achievements of past year and give directives

on implementing next year's plans. (The first retreat took place in August 2004). [Exhibit 2.3].

It is important to mention that the Board, through its Planning and Administration Committee, is the highest authority at the university to recommend, initiate, and adopt university plans.

ACADEMIC AFFAIRS: Prior to academic year 2004-05, the dean's function was viewed as one of an overseer and manager of a school. It included planning basic facilities needs and equipment procurement, initiating the development of new programs and curricula, as well as recruiting and evaluating full-time faculty members.

Short-term planning was exercised in schools. Such planning was reactive to student enrolment and divisional needs, and it normally catered to specific projects. In addition, no external data was collected to develop school plans, whereas internal data was limited to the number of students per program and admission records. Interaction among schools took place on specific projects and little coordination took place between similar schools on both campuses. The only attempt to create a school strategic plan was in the School of Engineering and Architecture where a plan for the period 1997-2002 was created. An annual operating and capital budget was prepared by each school, library and institute. Budgets were presented to the VPAA, and were defended in front of the Budget Office staff and the vice president for finance and administration.

All deans concur that LAU regularly provided needed resources except for physical space. There was unanimous agreement that space, financial resources and manpower are the essential elements needed for better planning and implementation. [Exhibit 2.4].

Short to long-term plans were developed by the libraries at the two campuses. The planning process involved staff through monthly meetings, and the plans were based on needs, concerns and achievements (refer to chapter 7).

During academic year 2005-06, schools were involved in beginning to implement the university's *SP 05-10*. More specifically, schools were involved in implementing Initiative 1 which mainly concerns academic

affairs. Moreover, schools prepared a three-year rolling operating budget and a five-year rolling capital budget that were defended in front of the recently established University Budget Committee.

HUMAN RESOURCES AND UNIVERSITY SERVICES: Prior to academic year 2005-06, the Human Resources and University Services (HRUS) entity did not exist in its present form. Functions pertaining to this entity were performed by the vice president for finance and administration. This position has since been replaced by two positions, namely the vice president for human resources and university services and the vice president for finance.

The HRUS contains five main sub-entities: Facilities Planning and Management, Campus Services, Human Resources, Information Technology and Purchasing.

Under Facilities Planning and Management, short-term plans (semi-annual and annual) were drafted for operation, maintenance and renovation, while long-term i.e. five-year plans were set for major construction projects.

Campus Services planning is reactive to campus needs and is performed by office directors as part of the budget preparation process while the function of Human Resources is limited to personnel data collection and policy holding and previously did not include planning. For some time, Information Technology (IT) has been developing an annual plan for each of the IT departments that addresses application and solutions, security and infrastructure, and support. Planning in IT has been driven by the needs of the different university entities. IT planning previously involved the IT directors headed by the assistant vice president for information technology. The IT department is preparing to implement disaster recovery systems covering all infrastructural units in order to protect records and otherwise protect its entity from unforeseen negative events. [Exhibit 2.5]

FINANCE: Prior to academic year 2005-06, financial planning and budget guidelines were drawn up by the VP for finance and administration and the Central Administration. The general guidelines addressed merit pay, cost of living increases, salary increases and adjustments, student tuition and fees, financial aid, program

expansion, and recruitment as well as overall benefits. The guidelines were presented to the Board of Trustees for approval and subsequently university entities produced the following fiscal year's plans within these guidelines.

In 2005-06, the University created a position of VP for Finance (VPF) and specific processes were put in place to address all financial matters. First, budget guidelines are proposed by the University Budget Committee to the President's Cabinet, which in turn presents it to the Board of Trustees (BOT). Once approved by the BOT, the Budget Office staff helps all university schools and offices in formulating figures for their departmental planning. The Budget Office also compiles and consolidates the overall budget within the set guidelines and available resources. The Budget Office offers extensive support to all entities of the university throughout the year and especially during the budget preparation time period [Exhibit 2.6].

The Office of the VPF also has the primary responsibility for implementing the investment guidelines and decisions recommended by the Investment Committee of the BOT and approved by the full Board.

STUDENT DEVELOPMENT AND ENROLMENT MANAGEMENT: After the development of *SP 05-10*, the Student Affairs entity was renamed Student Development and Enrolment Management (SDEM) headed by a vice president with the direct support of the dean of students on each campus. Deans of students fulfil several functions, namely, the oversight of: admissions, financial aid, guidance, athletics and residence halls. The registrars, continuing education programs and testing offices on both campuses report directly to the VPSDEM. Budgets are prepared by the various officers in direct collaboration with the Budget Office and the deans of students.

The student bodies of the two LAU campuses differ in a number of ways. The main difference is due to the enrollment in the professional schools (Engineering and Architecture and Pharmacy) which exist in Byblos. Moreover, differences in student body demographics and the number of students on each campus have dictated some differences in management of the offices under this entity.

In this respect, recruitment plans have led to significant increases in student enrolment in Beirut while the same plans have had to adapt to give special attention to the Byblos campus to address its decreasing enrolment. Such plans were previously based on internal and external data and included identifying feeder schools, financial aid incentives, promotional strategies and others. In addition, Student Services Offices benchmark their work with other universities and use exit questionnaires filled by graduating students. During their interview, the deans of students and the directors of student services concluded that more resources are needed for proper planning. [Exhibit 2.7]

UNIVERSITY ADVANCEMENT: A new VP for Advancement had just taken office when this self-study was started in fall 2005.

Prior to beginning the implementation of *SP 05-10*, University Advancement (previously Development) focused on development, publications and alumni. *SP 05-10* extended the scope of University Advancement to include public relations and a new marketing function that is yet to be created. Data regarding donors and graduates is collected on a regular basis. In 2004 extensive alumni data was collected through a survey in an effort to restructure the Alumni Association.

In Alumni and Development Affairs, significant efforts have been invested in planning and involve staff, directors and assistant directors. Previously, plans were communicated internally through meetings and memos and their execution was monitored through monthly and quarterly progress reports. No plans existed in the Publications Office prior to the *SP 05-10*. More resources are needed to effectively plan the work of the Publications Office as it is currently seriously understaffed in light of the large volume of university publications. [Exhibit 2.8]

PLANNING FOR THE MEDICAL SCHOOL: In 1995 the Board of Trustees decided to start a medical school at LAU. Consequently, the university administration contacted Baylor College of Medicine for possible collaboration. The plan was to establish the medical school with the support of Dr. Michael DeBaKey and his medical foundation and in affiliation with Baylor College of Medicine. A delegation from the university visited Baylor College of Medicine on many

occasions to discuss the details of the collaboration across curricula and facility planning for the medical school. In 1997 the BOT also decided to build up a fund of \$15 million for the medical school. This was to be implemented by setting aside \$1.5 million annually from the capital budget over a period of five years and to raise another \$7.5 million externally. In addition the university hired a consulting firm specialized in fundraising. In 1999 the Lebanese government granted LAU the legal right to establish a medical school. In 2002, a visit by the administration to Baylor College of Medicine resulted in disengagement between LAU and Baylor. The administration felt that Baylor is far from being enthusiastic about partnering with LAU.

After taking office and upon a recommendation from the University Executive Council, Dr. Jabbra reactivated the plan to establish a medical school and presented the plan to the Board of Trustees in its meeting of July 12-14, 2004. Consequently, the university reactivated a contract with the consultancy firm Universal Hospital Services and asked for a full feasibility study for the proposed medical school and teaching hospital. In addition, the administration reactivated the external and internal committees [Exhibit 2.9] tasked with interfacing with UHS and looking for possible affiliation with an American institution. The committees identified Harvard Medical International (HMI) for possible collaboration. The UHS feasibility study [Exhibit 2.10] was based on HMI recommendations and included financial and facility feasibility assessments.

Of special importance in the HMI report is the reference to the excellent reputation of LAU and the success it has demonstrated in the biological and chemical sciences and the PharmD programs, which according to the HMI report, led logically to the expansion of a health science campus in Byblos as a strategic objective.

The HMI report presented studies that spanned trends in medical education (from organization and administration to student and faculty profiles and assessment of student learning), curriculum and facility recommendations, a project timeline and a memorandum of agreement process between LAU and HMI [Exhibit 2.10].

EVALUATION

LAU undertook a comprehensive SWOT analysis in 2004-05 and accordingly developed a strategic plan and initiatives with key performance indicators. Furthermore, LAU's mission statement was revised and its vision, goals and values were established.

There is currently no system for regular and systematic review of academic programs. However, the Office of the Vice President for Academic Affairs (VPAA) recently prepared guidelines for the review of existing programs. The VPAA Office asked each school to use these guidelines in order to develop ones more suitable to their specific fields. LAU is also home to 15 institutes and these institutes are not subject to any formal review procedures.

Evaluation of student learning at LAU follows traditional testing at the course level. Apart from the School of Pharmacy, and to a certain extent, the School of Engineering, there are no comprehensive learning outcome systems in place. In spring 2006, the university started conducting the survey on the engagement of students, using the standardized National Survey of Student Engagement (NSSE), and the related Faculty Survey of Student Engagement (FSSE) in order to assess student engagement, and the students' educational experience at LAU. The results from this survey are covered in great detail in chapter 4.

Faculty evaluation is conducted on a yearly basis by the chairs and the deans based on set criteria developed in the schools and approved by the Council of Deans. Chapter 5 covers the details of faculty evaluation, promotion criteria and related processes.

Starting academic year 2005-2006 the Council of Deans developed procedures for the evaluation of chairs and deans by the faculty. Also, peer evaluation for each member of the Council of Deans has been developed.

Staff evaluations are initiated by the Human Resources Offices on a yearly basis and are conducted by the immediate supervisor/director/VP in charge. Currently, staff members do not review the performance of their superiors.

Last year, for the first time in four years, the Alumni Affairs Office sent a survey to LAU alumni focusing exclusively on the evaluation

of the services rendered by the Alumni Affairs Office.

APPRAISAL

PLANNING

UNIVERSITY-WIDE PLANNING: The *SP 05-10* that LAU has developed is the product of a collective effort in which LAU has never before engaged. The university emphasized its determination to properly implement this strategic plan by establishing an Oversight Committee that reports directly to the president. Initiative managers (vice presidents) submit on a monthly basis progress reports delineating tasks and action steps that have been accomplished during the designated period. Also, in an effort to adapt *SP 05-10* to the changing circumstances of the university, initiative managers in coordination with their subordinates developed risk assessment and management plans, and implemented articulated changes to their respective initiatives.

A shift in the planning culture at the university level can be detected and is evidenced by the creation and work of the school facilities committees, the Central Facilities Committee, and the UBC. The preparation of a three-year operating budget and a five-year capital budget is also indicative of this positive change. Moreover, the university has identified the need to establish an Institutional Research Office. The office should serve as a central repository of data to support future university planning processes.

ACADEMIC AFFAIRS: Schools lack long-range academic plans. The few plans that existed prior to 2005-06 were ad hoc in nature and were not properly based on enrolment and resource projections or on market demand. In addition, such plans involved only the school academic management team (dean and chairs) and excluded faculty and students, resulting in a lack of critical strategic depth and ownership. However, as a demonstration of the commitment towards building a more active planning culture, schools during academic year 2005-06 prepared budgets based on *SP 05-10* initiatives and on projected school-specific needs. This exercise was participatory in nature and involved the faculty in many instances.

The Board of Trustees approved the establishment of a Council of Deans at its September 2005 meeting. The council serves as an advisory body to the VPAA on the

administration of academic services, academic procedures and policies, as well as a liaison body between the heads of the academic units of the university. The council is instrumental in implementing *SP 05-10* initiatives that involve academic issues. Although the Council of Deans serves as a good forum for interaction on common issues between the schools, a more formal relationship between this council, the President's Cabinet and the University Executive Council is needed.

Libraries at LAU began producing adequate plans well before a planning culture was widely adopted at the university. The plans were demand driven and included adequate staff lines, resources, library holdings and databases, in addition to required pertinent IT services. (For further details refer to chapter 7).

HUMAN RESOURCES AND UNIVERSITY SERVICES: Even though plans existed under the different functions of Facilities Planning and Management, such plans could not answer all university needs. Specifically, ad hoc plans were developed for the operation, maintenance and renovation of new and existing facilities. Furthermore, implementation of these plans was hindered by the entity's dependency on procedures and processes that were external to the university as well as by internal inefficiencies. Due to this fact, Facilities Planning and Management services became reactive to increasing demands by the university community. Furthermore, plans were overwhelmed by rapid increases in enrolment. However, in summer 2006, Facilities Planning and Management established a five-year capital expenditure plan (including renovations and new construction) based on input from the school Facilities Committees, the Central Facilities Committee and the President's Cabinet. Such plans should be guided in the future by a facility master plan.

No short- or long-term planning exists in the Human Resources (HR) area and internal inefficiencies also have hindered the work of this department. However, the HR Office launched the *HR Study* in March 2006. This project was identified in *SP 05-10* and involves analysis of the university's human resource organizational structure and processing environment, the compensation and classification structures, policies and strategies as well as performance management diagnosis. This project excludes faculty positions.

The IT departments at LAU should be recognized for developing plans that were driven by the needs of the university, and for keeping LAU on par with the fast changing information technology sector. In addition to being a proactive department, it has also been reactive, responding to the emergency needs of the university any time they should arise. Specifically, IT has produced short- and long-term plans, i.e., annual and three- year plans; these plans however did not include academic computing labs. These plans include detailed descriptions of university-wide IT projects: implementation and planning of software applications, IT infrastructure and services, and IT security.

FINANCE: The university now operates with a three-year operating budget and a five-year capital budget. This *modus operandi* should drive all university entities to start developing their own short- and long-term budgets. Furthermore, in summer 2006, the Finance department developed a five-year financial plan that was presented to the Board of Trustees in its meeting of September 2006. The university enjoys financial stability derived from positive results from operations, investment returns and minimal spending from its endowment return. Over the years, LAU has managed to build a relatively sizeable endowment and asset base.

STUDENT DEVELOPMENT AND ENROLMENT MANAGEMENT: The different offices existing under Student Development and Enrolment Management have different management approaches and the modest planning efforts conducted were targeted towards increasing enrolment in the university overall. The lack of a comprehensive enrolment management plan that integrates university and program enrolment targets as well as staffing and resource allocations is clearly reflected in the enrolment demographics between programs existing on the same campus and across campuses.

UNIVERSITY ADVANCEMENT: The university lacks an integrated marketing plan; however, University Advancement is mandated by *SP 05-10* to create a marketing function that coordinates communication, image and awareness activities, and supports academic program planning.

Yearly plans in the area of alumni affairs were set. These plans included organizing class reunions on both campuses, creating homecoming events, introducing the senior class to the Alumni Association as well as

creating new alumni chapters and supporting existing ones. All aspects of the plans were realized with the limited resources available. *SP 05-10* notes the understaffing of the Alumni Affairs Office and allocates lines for additional staff. In addition fundraising objectives were also set during the yearly retreat of the Development personnel. These objectives were not realized mainly due to weaknesses in department operation and staffing.

PLANNING FOR THE MEDICAL SCHOOL: Lebanese American University started planning for a medical school in 1995. The process began with a yearly allocation from the university budget and through a five-year fundraising drive with the aim to initially raise \$15 million. Throughout the planning process, the university was very careful not to jeopardize its financial stability for this project.

The university is very keen to establish an internationally recognized medical school and not just another common medical school. This is evident by the relentless efforts of LAU to affiliate with institutions in the United States that have exceptional reputations. Seeking such affiliation should help LAU stand out in this field of study.

Under the previous administration, most of the decision-making concerning the establishment of the medical school lay with the BOT, president and vice presidents. Under the current administration, the decision process for the establishment of the medical school also has involved the University Executive Council. In addition, specific planning steps were charged to internal and external committees aided by professional consultants. The HMI comprehensive consultants' report strongly supports the creation of a medical school without venturing into building a teaching hospital at the same time. Based on their visits to hospitals in Lebanon, the consultants were satisfied that LAU can address the clinical training issue by either affiliating with local hospitals or by establishing a polyclinic in affiliation with satellite hospital partners. Such options clearly safeguard the university from venturing into high financial risk decisions.

The university also actively sought to recruit a dean for the medical school. A Search Committee composed of the President's Cabinet interviewed and short-listed candidates. In summer 2006, Dr. Kamal F. Badr was appointed the founding dean of the School of Medicine.

EVALUATION

In the past year, LAU started to address the review of academic programs. The guidelines proposed by the Council of deans and the VPAA Office constitute a good basis on which to develop evaluation guidelines adapted to the nature of each program at LAU. The School of Pharmacy is well versed in its program review. In this school, alumni are surveyed to inquire about their learning experience at LAU, and the information obtained is used for program evaluation. In addition, LAU needs to develop procedures for reviewing the performance of its institutes after these entities develop clear mission statements and objectives.

Student learning assessment/evaluation is not based on clear student learning outcomes at the program level. The introduction of the NSSE survey in spring 2006 indicates that the Office of the Vice President for Academic Affairs along with the Council of Deans are committed to creating a culture of assessment and evaluation of student learning. However, the university needs to invest more in this endeavor. Both program evaluation and assessment of student learning are treated in more detail in chapter 4.

Annual faculty evaluation is based on a clear set of guidelines and a well-established process that starts with a yearly report prepared by each faculty member. Promotion and tenure is guided by promotion criteria and is based on a peer review process that includes external evaluators.

In spring 2006, the Council of Deans also established an evaluation procedure for academic administrators starting with department chairs through to the deans and academic assistant vice presidents and ending with the vice president for academic affairs. This action taken by the Council of Deans should lay the groundwork for an evaluation culture within academic affairs.

The libraries have relied for many years on surveys to evaluate their services. Survey results have stimulated actions within the libraries to improve their services. (For further detail, refer to chapter 7).

Staff evaluation has been conducted on a yearly basis; however, there was a perception that these evaluations were not consistently used for merit increases nor for grade promotion of staff members. A full review of the HR Office, including all human resources

processes and procedures is currently being performed.

PROJECTION

PLANNING

UNIVERSITY-WIDE PLANNING: The University is committed to the full implementation of *SP 05-10*. Part of this commitment is to continue monitoring the proper execution of *SP 05-10* by the Oversight Committee, which reports progress on implementation to the President's Cabinet. Furthermore, initiatives managers will continue to enhance and adapt *SP 05-10* to the changing needs of the university through risk assessment and risk management planning and implement necessary changes.

ACADEMIC AFFAIRS: Each school will develop a five-year academic plan whereby strategic direction, objectives and initiatives are identified. Strategic direction will include pursuing academic excellence and increasing research and community outreach. School academic plans will be in line with the university and school mission statements as well as with *SP 05-10* of the university. The plans will include an initiative to develop a course offering plan that will insure that students in good standing are able to complete requirements within the specified time limits for each degree/program. This course offering plan will be made available to students. School plans are expected to be completed by spring 2008.

HUMAN RESOURCES AND UNIVERSITY SERVICES: The HR study will enable the university to start implementing Initiative 3 of *SP 05-10* which calls for a human resources environment that enables employees to fulfill their responsibilities and achieve their aspirations. Once Initiative 3 is completed, the university will have established a well-defined classification and job description system, and an employee performance evaluation process. The initiative also includes a systematic and system-wide revision of personnel policies and provides for orientation, customer service, and other training programs as appropriate across the various classification levels. An HR plan will be devised for implementing the recommendations of this HR study.

The five-year capital expenditure plan will be reviewed annually as explained in more detail in chapter 8. This review will enable the accomplishment of action step 9.1 of *SP 05-10* which calls for the engagement of the

university community in the preparation of a facilities master plan that reflects academic priorities, projected growth and is responsive to the university's needs.

FINANCE: The recently established financial plan, as covered in detail in the projection section of chapter 9, will serve as the foundation for the development of an overarching university financial plan called for by action step 9.2 of *SP 05-10*. The university financial plan will integrate the academic, enrollment, fundraising and facilities plans.

STUDENT DEVELOPMENT AND ENROLMENT MANAGEMENT: An enrolment plan as specified by *SP 05-10* action step 2.1 will be developed. This enrolment plan will integrate components of the student market, academic qualifications, diversity, university and program enrollment targets, facility capacities, staffing, and resource allocations.

UNIVERSITY ADVANCEMENT: *SP 05-10* Initiative 6 calls for the creation of a marketing function that coordinates communication, image and awareness activities, and supports academic program planning. In addition, the same plan has a proposal (Initiative 7) to increase outreach to alumni that stresses the value and importance of alumni as key members of the university community

Furthermore, *SP 05-10* Initiative 8 calls for developing a plan for increasing fundraising that supports revenue diversification and reduces LAU's reliance on tuition.

PLANNING FOR THE MEDICAL SCHOOL: Since appointment of the dean, planning for the School of Medicine has proceeded rapidly, with particular attention to its integration into the life of the university. Toward these ends, at the time of the conclusion of the self-study, the following have been achieved or are in progress:

1. LAU and HMI signed a Memorandum of Understanding for a duration of 10 years, where LAU and HMI will collaborate on the development of the School of Medicine, its curricula and faculty training and development.
2. A Task Force of the Deans of Medicine, Arts and Sciences, and Pharmacy has been formed, the charge of which is to chart a 10-year strategic plan for the development of biomedical science at LAU. The strategic plan for biomedical science will define specific scientific objectives in this domain, which will be approached jointly by the three schools

through the pooling of resources, space, coordinated recruitment, and post-graduate programs.

3. The design and construction of the principal medical school building on the Byblos campus has started in earnest with a time-line for completion by fall 2009. The facility design has been proposed by HMI and modified by the dean in accordance with the mission of the School of Medicine as defined in the document "Vision for the Medical School at LAU" [**Exhibit 2.11**].

4. In coordination with HMI, the premedical and medical curricula are being developed.

5. The School of Medicine has already demonstrated its capacity to raise external funds through securing the largest single donation in the history of LAU (10,000,000 USD) as a naming opportunity, thereby providing early reassurance of its positive impact on university finances.

EVALUATION

SP 05-10 action step 1.3 calls for establishing a procedure for periodic program review. The Council of Deans asked each school to develop their own guidelines for program review that will include minimum core parameters shared between all schools. Schools are working to finish the guidelines by January 2007. Program review guidelines will contain a component that is data-driven using surveys as appropriate (exit, employers' and alumni surveys as well as those of external evaluators). In addition, the Council of Deans will refine the procedure for the review of university institutes. The review will be based on institute operation reports and operating guidelines. Implementation of an institutes review is expected to start summer 2008.

The Council of Deans will insure that all academic and administrative evaluations continue to be performed periodically. Promotion and tenure review will follow the system in place as detailed by the pertinent policies and promotion guidelines.

As for staff evaluation, the university will be addressing this issue under action step 3.2 of *SP 05-10*. This action step calls for the current staff performance evaluation process to be more consistently applied as well as to serve as significant input to career development and promotion.

INSTITUTIONAL EFFECTIVENESS

Prior to the launch of *SP 05-10*, there were no formal planning processes across the overwhelming majority of university entities. However, following the creation of *SP 05-10*, university entities started producing their own plans such as the five-year financial plan and the five-year capital expenditure plan.

Inconsistencies or lack of integrated planning across campuses and functional areas will continue to be remedied by *SP 05-10*. More specifically, the plan has properly sequenced initiatives starting with the academic and enrolment plans that are the main drivers for all the other plans. These plans will be used to develop space allocation and capital plans over the planning horizon. The capital and fundraising plans will then incorporate targets such as endowment goals to develop the financial plan.

As *SP 05-10* is being implemented, periodic reviews will be performed quarterly, semi-annually and annually. The quarterly review will be performed by the Strategic Plan Oversight Committee and the President's Cabinet and is scheduled to start in October 2006; the semi-annual review will be performed by the president with the Board of Trustees in the months of March and September; and the annual review will be performed by the President's Cabinet at its yearly retreat that takes place during the month of August. As for future plans, all entities will be required to provide a mechanism for review of their plans upon submission.

Documenting the implementation of *SP 05-10* will continue through a system created by the Strategic Plan Oversight Committee. The system requires documentation on deliverables as well as risk assessment and risk management plans and action step changes. The University Executive Council will appoint a committee to propose a system for documenting lessons learned across university functions. The system shall include documenting goals and objectives, execution steps, and results as well as general observations and key lessons learned. Implementation of the system shall start fall 2007.

Exhibits

- 2.1 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>
- 2.2 *Basic Assumptions for LAU Five-Year Plan, 1998-2003*
<http://www.lau.edu.lb/administration/policies/basic-assumptions.pdf>
- 2.3 Interview questionnaire of President's Cabinet
- 2.4 Interview questionnaires and sample plans under Academic Affairs
- 2.5 Interview questionnaires and sample plans under Human Resources and University Services
- 2.6 Interview questionnaires and Budget Roles and Procedures under Finance
- 2.7 Interview questionnaires and Strategic Plans under Student Development and Enrollment Management
- 2.8 Interview questionnaires and Alumni Plans under University Advancement
- 2.9 Minutes of the BOT meeting of April 4 & 5 1997, re. Medical School
- 2.10 *LAU Medical School and Hospital Project Final Report and LAU Medical School Feasibility Study*
- 2.11 Medical School Vision

ORGANIZATION AND GOVERNANCE

DESCRIPTION

HISTORICAL BACKGROUND & OVERVIEW: In 1955 the Board of Regents of the University of the State of New York gave Lebanese American University, (then the Beirut College for Women) an absolute charter [Exhibit 3.1].

In 1973 the Presbyterian Church of the USA resolved to create a self-perpetuating Board of Trustees and to make it the owner of the university, as per the laws of the Board of Regents of the State of New York [Exhibit 3.2]. A self-perpetuating Board of Trustees was formed thereafter with all the rights and responsibilities attributed to such Board by applicable laws [Exhibit 3.3].

In 2003, the Board of Trustees (BOT) revised its governing documents (constitution and bylaws) [Exhibit 3.4] and its structure to bring the governance of the institution into complete compliance with the applicable laws. The change in 2003 also entailed the formation of an advisory board called the Board of International Advisors (BIA).

COMPOSITION OF THE BOARD: The Board is currently composed of 22 voting, five ex-officio and three emeritus members. According to LAU's bylaws 2/3 of the BOT members should be US citizens. Currently, 15 members of the BOT are US citizens (68%). Except for the president of the university and the chair of the Senate representing the faculty (formerly the faculty representative), none of the Board members is employed by the university or has any substantial business with it.

The current profile of the Board is as follows:

Business Executive	9
Engineer	2
Lawyer	1
Academic Administrator	1
Academician	3
Consultant	1
Financial Investor	2
Banker	1
Pastor	1
Member of Parliament	1

LAU Bylaws prescribe that the annual meeting of the BOT should always take place in the US. The other meeting (semi-annual) may take

place in Lebanon or any other place. The BOT has an Executive Committee that meets regularly when the BOT is not in session. The Executive Committee may exercise all powers vested in the full BOT; however, Executive Committee actions and resolutions are subject to review and control by the full BOT. The BOT is involved in all major university functions.

The BIA is composed of 23 high-profile individuals committed to advancing the mission of the university. The BIA serves as an advisory body to the BOT and the president and meets twice a year.

BOARD OPERATION AND IMPLEMENTATION OF POLICIES: One of the main duties of the BOT is to elect the president of the university. The president is the chief executive officer of the university and reports directly to the BOT. A periodic review of the president's performance is regularly conducted by the BOT. The Board also has the right to renew the president's contract or to terminate his/her appointment for cause [Exhibit 3.4]. The president ensures that the Board is kept abreast of the status of the university through a semi-annual university report. Moreover, the Board has the right to inquire about any issue involving the university that they deem in their discretion as well as to request information on the issue from the president.

The BOT approves the appointment of all the university officers who report to the president as well as the deans [Exhibits 3.4; 3.5].

The duties of and the relationship between the Board and the administration as well as the authority of the Board itself is governed by the Board's constitution and bylaws. These documents detail all functions of the Board, its officers, meetings, duties, etc. [Exhibit 3.4].

New Board members are introduced to their duties through an annual orientation [Exhibit 3.6]. They are also asked to sign a pledge that commits them to performing their duties as trustees to the best of their abilities [Exhibit 3.7].

The Board has the duty to ensure that the university has the proper policies [Exhibit 3.4] to govern all aspects of the university's business. The Board also ensures that a strategic plan [Exhibit 3.8] or a similar long-range plan is adopted and properly implemented.

The Board, through the work of its eight standing committees [Exhibit 3.4], makes sure that the business of the university is being carried out by the administrative officers, in compliance with policies and directives set by the BOT, and, most importantly, in fulfillment of the university's mission. The Board and its Executive Committee meet regularly pursuant to a set schedule.

All strategic and policy decisions as well as initiatives the university contemplates should be discussed and adopted by the Board prior to implementation [Exhibits 3.4; 3.9]. The solvency of the university and the health of its financial standing are two of the most important responsibilities of the Board of Trustees [Exhibit 3.4].

The BOT approves the university's yearly budget and through set policies and a standing committee, the Board oversees all short- and long-term university investments and endowments [Exhibit 3.4; 3.9].

External auditors prepare a yearly report on conflict of interest to ensure that the business of the Board is being conducted without compromising its independence.

In its meeting of May 12-14, 2005, the BOT reviewed the Mission Statement of LAU [Exhibit 3.10] and in its meeting of September 8-9, 2005, the Board approved a revised mission statement, a new strategic plan and the establishment of a medical school. [Exhibit 3.9]

The Board also approved the creation of an Oversight Committee [Exhibit 3.9] to oversee the implementation of *Strategic Plan 2005-2010 (SP 05-10)*. As a result of *SP 05-10*, the university recently revised most of its existing policies and is in the process of drafting new policies to respond to new needs and directives. The BOT recently approved all updated policies as well as the Faculty Senate constitution [Exhibit 3.11]. A decision was also taken by the BOT to establish student councils and this decision is in the process of being implemented. [Exhibit 3.9]

FACULTY, STAFF AND STUDENT GOVERNANCE: The university is governed through the University Executive Council, the President's Cabinet [Exhibit 3.4], the Council of Deans, and faculty councils with staff and student representation on certain councils. Historically, faculty councils are stipulated by

the Faculty Bylaws. Most of the committees are either ad-hoc or standing and are not specifically stipulated by the Faculty Bylaws. The newly created Faculty Senate also participates in the governance of the university through senate membership in the councils.

The university currently has two campuses that are centrally administered [Exhibit 3.12]. The university has seven academic schools as well as 15 centers and institutes. The university also has a Continuing Education program, an Executive MBA program and an External Degree program.

The first Faculty Senate, comprised of 34 members, was elected in spring 2006. Currently, the Senate and the academic administration are working on reengineering faculty governance through creating new school and university councils and progressively amending the Faculty Bylaws. The BOT (in its meeting of September 2006) approved an amendment to the Faculty Bylaws instituting new university councils and Senate Bylaws [Exhibit 3.13]. The amended bylaws mandate 13 faculty councils in total. The structure of the newly created university councils consists of two senators, and one elected faculty member (and in some cases one alternate) representing each distinct operating school, except for the medical school until it is fully operational. During the 2006-07 academic year the Senate will be working on further amendments to the bylaws that should lead to more school autonomy, specifically concerning curriculum, planning and admission issues.

Overall, initiatives and recommendations come from a faculty council/committee to the University Executive Council and then to the president who takes them to the Board.

At the beginning of every academic year, an orientation is held for new faculty to introduce them to the university as well as to inform them what is expected of them as LAU faculty [Exhibit 3.14]. A faculty manual containing all relevant policies and procedures is made available to all faculty members [Exhibit 3.15] and is specifically sent out to faculty at the start of the academic year.

The Council of Deans is composed of the academic deans of the schools and the dean of graduate studies, and is chaired by the vice president for academic affairs. Academic assistant vice presidents are ex-officio non-

voting members of the Council. The Council of Deans is an advisory and recommendatory body to the VPAA.

The President's Cabinet is an advisory body to the president. It is composed of the president, the vice presidents and the General Counsel [Exhibit 3.4]. The main function of the President's Cabinet is to ensure that the university is successfully meeting its mission, vision and goals.

Currently, ten students are elected by the student body of each campus to represent students on the campus councils and committees. Student representatives of each campus do not meet as a council, nor do they meet with their counterparts on the other campus as a university council. Student representatives from both campuses meet, however, once or twice a year to attend training workshops organized by the student development and enrolment management officers. *SP 05-10* action step 4.3 calls for creating student councils that will act as a forum for dialog among students and with faculty and staff while providing opportunities for the development of ethical behavior and leadership skills. Action step 4.2 mandates providing a forum for staff to discuss and communicate their perspectives to the university administration. Work is underway to establish the student councils while the staff advisory council is already in place [Exhibit 3.16].

APPRAISAL

HISTORICAL BACKGROUND AND OVERVIEW: Since its formation the BOT has operated according to a set of governing documents (constitution and bylaws) that regulate its oversight of the university.

In June 2003, the BOT voluntarily revised its governing documents to completely align them with the legal requirements of the Board of Regents of the State of New York, and other applicable New York and federal laws. The revised documents more clearly define the role of the BOT and how it governs the university through committees and within the guidelines of the university's mission and set policies and processes. The BOT is closely and diligently monitoring the proper application of all its governing documents.

COMPOSITION OF THE BOARD: It is important to stress that none of the voting members of the Board is employed, or

otherwise associated with the university in a capacity other than that of trustee. The BOT has historically been composed of business executives. Recently the Board has actively committed to appointing more academicians. This can be seen in the appointment of Dr. John Wholihan, the dean of business at Loyola Marymount University and Dr. Charles Elachi, a vice president of Caltech and the director of the Jet Propulsion Laboratory, NASA. More such appointments should be made to balance the expertise categories in the BOT membership.

BOARD OPERATION AND IMPLEMENTATION OF POLICIES: The university, as a corporation, is in full compliance with applicable U.S. law. Moreover, as a higher education institution legally recognized in Lebanon and operating within its territory, the university is, for operational matters, in compliance with applicable Lebanese law.

The BOT is actively involved in overseeing the business of the university through its meetings and assessment of regular administration reports on the university. Since the university is operating in Lebanon and most Board members are in the U.S., there are regular meetings of the Executive Committee of the Board.

The BOT carefully reviews all university policies. No policy is adopted or revised if it is not discussed and approved by the Board. In 2005, almost all university policies were reviewed, revised and approved by the Board of Trustees. Moreover, the need to draft several new policies (mainly a policy on human subjects research and a policy on copyright and intellectual property) has been identified.

The Board's approval of the first comprehensive strategic plan and the formation of the Strategic Plan Oversight Committee indicate a commitment on the part of the BOT to carefully chart and oversee the future plans of the university.

The BOT closely monitors the solvency of the university as well as its financial status through its standing committees and periodic and detailed reporting on these issues by the administration. The full board also acts on all investment recommendations submitted by the Board Investment Committee.

FACULTY, STAFF AND STUDENT GOVERNANCE: The organizational chart indicates how the president relates to the vice presidents and to others who report to the

president. The president meets individually and on a weekly basis with each person who reports to him to ensure that the business of the university is being conducted effectively and seamlessly. Moreover, the recently established President's Cabinet has provided a good forum for deliberating and resolving matters relating to each member's area. The president also meets with the University Executive Council, which is the highest council at the university and to which all matters of policy, procedure and major initiatives are presented, prior to being sent to the BOT for deliberation and approval. The UEC reflects the diversity of the university and guarantees that all involved parties are kept cognizant of university issues. The UEC also assures that resolutions are being made based on proper consultation and after ample consideration of all points of view.

The recently established Council of Deans has also provided a forum to ensure that the mission of the university is being incorporated into the directives of each and every school. The Council of Deans also provides a forum for formal and informal communication within the academic structure and between schools and other university entities. The Council of Deans acts on major academic initiatives and has been very effective in overseeing all academic and administrative matters related to faculty. Currently, academic decisions are proposed by the Academic School Council, University Curriculum Council and the Council of Deans, such decisions are brought to the UEC for discussion, adoption and implementation.

The new Faculty Senate has completely overhauled the previous governance system regarding academic and faculty affairs. The Senate was formed with the intent to improve and expand faculty governance – marking a strategic shift in philosophy in regards to faculty governance at the university. The Senate will ensure that faculty participation is effective and beneficial and the revision of faculty bylaws will give schools more autonomy in governing their own curricula as well as financial and planning matters. The creation of the Senate is a significant improvement on the old system. For example, under the former system, the faculty council for Planning and Administration was supposed to deal with administrative issues about which council members did not have sufficient information. Furthermore, council requests for more information often were summarily dismissed by the administration.

As for student participation in governance, the university is currently in the process of creating student councils. Participation of the students in the governance of the university should improve dramatically through the establishment of these councils. Training students on productive and effective governance through workshops and training sessions is necessary for the new initiative to succeed.

The involvement of the staff in governance is being examined for the first time through the formation of the first Staff Advisory Council in fall 2006.

The university needs to focus more on offering workshops and seminars for its constituents to ensure that university policies are well understood and properly applied.

PROJECTION

COMPOSITION OF THE BOARD: The Board is committed to diversifying the profile of its membership especially through adding academicians, medical doctors and financial experts. The Office of the President and BOT leadership will identify and recruit new members during the upcoming two years.

BOARD OPERATION AND IMPLEMENTATION OF POLICIES: The BOT will be conducting detailed workshops for its members to orient them on the duties of trustees of not-for-profit organizations.

FACULTY, STAFF AND STUDENT GOVERNANCE: In accordance with action step 4.1 of *SP 05-10*, which mandates changing faculty governance through creating a faculty senate and amending faculty bylaws, the university elected new university councils in fall 2006 according to the recent amendments of the Faculty Bylaws. The university will work on further amendments through reformatting some university councils and creating new school councils.

In accordance with action step 4.3 of *SP 05-10*, the mechanism for electing student councils was approved by the BOT in its September 2006 meeting. The detailed bylaws will be written by the end of the current academic year (2006-2007) and student elections will take place during academic year 2007-2008.

In accordance with action step 4.2 of *SP 05-10* the university elected the first Staff Advisory Council (SAC) in fall 2006. The SAC has started conducting its business.

Workshops on the Code of Ethics have been conducted. Similarly, the university will be actively working on conducting regular workshops and seminars on Board approved policies and on the Sarbanes-Oxley Act.

INSTITUTIONAL EFFECTIVENESS

In 2006 the BOT established a self-evaluation questionnaire to assess its effectiveness [Exhibits 3.11; 3.17]. The new self-evaluation form has been delivered and the responses were gathered and disseminated to the BOT. This process is an excellent step towards improving the performance of the Board. The BOT also established a pledge for its members to sign that explains their duties as trustees of a not-for-profit academic institution and commits them to upholding those duties. All BOT members are expected to sign this pledge.

Exhibits

- 3.1 Absolute Charter
- 3.2 Document creating the Board of Trustees
- 3.3 *Law Pamphlet 9*
<http://www.counsel.nysed.gov/pamphlet9/home.html>
- 3.4 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 3.5 *Organization Chart*
<http://www.lau.edu.lb/administration/organization-chart.html>
- 3.6 Orientation for Board Members
- 3.7 Pledge of the Board of Trustees
- 3.8 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>
- 3.9 Minutes of the BOT meeting of September 8 & 9, 2005
- 3.10 Minutes of the BOT meeting of May 12, 13 & 14, 2005
- 3.11 Minutes of the BOT meeting of March 9 & 10, 2006
- 3.12 Campuses offices and Central Administration offices
- 3.13 Senate Bylaws and Amendments of Faculty Bylaws
- 3.14 Orientation for Faculty Fall 05 and Feedback Results
- 3.15 *Faculty Manual*
- 3.16 *Staff Advisory Council Bylaws*
- 3.17 *Board Members Self Evaluation*

THE ACADEMIC PROGRAM

DESCRIPTION

BACKGROUND: In September 2005 the Board of Trustees approved the new Mission Statement of LAU covered in Chapt. 1. This mission replaces the previous Statement of Purpose and reflects the changes taking place at the University and the community it serves. It clearly defines the vision, values, and goals of LAU as an institute of higher learning serving students in Lebanon and the region.

LAU awarded its first associate's and bachelor's degrees in 1955, when as a four-year college-level institution chartered by the Board of Regents of the University of the State of New York, it was given the authority to award the degrees of associate in arts and associate in applied science, as well as the bachelor of arts and bachelor of science. In 1993, LAU also began offering the degrees of bachelor of engineering, bachelor of architecture, bachelor of interior architecture, and bachelor of science in pharmacy.

At present, the university awards the following degrees: associate in arts, associate in applied sciences, bachelor of arts, bachelor of science, bachelor of architecture, bachelor of interior architecture, bachelor of engineering, bachelor of science in pharmacy, master of arts, master of sciences, master of business administration, executive master of business administration, and a doctorate in pharmacy. The doctorate in pharmacy program is accredited by the ACPE (Accreditation Council for Pharmacy Education). LAU graduates of pharmacy are eligible to sit for licensure exams in the United States and Canada [Exhibit 4.1, pp. 173].

Special programs that lead to a teaching diploma are administered by the university as well as language programs in intensive English and special Arabic. In addition, LAU offers a special undergraduate program leading to bachelor degrees issued by Excelsior College in New York [Exhibit 4.1, pp. 29-30]. All academic programs are described in the Academic Catalog [Exhibit 4.1, pp. 51-189] and on the university website [Exhibit 4.2].

All degrees meet the requirements of the Lebanese government and the Board of Regents of the University of the State of New York, except for two degree programs: math education and science education which are

under review by the equivalence committee of the Ministry of Higher Education. Financial resources to support the university's academic program are described in chapter 9 of the self-study.

ADMISSION, PROFICIENCY IN ENGLISH, AND COMPLETION OF STUDY REQUIREMENTS: The university's Admissions Council is entrusted with initiating policies and procedures regarding the establishment of appropriate academic standards for the admission of qualified students to the university's various academic programs, taking into consideration the recommendations of the different schools of the university. All schools are represented on the council. Policies and procedures for the admission of qualified students to LAU are published in the Academic Catalog and on the website [Exhibit 4.1, pp. 27-29, pp. 41-42, and Exhibit 4.2]. All incoming students have to take the Freshman or Sophomore Entrance Exam and the English Entrance Exam.

The higher education law in Lebanon requires successful completion of Baccalaureate II (Bac II) exams or a government approved equivalency to be admitted into higher education institutions. In fact, the Bac II program is essentially equivalent to the freshman year program in the American system of education. Pre-collegiate education in Lebanon follows the European system making it 13 years in length rather than 12 as in the US. Holders of the Bac II or approved equivalency are granted up to 30 credits of freshman level courses. The exact number of credits transferred depends on the scores obtained in the Sophomore Entrance Exam (SEE) and English Entrance Exam (EEE). There are four different sections that students may follow within the Bac II; these are outlined in Table 4.1.

As English is the language of instruction and Arabic is the native language of most undergraduates, students are either required to take the English Entrance Exam or show evidence of competency through the TOFEL or IELTS exams (International English Language Testing System). In addition, students are required to complete two English courses (ENG 202, ENG 203) that are above the basic proficiency level (ENG 101 and ENG 102) courses. Students whose English language proficiency is below the required level must enroll in remedial courses [Exhibit 4.1, pp. 27-28].

Table 4.1: Freshman courses that can be transferred for each section of Baccalaureate II

Baccalaureate II Sections*	Transferred Freshman Cr
<u>GENERAL SCIENCE</u>	
Mathematics: 300 hours	Mechanics 4cr.
Physics: 210 hours	Calculus I 3cr.
Chemistry: 120 hours	Calculus II 3cr.
Arabic language & literature: 60 hours	Intro.
English language & literature: 60 hours	Philosophy 3cr.
French language & literature: 60 hours	History elective 3cr.
Philosophy & Civilization: 60 hours	Math elective 4cr.
Civics: 30 hour	General Chemistry 4cr.
History: 30 hour	English I (ENG101) 3cr.
Geography: 30 hour	English II (ENG102) 3cr.
Computer + Sports + Arts (each 30 hours)	
<u>LIFE SCIENCES</u>	
Mathematics: 150 hours	General Chemistry 4cr.
Physics: 150 hours	Calculus I 3cr.
Chemistry: 150 hours	Calculus II 3cr.
Biology: 180 hours	Mechanics 4cr.
Arabic language & literature: 60 hours	Intro.
English language & literature: 60 hours	Philosophy 3cr.
French language & literature: 60 hours	History elective 3cr.
Philosophy & Civilization: 60 hours	General Biology 4cr.
Civics: 30 hours	English I (ENG101) 3cr.
History: 30 hours	English II (ENG102) 3cr.
Geography: 30 hours	
Computer + Sports + Arts (each 30 hours)	
<u>LITERATURE & HUMANITIES</u>	
Mathematics: 60 hours	Intro. Physical Science 4cr.
Physics/Chemistry/Biology: 90 hours	Intro.
Arabic language & literature: 180 hours	Philosophy 3cr.
1st language & literature: 180 hours	Arabic Essay R & W I 3cr.
2nd language & literature: 60 hours	Arabic Essay R&W II 3cr.
Philosophy & Civilization: 270 hours	History elective 3cr.
Civics: 30 hours	Humanities elective 4cr.
History: 30 hour	Intro. Biol. Science 4cr.
Geography: 60 hours	English I (ENG101) 3cr.
Computer + Sports + Arts (each 30 hours)	English II (ENG102) 3cr.

<u>SOCIOLOGY & ECONOMICS</u>	Intro Physical Science 4cr.
Mathematics: 120 hours	Intro.
Physics/Chemistry/Biology: 120 hours	Philosophy 3cr.
Arabic language & literature: 120 hours	Arabic Essay R & W I 3cr.
1st language & literature: 120 hours	Arabic Essay R&W II 3cr.
2nd language & literature: 60 hours	History elective 3cr.
Philosophy & Civilization: 90 hours	General Econ. 4cr.
Civics: 30 hours	Social Studies 4 cr.
History: 30 hours	English I (ENG101) 3cr.
Geography: 30 hours	English II (ENG102) 3cr.
Sociology/Economics: 240 hours	
Computer+ Sports +Arts (each 30 hours)	

* *Hours per academic year*

Course offerings are planned in such a way as to normally allow students to graduate with a BA or a BS within three years, with a bachelor in engineering in four years, and a bachelor in architecture or a bachelor of science in pharmacy in five years, including summers. This time frame is realized provided students are initially enrolled at the sophomore level [Exhibit 4.1, p.28], which is the case with Lebanese students who are holders of the government-required Baccalaureate II. Exceptions to this time frame occur mostly in programs with low enrolment. For more information on this topic, refer to chapter 6 on the issue of retention and graduation.

Properly sequenced course work is achieved through a system of prerequisites and co-requisites, initiated at the school level and approved by the University Curriculum Council (composed of faculty members and the directors of the Registrar's Offices as ex-officio members) and the University Executive Council.

All bachelor's degrees require the completion of either a senior study, a final year project or an internship for graduation [Exhibit 4.1, p.13]. All students must also complete a computer literacy course and one in information literacy (known as Learning Resources Techniques).

PROGRAM DEVELOPMENT, OVERSIGHT, AND REVISION: The institution embarked this year on implementing a five-year strategic plan, whose primary objective is academic excellence [Exhibit 4.9].

Proposals for the development or revision of academic programs are initiated at the

department or division level, and are sent for review and recommendation in the following order: the Academic School Council, the University Curriculum Council, the Council of Deans, and the University Executive Council. In addition, programs leading to a new degree require the approval of the Board of Trustees and registration with the Board of Regents of the State of New York and the Lebanese Government.

There is currently no regular and systematic process to review programs, but the Council of Deans have recently prepared a set of guidelines for the development and review of programs [Exhibit 4.7]. When recommending a new program, divisions/departments are expected to identify the goals of the program, resources available, additional resources needed, market needs, implementation plan, as well as other pertinent information [Exhibit 4.8].

UNDERGRADUATE DEGREE PROGRAMS

Prior to 1993, BUC (as LAU was then named) consisted only of the School of Arts and Sciences and the School of Business. At that time, the college had joint agreements with universities in the United States whereby students could transfer to those institutions to earn an undergraduate degree in engineering (the Dual Degree Program) or in pharmacy (the Pre-Pharmacy Program). Subsequently, the School of Engineering and Architecture and the School of Pharmacy have been added, as well as special programs that offer diplomas, certificates, and external degrees. At present, LAU awards undergraduate degrees in 36 majors, certificates in four programs, and a teaching diploma, as listed in the Academic Catalog [Exhibit 4.1].

Student enrolment at the undergraduate level has grown at an annual average rate of 3.36% over the past four years [Exhibit 4.12]. Specifically, the annual growth rates during the period averaged 1.56%, 3.88%, 0.22%, and 10.18% at the Schools of Arts and Sciences, Business, Engineering and Architecture, and Pharmacy respectively.

Degree requirements and course descriptions, as well as the rationale for each program, are stated in the Academic Catalog and on the university's website. Program details are also provided in the form of contract sheets. Each contract sheet specifies a plan of study that

includes up to four categories: (1) general university requirements (GUR), (2) major core requirements, (3) free and technical electives, and if applicable, (4) area of emphasis requirements. Clearance of students for graduation is based on adherence to the contract sheet, which therefore constitutes a binding contract.

Most programs emphasize one area of study, which is reflected in the number of credits taken within that discipline. Some programs, however, are interdisciplinary by design. With the exception of professional schools and special programs, courses are classified according to the following four number categories: 100 for courses at the freshman level, 200 for courses at the sophomore level, 300 for intermediate courses, and 400 and 500 for senior level courses. Responsibility for the coherence of the undergraduate degree programs lies within the department and the academic school councils.

ASSOCIATE'S DEGREES: Associate's degree programs require between 62 and 74 credits for completion, depending on the major area of concentration. There are seven majors that award the AA/AAS/AS degrees. Graduation includes completion of general university requirements (GUR) course work, as well as the major requirements [Exhibit 4.1, pp. 53-54, 110, and 130]. The program of study does not necessarily offer students unrestricted electives. In fact, only three of the seven programs offer free electives. The associate's degree programs are suited for students who do not hold the Lebanese Baccalaureate II or its equivalence. Indeed, these degrees offer opportunities for students to earn the BS degree through the external Excelsior College program, without which their educational futures in Lebanon might remain unrealized.

BACHELOR DEGREES: For BA/BS degrees, students must complete a minimum of 92 credits, excluding freshman level courses and a minimum of 122 including freshman credits. Of the total credits required for graduation, 25-34 are in the GUR, 36-42 are in the major, and 15-21 credits are in specific disciplines required under the emphasis or track within the major. Remaining credit hours consist of electives, which allow students to explore fields outside their area of specialization. A bachelor in engineering requires 150-154 credit hours distributed in the following categories: GUR, math and science

requirements, general engineering requirements, major requirements, and technical electives. The bachelor of science in pharmacy and the bachelor of architecture require 180 and 176 credits respectively.

In addition to majors, LAU provides its students with the chance to concentrate on one particular field of study through emphases/tracks, or through minors. Minors require a minimum of 18 credits within a certain specialty. No rule specifies the credit requirements in emphases/tracks. In the School of Business, however, all emphases require the completion of 21 credits, while tracks require between 15 and 18 credits. In the school of arts and sciences, emphasis requirements vary: 18 credits for the literature and language emphases in the English major, 19 credits for print design and digital design, and 21 credits for radio/TV/film, journalism, and theater. The political science/international affairs and the science education programs also have areas of concentration, but they appear as “area” or “plan” in the contract sheets. The New York Education department guidelines allow students to earn more than one degree provided there is only minimal overlap between the credit requirements of the two programs.

GENERAL EDUCATION

The university’s mission, vision, and values, as described in chapter 1 of this self-study, attest to the unequivocal commitment of LAU to the liberal arts, in the belief that students will have general knowledge and intellectual skills to gain a deeper understanding of life, by taking courses in the social sciences, fine arts, humanities, natural sciences, and languages [Exhibit 4.1, p.13]. All students at LAU at all undergraduate levels must complete the General University Requirements (GUR). Associate’s degree students and bachelor’s degree students must complete a specific number of courses that are structured in a way to promote respect for human dignity, gender equality, inclusiveness, peace, democracy, and justice. The GUR courses are intended to serve this goal.

Currently, the GUR consist of 14 courses totaling 34 credits. Out of the 34 credits, 28 do fulfill the liberal arts requirement. However, courses that do not qualify are: applied statistics, physical education, computer literacy, and learning resources techniques (LRT). When the Baccalaureate II equivalence for freshman courses is considered, the

number of courses that qualify as liberal arts increases by an additional 24 credits to reach a total of 52 [Exhibit 4.13]. It should be noted that free choices by students is restricted to 9 credits (or 3 courses) from the social sciences; all other courses are prescribed.

Over the past two decades, there have been two serious attempts at changing the GUR offerings. In fall 2005, a new ad hoc committee consisting of faculty members, some of them from the University Curriculum Council, started working on revising the GUR. The ad hoc committee, aware of the shortcomings and the highly prescriptive nature of the existing GUR, submitted a proposal for a new liberal arts core in fall 2006. The new program introduces a greater balance in terms of covering the major areas of knowledge in the liberal arts, and leaves a much larger space for student choice of courses [Exhibit 4.14].

Apart from regular exams, term papers, oral and written presentation, no system exists to assess the oral and written communication skills of LAU graduates, nor their scientific and quantitative reasoning ability.

THE MAJOR OR CONCENTRATION

Students at LAU have a wide choice of majors/emphases/tracks available to them within their majors (54 in all). In the last five years, several new undergraduate majors, emphases, and tracks have been introduced. The new ones added in the School of Business are: family and entrepreneurial business management, international business, management information systems (MIS), economics and finance, economics and international affairs, economics and mathematics, economics and management, and hospitality and tourism management. These majors are becoming increasingly popular, as Lebanon and the region develop their family-based businesses and participate in the globalized economy. In the School of Engineering and Architecture, several minors were established, including Islamic art and architecture, computer graphics, and packaging. The graphic design department in the School of Arts and Sciences has added two minors in digital design and print design.

GRADUATE DEGREE PROGRAMS

HISTORY OF PROGRAMS: Graduate programs at LAU are only offered at the master’s degree level, with the exception of the doctorate in pharmacy. The first graduate program initiated

at the university was for a master's of science (MS) degree in business administration. The program began in fall 1982, and the first MS degrees were awarded in spring 1984. Since then, seven more graduate programs have been introduced.

Currently, the School of Business grants an MBA and an Executive MBA, the School of Arts and Sciences grants MS degrees in computer science and in molecular biology as well as MA degrees in education, comparative literature, and international affairs [Exhibit 4.1, pp. 64-68, 115; and Exhibit 4.16]. In 2003, the University Executive Council approved three MS programs in engineering, but the School of Engineering and Architecture has just started to admit students into these programs. All programs are approved by the Lebanese government, except for the EMBA.

During the period from 1982 to 1996, deans were fully in charge of graduate studies in their respective schools. A dean of graduate studies was appointed in October 1996 and served for three academic years. No replacement was appointed since Fall 1999 and school deans have again assumed full responsibilities pertaining to graduate studies.

Graduate enrollment grew from 97 students in fall 1982 to 793 in fall 2006. Currently, the highest enrollment is in the MBA program which accounts for two-thirds of the total graduate enrollment. There are 502 students in Beirut and 47 in Byblos currently enrolled in the MBA. The number of graduates grew from 25 with an MS in business administration in spring 1984 to 230 in all majors in spring 2005. Seventy-seven percent of the degrees awarded are in the MBA program [Exhibit 4.17].

According to the Faculty Bylaws, policies governing graduate programs are initiated by the University Graduate Studies Council (UGC) [Exhibit 4.18], which is composed of faculty members representing all graduate programs on both campuses. New graduate programs are initiated at the department level, and then sent to various entities for review and recommendation in the following order: the appropriate academic school council, the UGC, the Council of Deans, and the UEC. After review and recommendation by all of these bodies, the Board of Trustees finally endorses the proposed graduate program.

PROGRAM REQUIREMENTS: Every graduate program must have its general purpose published in the university's Academic Catalog. Some programs have emphasis areas and others have tracks [Exhibit 4.1, pp. 64-68, 115 and Exhibit 4.16]. Except for the EMBA program, all requirements for graduation are published in the catalog, in the graduate rules and procedures, and also in the form of contract sheets. The requirements and course descriptions for the EMBA program are published separately in a brochure [Exhibit 4.16]. Credit requirements for graduation vary between programs: 30 credits for MA and MS degrees, 36 credits for the EMBA program, and 39 credits for the MBA program. Students may transfer a specific number of graduate credits towards graduation from another institution of higher education or between LAU's various graduate programs.

The stated purpose of the MBA and EMBA programs emphasize the professional nature of the training and preparation; all other graduate programs include research and theoretical components. With the exception of the EMBA, all graduate programs require the successful completion of either a 6 credits thesis or a 3 credits research project with faculty supervision. The thesis and project in the MBA program are optional and may be replaced by an equivalent number of course credits. The MA in comparative literature requires, in addition to a thesis, a written comprehensive exam [Exhibit 4.1, pp.65-68; 115]. Theses are evaluated by juries and are defended in open public sessions that are announced and advertised ahead of time. Courses at the graduate level generally introduce more advanced concepts or more specialized professional material than those offered at the undergraduate level; advanced textbooks are used, greater emphasis is placed on conducting research, and students are required to write term papers, projects, and make class presentations [Exhibit 4.19].

THE FACULTY AND STUDENTS: There is no designated graduate faculty at LAU. Graduate courses in all programs are taught by faculty holding terminal degrees, except in the MBA and EMBA programs [Exhibit 4.19]. All PhD and terminal degree holders at LAU are required to do research to qualify for tenure and promotion [Exhibit 4.20], and the scholarly expectations of faculty teaching graduate courses are no different from those

teaching undergraduate courses. Some graduate courses are taught by part-time faculty. Depending on the program, the percentage of the total credit hours taught by part-timers ranges from zero to 40% [Exhibit 4.19].

Admission of students to a graduate program is based on academic ability and normally requires a minimum GPA of 2.75. Several other academic criteria are used, these are covered in the graduate rules and procedures. No program requires explicitly that applicants should hold a bachelor's degree in the same field. Students from other fields may be admitted to graduate programs provided they have the background to complete specific remedial courses with a minimum grade of a B [Exhibit 4.1, pp.41-47]. All graduate programs at LAU require a minimum GPA of 3.00 for graduation.

Decisions on graduate admissions are reached using different procedures. Practices range from establishing formal admission committees to the circulation of applications among concerned faculty members. Also, decisions on granting graduate assistantships are based on procedures and criteria that are similar to admissions and vary by program. Students who are granted assistantships perform teaching, research, and other support tasks [Exhibit 4.19].

RESOURCES: Chapters 7 and 8 discuss extensively the information resources and technology available to the graduate programs.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

LAU ensures the integrity of its academic programs in several ways. The methods include recognition and oversight of degree requirements; oversight and assessment of student preparedness; and academic oversight in curricular development and delivery of courses (including tutorials, course substitutions, and off-campus training). Policies on academic dishonesty are strictly adhered to; integrity of grades remains an essential principle; and the transfer and acceptance of credits from other institutions is determined by established guidelines.

RECOGNITION OF DEGREE REQUIREMENTS: All undergraduate degrees awarded by LAU follow the practices common to American institutions of higher learning; some require more credits and longer time in order to meet

the law of the land. The associate in arts and the associate in science degrees require a minimum of 62 credits, while the bachelor in arts and the bachelor in science require a minimum of 92 credits (excluding the freshman year) or 122 with a high school diploma or its equivalent. However, the bachelor of engineering (BE) and the bachelor of architecture (BArch) degrees require more credits and hence take a longer time to complete. The longer duration of the BE and BArch programs at LAU is dictated by the Lebanese Order of Engineers and Architects (LOEA). It is important to note that an engineering graduate cannot be employed in the public sector nor can practice independently in Lebanon without being a member of the LOEA [Exhibit 4.21].

The PharmD is designed in accordance with guidelines and standards approved by the Accreditation Council for Pharmacy Education (ACPE). However, all students are required to earn the bachelor of science in pharmacy in order to satisfy the requirements of the Lebanese Ministry of Higher Education [Exhibit 4.21]. The bachelor of science in graphic design also differs – at most schools of design in the US, the foundation year is given at the freshman level while at LAU it is given at the sophomore level [Exhibit 4.21].

OVERSIGHT OF CURRICULAR DEVELOPMENT: Academic programs are acted upon by the University Executive Council upon the recommendation of the University Curriculum Council (UCC). The UCC coordinates with schools and individual departments all proposals concerning curricular review matters [Exhibit 4.18].

TUTORIALS AND COURSE SUBSTITUTIONS: Tutorial courses are approved by the schools and are based on the conditions specified in the Academic Catalog [Exhibit 4.1, p.32]. The total number of course substitutions and tutorial courses offered between 2002 and 2005 in various departments was approximately 650 [Exhibit 4.22]. Course substitutions are common practice in professional schools. For instance, the School of Engineering and Architecture had 185 course substitutions in 2003.

AWARDING OF ACADEMIC CREDIT: The university has complete oversight of all the courses for which it awards credit. The evaluation of student learning and the awarding of credit are based upon stated criteria that appear in the Academic Catalog and course syllabi and are consistently applied.

LAU does not award credit for any prior experiential learning or pre-collegiate, remedial and/or continuing education programs. Foreign students taking courses in the Summer Institute for Intensive Arabic Language and Culture (SINARC) receive credits that may be transferred back to their home institutions. On average, 55-60 students have been participating in the six-week program every summer for the past ten years.

OFF-CAMPUS TRAINING: The university closely monitors off-campus courses such as internships and professional practice. For instance, in the education program, students at the beginning of their senior year are placed in private schools that LAU has been working with for the past 20 plus years. A comprehensive document is sent to each school principal and cooperating teacher, explaining in detail the internship requirements of LAU students. These consist of 120-180 hours per scholastic year of observing, assisting and engaging in teaching lessons, and performing other classroom duties. Students maintain time sheets that are signed by the supervising teachers. Typically, students start with mini-lessons and end up teaching whole lessons, and the supervising teachers fill out a number of performance evaluation forms during the internship period.

Engineering students undergoing off-campus training are only asked to present to the instructor of the course an overview of the company in which the internship takes place (its location, organizational structure, activities, and so on), project(s) in which the student has been involved, and a description of the student's contributions and accomplishments, as well as a document certifying successful attendance and execution of duties assigned to student. The duration of the internship is significantly longer at 320 hours.

A similar procedure is followed in the hospitality and tourism management program.

The School of Pharmacy offers as an integral part of its curriculum of the third and fourth year three levels of off-campus experiential learning: introductory, intermediate and advanced. Each practice training experience is geared toward specific learning outcomes, and upon completion of the three levels graduates are expected to have been appropriately trained to assume their function as pharmacists.

INTEGRITY OF GRADES: Faculty are responsible for establishing and communicating their grading criteria to students and determining their final grades. Faculty are encouraged to provide as much information as possible regarding their grading criteria in the course syllabi. Specific processes for reporting grades and changes in grades help preserve the integrity of grades. After assigning grades, the instructor of the course signs the grade sheet and submits it to the chair (who in turn reviews the grade list for clarity of the assigned letter grades and then signs copies of the grade list), and then the chair sends the document directly to the registrar. Once submitted to the Office of the Registrar, any change of grade normally carries justification by the faculty and have to follow a strict procedure requiring the approval of the chair and dean concerned.

TRANSFER OF CREDIT AND RETENTION: The institution's rules for transferring from other universities appear in the Academic Catalog. Evaluation of transfer credits is determined by the department concerned for major courses and by the Registrar for General University Requirement courses. Courses counting towards the PharmD program may be transferred only from ACPE accredited schools. The catalog also specifies the rules and regulations governing the academic standing of students, from recognition to probation to suspension and readmission.

POLICIES ON ACADEMIC DISHONESTY: Academic integrity in the awarding of credits and grades is further addressed in the university's policies on grading, examinations, the code of conduct, and disciplinary action, as outlined in the catalog. To combat plagiarism, LAU recently subscribed to the *Turnitin* software service.

ASSESSMENT OF STUDENT LEARNING

EXPECTATIONS FOR STUDENT LEARNING OUTCOMES: In 2005, only the School of Pharmacy had an articulated mission statement. The other schools had general descriptions found in the Academic Catalog about the purpose and objectives of the school. However, at this time all the schools have developed mission statements in tandem with the university's Mission Statement.

ASSESSMENT METHODS: Instructors use a variety of quantitative and qualitative methods

to assess student learning at LAU, such as exams, projects, portfolios, and observation [Exhibit 4.26].

Half of the programs at LAU provide students with opportunities to engage in addressing the key problems of their disciplines by requiring the completion of a final project before graduation. Final projects can be applied or research-type projects. However, in architecture, students' projects are professional in nature and are subject to an external and internal juried review and evaluation [Exhibit 4.27].

ENGLISH PROFICIENCY: A major cultural difference between LAU and universities in the United States, with regard to the assessment of student learning, is the limited English language proficiency of most LAU students upon admission. Even though the medium of instruction at LAU is English, the native language of the overwhelming majority of students is Arabic.

IMPROVEMENT OF STUDENT LEARNING: The Guidance Office's intervention with students on probation is limited to monitoring their progress and does not include providing them with remedial services, such as study skills or tutoring.

The university does not provide systematic assistance to students who face academic difficulties in certain courses beyond the help provided by the teaching faculty, such as holding individual meetings with the student and monitoring his/her progress. In the School of Pharmacy, however, a remedial lab exists where students can seek help with their courses. A Cooperative Learning Center is open to all students in Byblos as well as for students in the School of Business in Beirut. The centers aim to assist low-performing students in basic lower-level courses. The School of Arts and Sciences in Beirut used to have a Cooperative Learning Center that provided a similar service, however this center was shut down due to underutilization by students. An English lab is also available for improving language skills.

PROGRAM REVIEW AND EVALUATION: The academic programs at LAU are not systematically reviewed periodically; 80% of the programs are only reviewed "whenever needed" [Exhibit 4.27] and mostly in an informal and non-systematic way, and there are no policies or procedures that govern this process. Typically, when program review occurs, it takes place during departmental or

school faculty meetings, after which modifications are sent to the University Curriculum Council for approval. Currently, programs and courses are reviewed primarily when enrolment in courses is low. Occasionally, new programs are introduced to reflect development in the field. The focus in program review is mostly on the addition or deletion of courses or modifying course credits or content.

APPRAISAL

ADMISSION, PROFICIENCY IN ENGLISH, AND COMPLETION OF STUDY REQUIREMENTS: Entrance exam scores are generally used as a placement test to determine remedial courses that incoming students may be required to take in order to join the various academic programs at the university. The Schools of Engineering and Pharmacy require minimum scores of 450 and 500 respectively. A survey of the average scores for entering students shows that the entrance requirements for the Schools of Engineering and Pharmacy are higher than those for other schools [Exhibit 4.3]. Those higher requirements seem reasonable as often the fields of engineering and pharmacy can be more academically challenging. At some point, the university will need to address the predictability and validity of entrance exams, as measured against the actual performance of students at LAU.

In this vein, a study was conducted by the Office of the Vice President for Academic Affairs (VPAA) to investigate the results of the university's English Entrance Exam (EEE) in comparison with those of the Test of English as a Foreign Language (TOEFL). Comparing scores of students that sat for both exams, this study concluded that LAU's EEE exam is more challenging than the TOFEL [Exhibit 4.4]. However, the issue of student English proficiency at LAU remains of major concern and will require more attention.

Recognizing that students attending American universities in Lebanon (AUB and LAU) usually first enroll as sophomores after successful completion of the Baccalaureate II, as mentioned previously, the Office of the Vice President for Academic Affairs conducted a study comparing performance of student groups entering as freshmen and those directly admitted after Baccalaureate II in the sophomore year. The findings show that the mean score of the latter students is systematically better than that of the former

with a significance of 10% or better in courses that are normally taken during the first semester of the sophomore year, such as Microeconomics (ECO201) and Calculus III (MTH201). Only in the case of Introduction to Sociology was there equality of scores between the two groups. The direct implication of this study demonstrates that the transfer of credits of Baccalaureate II to replace freshman credit is fully justified [Exhibits 4.5; 4.13].

The Admissions Council currently does not investigate the number of possible vacant admission slots in the various schools. At present, the university practices a rolling admission policy; there are no admission deadlines for any but the PharmD program. LAU's *Strategic Plan 2005-2010 (SP 05-10)* initiative 2 calls for an enrollment management plan to be completed by 2007-2008. This pressing issue has prompted the Office of the VPAA to initiate an assessment of the current enrollment per program in order to provide general guidelines for faculty recruitment and student admissions [Exhibit 4.6].

PROGRAM DEVELOPMENT, OVERSIGHT, AND REVISION: Faculty and academic administration are continuously engaged in the active oversight of the content and delivery of courses and programs. New faculty are introduced to the council structure that insures oversight through the faculty orientation sessions that take place at the beginning of the fall term [Exhibit 4.11]. Nevertheless, some aspects of this oversight need to be more structured.

According to a review of the UCC minutes between 2000 and 2005 [Exhibit 4.10], LAU's programs are in a constant state of change, as evidenced by the number of proposals submitted to the UCC. Although most of the proposals concern amendments to existing programs, proposals to introduce new courses are also very common.

Procedures governing introduction of new academic programs or courses are properly implemented. While this process has built-in quality control, it is not very efficient, because it requires the recommendation of various entities and because changes may be proposed at some levels by individuals who are not in the field and/or who serve in the university in administrative role. This process however is currently being revised to grant schools greater academic autonomy.

Coordination among and between multi-section courses and across the two campuses is one other aspect of academic oversight. Efforts are in place to develop and implement general guidelines for coordination among multi-section courses. This practice varies between campuses and between programs at the same campus. In Byblos, multi-section courses are rare (at most, two sections per course, except in the Humanities Division). In many cases, the sections are assigned to the same instructor. In Beirut, the problem is of more concern as multi-section courses are numerous in all divisions. In the School of Arts and Sciences, only multi-section courses in the Humanities Division (as in Byblos) are assigned coordinators, and regular meetings are scheduled between section instructors to ensure uniformity. This is particularly true in English, Cultural Studies and Arabic courses. In other divisions of the School of Arts and Sciences, coordination is left up to the instructors teaching the course, although textbooks and syllabi are common, as are exams in some instances. In the School of Business, a coordinator is assigned to ensure that syllabi are designed in a consistent manner so that the textbooks chosen cover similar core chapters and the content of exams meet common course objectives.

UNDERGRADUATE DEGREE PROGRAMS

The design of any program at LAU has to comply with the requirements of the Board of Regents of the University of the State of New York, as well those of the Lebanese government. The Board of Regents requires between 20 to 45 credits in liberal arts for an associate degree (20 credits for an AAS, 30 for an AS, and 45 for an AA) and between 60 to 90 additional credits for a bachelor's degree (60 credits for a BS and 90 for a BA). The specific credit requirement differs from one major discipline to another. For example, disciplines such as psychology, social work, and political science/international affairs require the least number of general university requirements (25 credits), since those fields of study generally require more liberal arts courses. All LAU majors include a liberal arts core program.

To grant degree equivalency, the Lebanese government requires 36 credits in the major field of study. Two of LAU's interdisciplinary majors, math education and science education do not meet this requirement and are currently under review.

While emphases and tracks are well-structured, the issue of the coherence of minors is currently being addressed. For example, a student can earn a minor in the School of Arts and Sciences at LAU in any field by completing 18 credits at the level of 200 and above [Exhibit 4.10], yet only minors in sociology, Islamic art and architecture, packaging, and computer graphics are organized to be coherent minors. As such, the university needs to introduce pertinent regulations. It should be noted that emphases, tracks and minors do not appear on the diplomas granted by LAU. Emphases and tracks appear as a “concentration” on student transcripts (the programs in political science/international affairs and science education are exceptions), and minors are only recognized by the university through a statement provided by the Office of the Registrar upon the request of the student.

Free electives vary among programs, while biology and hospitality and tourism management do not offer any free electives, the psychology program includes 28 free elective credits. This reflects the highly structured nature of the undergraduate programs of biology and hospitality and tourism management. In the case of psychology, this may indicate a lack of adequate number of courses offered.

The School of Engineering offers only technical electives. The technical electives are designed to provide students with broader knowledge in the intended field of study. In architecture, only six credits are free, and in the School of Pharmacy there are no free electives, reflecting the highly structured and dense nature of these undergraduate degree programs.

GENERAL EDUCATION

Faculty concern and deliberations on the GUR started in 1998, long before a proposal for a new liberal arts core curriculum was designed and approved by the University Curriculum Council in spring 2006. Two factors were instrumental in finally bringing about the change: the NEASC standard regarding liberal arts and requirements of the Board of Regents'. These have prompted the setting up of an ad-hoc dedicated faculty committee assigned the task of formulating a proposal to remedy the previous shortcomings of the GUR.

LAU does not have in place a comprehensive process that enables it to assess the learning effectiveness (or outcomes) for students in the GUR courses. Instead, the present qualitative appraisal of the extent to which LAU's GUR meet the NEASC standards will be supported, whenever possible, by the results of a quantitative survey conducted among instructors of GUR courses [Exhibit 4.15]. A more complete assessment could be reached if a similar survey were conducted among students in order to properly measure learning outcomes.

To a large extent, all GUR courses seem to embrace LAU's liberal arts foundation. In a survey of faculty teaching liberal arts core courses, high ratings (or an average of 2.6/3) were given for all seven courses offered in cultural studies and social sciences in their support of the LAU vision. This is interpreted to mean that the faculty teaching those courses believe that, overall, LAU's GUR courses adequately and fully provide a core liberal arts education. The same survey, however, reflects the absence of key areas of a liberal arts education, such as the arts, music, and natural sciences from GUR courses [Exhibit 4.15]. In addition, other important components of a liberal arts education, such as philosophy and religion, are rather poorly covered in the only three cultural studies courses offered. For instance, according to the faculty survey, philosophy barely makes up one-third of the course material offered in the cultural studies courses. Religion is covered even less, making up only one-fifth of the material covered. In contrast to the relative scarcity of music, art, philosophy, and religion in current GUR courses, some areas or sub-areas of knowledge are well covered in the cultural studies and humanities courses in general (e.g., English literature, languages, and the social sciences). The social sciences as an area of knowledge is getting the best coverage in the GUR courses currently offered.

It was precisely these imbalances and inconsistencies in the existing GUR that the ad hoc committee identified and sought to address in its proposal for a new liberal arts core. The new core proposal, which has just been successfully adopted by the university, seeks to introduce greater balance in terms of covering the major areas of knowledge in the liberal arts. It also seeks to provide students with a considerable amount of flexibility and choice in fulfilling their liberal arts core requirements (i.e., not only can they choose their courses in order to cover all major areas

of knowledge, but they can decide in which specific area of knowledge they would like to take more courses).

As previously mentioned, LAU does not have in place a centralized mechanism for assessing the extent to which GUR courses are effective and successful in building competence in written and oral communication, critical thinking ability for scientific and quantitative reasoning, and so on. For instance, survey results show an unexpectedly high outcome when it comes to competence in written and oral communication in English. Indeed, the ratings concerning this outcome are higher than those of any other outcome, according to the instructors of all humanities and social sciences courses [Exhibit 4.15]. Considering the fact that the overwhelming majority of students are not native speakers of English and that often English is their third language after Arabic and French, it is imperative to verify these results by measuring outcomes through student surveys.

THE MAJOR OR CONCENTRATION

The range of majors available to students at LAU has continued to grow over the last five years. It should be noted that this expansion was accompanied by a significant increase in faculty members. The total number of faculty has more than doubled since 1992, with the number of part-time faculty reaching an all time high of 341. Courses are properly sequenced in line with co-/pre-requisites through the on-line Banner system. Students are offered sequential courses within the majors, as is apparent in the curriculum. At present, one of the main concerns in all departments and divisions is the formulation of well-articulated objectives and measurable learning outcomes for each major. The Lebanese government requires a minimum of 36 credits for a major, as does the Charter. For many majors, after accounting for GUR courses, the remaining number of credits needed for graduation necessitate enrolling in electives. This can encourage students to seek two majors; however, the Lebanese government will not ratify two majors earned within the same school.

Majors leading to a bachelor of science (whether in the School of Arts and Sciences or in the School of Business) have long maintained a higher number of credits in the major, averaging between 38 to 69 credits. For professional degrees in engineering, architecture, and pharmacy, major course

requirements are significantly higher and range between 62 credits for graphic design and 137 credits for pharmacy.

A system for evaluating curricular effectiveness is lacking in most schools. Exit exams, exit surveys, alumni surveys, and/or employer surveys are necessary to ensure the continuous data-driven improvement of the curriculum. Since 2003, the School of Pharmacy has been conducting exit exams, exit surveys, and alumni surveys; and since 2001, the School of Engineering has been conducting exit surveys. However, these schools do not fully utilize analysis of student learning outcomes to craft measures for the improvement of curricula.

An Advisory Board composed of academics, employers, and prominent professional has been formed in the School of Pharmacy, however its role to date has been minimal. The School of Engineering has approved the establishment of a similar Advisory Board, but this has not been implemented so far.

In the School of Pharmacy, professional training is well coordinated with other components of the curriculum. An effective relationship exists between curricular content and subsequent practice, as reflected by the high success rate (100%) in the North America Pharmacy Licensure Exam (NAPLEX). In addition to high success rates in board exams, assessment of student learning is partially realized through course evaluations.

In the majority of programs, clear and articulated learning objectives are not consistently and systematically stated in the syllabi. As a result, course content is not always consistent.

GRADUATE DEGREE PROGRAMS

Since 1982, LAU has successfully introduced eight graduate programs at the master's degree level. The general aims of the programs are published in the Academic Catalog, although missions, objectives, and learning outcomes are not explicitly and consistently stated.

Graduate programs are administered by the respective school officers. The position of dean of graduate studies and research has not been filled since 1999. The appointment of said dean is expected to give more weight to the distinctive concerns of graduate programs, in terms of planning, coordination among programs, and interaction with the University Graduate Council.

PROGRAM REQUIREMENTS: Student learning outcomes are assessed at the course level. Assessment includes exams, projects, term papers, and/or oral class presentations. There is no systematic assessment process for program learning outcomes; such an assessment is required. It is worth noting, however, that based on informal evidence the job market has been favorable to LAU master's degree holders, and several of the graduates have successfully enrolled in PhD programs in the United States and Europe. A formal process for tracking alumni, including graduate students, should be introduced to document their stories.

Courses offered at the graduate level at LAU have course syllabi comparable with those used in graduate programs in American universities. Similar reference material and graduate textbooks are also used. Self-learning activities are incorporated in a number of courses; these include class projects, class presentations, term papers, and/or a research component.

Original and independent research is required of students who choose the thesis option in comparative literature, computer science, international affairs, and biology. A thesis requires a supervisory committee made up of a minimum of three faculty members (including the advisor). Sometimes work stemming from theses is published in refereed journals.

With regard to professional programs, there are a number of courses that aim to make students better practitioners through the inclusion of case studies and real-world professional practices in the classroom.

There is a need for a uniform and regular program review across graduate programs to ensure adequate faculty participation and inter-campus coordination. Work is in progress to create such a process.

THE FACULTY AND STUDENTS: The majority of full-time faculty members who teach graduate courses hold terminal degrees in their specialty and have commendable records of teaching experience. In all programs, more than 90% of faculty are full-time, except in the MBA and EMBA programs where the hiring of business practitioners on a part-time basis strengthens those professional programs and provides strong links with the profession. Nonetheless, the faculty involved in the graduate programs should be increased in number and diversified in expertise. On average, the research publication record of

faculty teaching graduate courses needs to be enhanced. Over the ten years prior to 2006-07, the university provided one course release per semester to faculty engaged in research and granted faculty conference travel support to encourage research and publication. Starting in fall 2006, the teaching load has been reduced from four to three courses per semester for faculty engaged in research as described in Chapt. 5. The research environment, however, can be enhanced by providing more office and laboratory space and facilities, as well as by more effectively engaging graduate assistants in research, encouraging teamwork, hiring new faculty, and establishing research units.

Graduate admission procedures and requirements (graduate rules and procedures) have proved to be adequate. The admissions process varies from one program to another, but departments must document more systematically the actions on admissions. A similar appraisal holds for the granting of graduate assistantships.

RESOURCES: LAU provides exceptional library facilities to graduate programs (electronic databases, Z-Portal, books, and journals). IT facilities are also more than adequate.

The increase of computer lab space specifically dedicated to graduate students would enhance teaching and research conditions. Classroom facilities are adequate, although they are crowded in some programs (e.g., the MBA program). More physical space is also needed for graduate assistants to perform their duties and assignments.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

RECOGNITION OF DEGREE REQUIREMENTS: The larger number of credits and the longer time needed to complete the bachelor of engineering and the bachelor of architecture degree requirements may make these programs relatively less attractive to students. On the other hand, the ACPE accreditation of PharmD program (the sixth year in pharmacy) may have made that program more attractive. The total number of students in the pharmacy program increased by about 45% between fall 2002 and fall 2005, compared to increases of 14% in the School of Business, 7% in the School of Arts and Sciences, and 6.7% in the School of Engineering. One should also note that competition with other institutions in Lebanon became less significant in the Pharmacy program after it received ACPE accreditation, while it remained fierce in the

engineering and architecture programs. Other factors contributing to differences in program enrolment include the location of the campus at which the programs are offered and the tuition fees charged compared to those of other institutions.

OVERSIGHT OF CURRICULAR DEVELOPMENT: The academic administration of the university is actively and continuously engaged in the oversight of the contents and delivery of courses and programs. A review of the UCC minutes between 2000 and 2005 indicates that LAU's programs are in a constant state of change, as evidenced by the number of proposals submitted. While the bulk of the proposals concerned amendments to existing programs, proposals to introduce new courses or establish new majors or minors were common [Exhibit 4.10]. New majors in economics and hospitality and tourism management were approved in 2000, and many proposals to establish minors in various fields were discussed and approved by the UCC. In fact, to minimize the number of proposals submitted, UEC decided that any six courses at the 200 level and above in a specific field will constitute a minor in that field [Exhibit 4.10]. As mentioned previously, such minors will fall short from being organized and coherent, however.

TUTORIALS AND COURSE SUBSTITUTIONS: In majors with low enrolment, the time span for completion of major courses may be longer and the number of course substitutions and tutorials may be relatively higher, but students are nevertheless able to graduate within a reasonable time. The prevalence of course substitutions in the professional schools is usually high, owing to curricular changes that rendered a previously required course no longer available. Course substitutions occur for various other reasons: for instance, an engineering student taking engineering math courses, who would like to have those courses recorded as math courses in order to get a minor in math; or a computer science student taking computer engineering courses who requests those courses be treated as technical electives. There have been instances when a course that was never offered was replaced by a similar substitute, such as Optimization in the engineering program and Cost Control in hospitality and tourism management. It should be noted that the lack of faculty in some programs restricts the course choices available.

Tutorial courses are approved by the schools and are based on the conditions specified in the Academic Catalog [Exhibit 4.1, p.32].

AWARDING OF ACADEMIC CREDIT: The awarding of credit at LAU follows standard practices in the US and is based on completion of requirements included in course syllabi. Evaluation of student performance takes place primarily through exams (quizzes and finals), projects, and presentations. The university has firm oversight of all the courses for which it awards credit. SINARC courses are well received by many respected institutions outside Lebanon. In fact, some universities, such as Georgetown, Colombia, and Florida State, exempt their students from taking Arabic proficiency examinations upon completion of the SINARC courses at LAU, but they do require them to sit for the exam when they take Arabic courses elsewhere.

OFF-CAMPUS TRAINING: The level of oversight differs when credits are awarded for internships and professional practice are taken off-campus. One of the salient differences in internships across the different programs is the level of involvement of the faculty with the collaborating organization in the community.

In the education department, faculty visits to schools for the purpose of observing students' delivery of classes are common (at least twice per semester). In the School of Engineering, instructors do not make site visits; they guide students in the initial phase and then evaluate the reports submitted by the students and their employers. The same applies in the hospitality and tourism management program. Note that in these two programs, close supervision of internship students is rendered more difficult because many students choose to do their internships abroad.

The experiential program in the School of Pharmacy reflects a distinctive level of faculty involvement. This program is offered, coordinated, and closely supervised by the pharmacy practice department and faculty members. The faculty members, specializing in various areas of pharmacy practice, actually go to the off-campus practice sites at least three times a week to offer guidance, act as role models, and closely monitor the learning experience of the students. Students in this program are only sent to the practice sites that meet pre-established quality criteria and that promise to provide students with the required learning experience.

The aforementioned assessment of off-campus training underscores the need to have discipline specific procedures for internships and/or practicum.

INTEGRITY OF GRADES: A review of reported grades and their distribution indicates that there are no significant variations in the pattern of grade distribution across the two campuses. However, there are grade variations across the different programs. For instance, in the School of Pharmacy, of the 1,347 grades reported in all its courses, there were 15.5% grades of A and 7.3% of D. These percentages are 23.6% and 11% in engineering courses [Exhibit 4.23].

According to rules, a change of grade is expected within a specified period of time when a grade of Incomplete (*I*) is reported by an instructor. The requirements for an *I* grade are clearly outlined in the Academic Catalog [Exhibit 4.1, p.36]. A change of grade for any other reason is processed based on valid justification. A change of grade is also allowed in the rare instance when the instructor makes a mistake.

The total number of reported change of grade requests has been declining over the past five years. In fall 2005 a total of 550 changes were processed, down from 1,219 in fall 2002. Grade changes fall under the following four different categories: change from *I* to a grade, *I* to *W* (withdrawal), one grade to a different grade, and *F* to *W*. As expected, the change from an *I* to a grade is the most prevalent. A total of 371 such cases was reported in fall 2005. During that same semester around 72% of the changes belonged to that category. The other three categories made up the remaining percentage with changes from grade to grade representing around 22% of the total number of changes [Exhibit 4.24].

TRANSFER OF CREDIT AND RETENTION: LAU accepts the transfer of credits from institutions of higher learning outside Lebanon as long as the institutions are recognized by their respective governments or, in the case of US institutions, they are recognized by the American Council on Education.

For undergraduate applicants, the regulation on the transfer of credits should be explicitly stated in the Academic Catalog [Exhibit 4.1, pp.29]. This rule states that grades of C and above may be transferred in all programs ,except pharmacy which requires a minimum grade of a B, it also gives the maximum number of credits that may be transferred. The regulations for undergraduate retention and for graduate transfer of credits are already clearly mentioned in the Academic Catalog [Exhibit 4.1, pp.30 and 41].

Due to the difference in the number of applicants, the time frame for acting on transfers of credit differs between the two campuses. On the Byblos campus, transcripts of applicants are sent by the Admission's Office to the Registrar's Office, which selects the courses eligible for transfer and then sends them to the various academic divisions, along with the course evaluation forms. This is normally done before the date of registration. On the Beirut campus, because of the large number of applications to transfer credit, evaluation is normally completed just before or during the registration period. The process is sometimes delayed due to ineffective inter-office communication.

The number of transfer students who registered in fall 2005 was 90 (68 at Beirut and 22 at Byblos), down from 128 students in fall 2002 (102 at Beirut and 26 at Byblos). In fall 2005, the average percentage of credits transferred with respect to the total number of credits required in different programs was 25.8%. This is well within the degree requirement stipulating that a minimum of 50% of major courses as well as the last 30 credits be taken at LAU. Students who during their study at LAU decide to take courses at a foreign institution (universities outside Lebanon) should clear their courses with the relevant school prior to enrolling in them. Such courses will be treated as transfer credits [Exhibit 4.10].

POLICIES ON ACADEMIC DISHONESTY: All departments report adopting policies to prevent cheating during exams as well as throughout the semester, ranging from close proctoring of exams to assigning in-class work as opposed to homework, and using anti-cheating software. Reports of cheating or detected plagiarism by schools that keep data vary from a few cases to many. In the past four years, 17 warnings overall were given at Byblos, but only one or two of them seem to have been for academic reasons. The Beirut campus, on the other hand, issued no fewer than 92 single warnings and 6 double warnings between 2000 and 2006. Of these, almost half (44) were given for academic reasons (cheating, plagiarism, in-class disruptive behavior, etc.); the School of Arts and Sciences gave ten times more warnings than the Business School. Yet, the corresponding departments in Byblos stated they issued almost no citations or warnings for cheating. It is interesting to note that the Business

School issues only citations (19 in the same period), whereas Arts and Sciences jumps directly to warnings (0 citations) [Exhibit 4.25].

Cheating and plagiarism undoubtedly occur. While traditional methods are used to combat cheating, the issue of detecting or dealing with plagiarism is more problematic. The minimal number of warnings given for cheating and plagiarism is most probably lower than the number of actual occurrences. The university is currently training faculty in the use of the *Turnitin* software to enable better detection of plagiarism. Time will tell how successful this methodology will be.

ASSESSMENT OF STUDENT LEARNING

EXPECTATION FOR STUDENT LEARNING OUTCOMES: LAU's expected student learning outcomes are not delineated by program objectives, since those objectives were not articulated in parallel with the university's Mission Statement. This is mainly due to the creation of most programs prior to the formulation of the current Mission Statement in 2004. It is therefore not possible to assess the expectations for student learning relative to the university's mission. In appraising student learning, LAU seems to focus more on the course level than on the program or institutional level. Learning objectives are set by individual instructors, based on their personal understanding of the expected course outcomes.

ASSESSMENT METHODS: Since expected student learning outcomes are not articulated at the program level, the methods used to measure evidence of student learning mainly involve course-embedded assessment tools.

A promising aspect in this regard is that 70% of the programs at LAU require students to complete an internship before graduation. However, only a few programs involve field practitioners or external field experts in the evaluation of student performance in those internships. At the same time, it should be noted that students in the School of Business, who represent about half of the student population at LAU, are not required to complete an internship prior to graduation. Therefore, a large number of LAU students are not provided with practical experience in their field of study.

Commendable evidence of student learning at LAU can be seen in the success rate (98 %) of

its pharmacy students on the national licensure examinations and a 100% success rate of Pharmacy students in the NAPLEX [Exhibit 4.28]. This is an indicator of the program's success in exposing students to and engaging students with the important professional aspects of their discipline.

Evidence of the university's effort to understand what students are learning was the administration of the National Survey of Students' Engagement (NSSE) to all sophomore and senior students at LAU in spring 2006. Although a series of surveys is required for the results to become indicative, the outcomes of this year's survey do shed some light on student learning experiences at LAU. In brief, LAU is at par with all 2006 NSSE institutions in the following areas: Level of Academic Challenge, Active and Collaborative Learning, and Supportive Campus Environment. However, the university needs to improve in the areas of Student-Faculty Interaction and Enriching the Educational Experience [Exhibit 4.29]. These results, when analyzed carefully, must be used to implement the changes necessary for improvements in student learning.

ENGLISH PROFICIENCY: Student deficiency in English is more of a concern in the School of Arts and Sciences than it is in the other schools; more specifically it is of concern in the humanities, education, and social science departments. For this reason, the School of Arts and Sciences in Beirut has developed an English Lab, to which faculty who teach English can send students for remedial instruction. The results have been fairly good: 50% of the faculty reported that students' English had improved after receiving assistance at the English Lab [Exhibit 4.26].

IMPROVEMENT OF STUDENT LEARNING: The services provided by the Guidance Office to students on probation are not extended in coordination with the students' academic advisors. Moreover, fewer than half the faculty (40%) are aware of the existence of a system at LAU that follows up on the performance of poor students, and only 37% have used that system (Cooperative Learning Center, Remedial Lab, or Guidance Office). The weakness, hence, is not only in the lack of systematic procedures for improving student learning, but also in the lack of faculty awareness, as well as the lack of communication and coordination between the remedial units and faculty. Another weakness

is the lack of monitoring by the schools as to the quality and outcome of the remedial services rendered to students.

However, attempts are being made to provide assistance to students experiencing poor academic performance. For example, the Social Science Division at Beirut recently initiated a peer-tutoring center to improve student essay writing. This can be viewed as one indicator of LAU's commitment to putting in place systems and mechanisms designed to help improve the academic achievement of students in the near future.

PROGRAM REVIEW AND EVALUATION: Program review at LAU is not based on feedback generated from graduates through exit surveys, or through surveys made of alumni and employers.

Exit surveys are usually filled out by graduating students in the School of Engineering and Architecture [Exhibit 4.30], but the information gleaned is not systematically compiled or used for the review of programs. Exit surveys are also conducted in the School of Pharmacy, which through its Curriculum Committee performs periodic reviews of its programs based on information gathered from many sources, including alumni as well as exit interviews [Exhibit 4.31]. This is an ACPE requirement, as published in the council's standards and guidelines for 2006. It is important to note here that the School of Pharmacy is in the process of fully aligning its curriculum with ACPE standards. Moreover, the School of Pharmacy is also developing its own bylaws that will govern all school committees.

An important source for program review is course files [Exhibit 4.32]. At LAU, however, course files are currently collected but rarely used to arrive at an understanding of what and how students are learning. Moreover, some course files are missing, as not all instructors submit the required file at the end of each course. Course file contents are not consistent across schools or even across courses. Instructors differ in their understanding of the content of course files, which has resulted more often than not in the submission of incomplete and incompatible course files.

Action step 1.3 of *SP 05-10* requires that curricular review and reform be a continuous process. Consequently, the VPAA's Office has issued a document distributed to all schools on program review and evaluation [Exhibit 4.7] to clarify what and how students are

learning and to ensure that all programs are based on sound learning objectives in accordance with the requirements of each discipline. This document is not yet in use, as the schools still need to discuss it and provide their feedback.

PROJECTION

ADMISSION, PROFICIENCY IN ENGLISH AND COMPLETION OF STUDY REQUIREMENTS: Student Development and Enrolment Management, in coordination with the Council of Deans, will conduct a study to establish a system for assessing student performance as compared with the admission qualifications and criteria by September 2007. Based on the results of this study, schools will either modify or maintain admission criteria by January 2008.

The Council of Deans will appoint a committee to propose establishing an initiative for English writing aptitude across the curriculum by February 2007. The procedure will be implemented in spring 2008.

PROGRAM DEVELOPMENT, OVERSIGHT, AND REVISION: LAU's new mission of "commitment to academic excellence, student centeredness, advancement of scholarship, and the formation of students as future leaders in a diverse world" will be strengthened by the university's commitment to a cyclical review of all existing academic programs. In fact, *SP 05-10* action step 1.3 calls for establishing a procedure for periodic program reviews. The Council of Deans has already asked each school to develop its own guidelines for program review based on the template provided by the VPAA's Office. Schools are working to finish the guidelines by January 2007. Program review guidelines will be data-driven, using surveys as appropriate (exit, employers', and/or alumni surveys; external evaluators; as well as more effective school and/or program advisory boards).

Moreover, the Council of Deans will revisit the existing procedure for introducing new programs. The review of the current procedure will include an enhancement of proper communication channels with concerned entities, specifically with university libraries. This review will take place during spring 2007.

The schools will centralize the collection and review of course syllabi with the support of chairs and faculty coordinators to ascertain

that learning objectives stem from course descriptions and ensure uniform learning outcomes by spring 2008.

The schools will also develop during spring 2007 a comprehensive procedure for supervising and coordinating part-time faculty work, including recruitment, orientation, mentoring, and evaluation. The procedure will be implemented in spring 2008.

UNDERGRADUATE DEGREE PROGRAMS

With the aim of adopting consistent terminology, the Council of Deans has asked all schools to scrutinize and reduce the usage of the following terms in their respective programs: emphasis, track, concentration, area, and plan. Unified definitions for degree requirements will be developed and used for all schools by June 2007.

The schools will also identify minors with incoherent course offerings, and propose amendments and modifications making these minors meet explicit objectives while keeping as much flexibility as possible. This program review is planned for completion by July 2008.

LAU is committed to ensure that all degree programs (bachelor's and associate's degrees) meet the requirements of the Lebanese government and the Board of Regents.

GENERAL EDUCATION

The recent approval of a history major and the forthcoming philosophy major during the academic year of 2006-2007 will facilitate the gradual implementation of the new liberal arts core curriculum.

The new liberal arts core curriculum and the delineated outcomes bring the university much closer to LAU's definition of an educated person. The university has committed to a periodic review of the liberal arts curriculum through a process that will be devised by a special committee appointed by the VPAA during fall 2006. This committee is also entrusted with establishing an implementation plan for the new liberal arts curriculum. In addition, the committee will develop a process that will enable the assessment of learning outcomes (oral and written communication skills of LAU graduates, and their abilities in analytical, scientific and quantitative reasoning) in the liberal arts core curriculum at the program level. More specifically, the committee will participate in a workshop on learning assessment, and subsequently will establish a

system and tools for the assessment process. This system will be reviewed by the Council of Deans before it is implemented during academic year 2008-09.

THE MAJOR OR CONCENTRATION

Articulated course learning objectives will be consistent and systematically stated in every syllabus. As a result, course content of similar courses will be consistent across the two campuses.

LAU will develop and articulate specific learning outcomes for all degree and certificate programs.

GRADUATE DEGREE PROGRAMS

In the Fall of 2005 the Council of Deans agreed that all schools will develop mission statements, objectives, and learning outcomes for all programs and majors offered at LAU.

A committee will be set up to recommend to the Council of Deans a new job description for the dean of graduate studies and research. Once this is approved by the appropriate bodies, the vice president for academic affairs will initiate the recruitment with a view to fill the position during the academic year 2007-2008.

LAU is striving to strengthen its research environment in several ways. This includes the implementation of action step 1.1 of *SP 05-10*, which calls for recruiting highly qualified full-time faculty members with high scholarly potential. An additional step in this direction is the reduction of the teaching load that takes effect as of academic year 2006-07. Further reductions in teaching loads for faculty with external research grants will also allow faculty to devote more time for research.

Other incentives in this regard include sabbaticals, summer research grants, and travel grants to present papers at professional conferences.

The University Graduate Council (UGC) will develop procedures by fall of 2007 to enhance the quality of theses, taking into account graduate enrolment and qualifications of faculty. In certain disciplines, faculty are overloaded with too many students to supervise. One possible solution would be to look into developing non-thesis tracks where applicable. The qualifications of faculty supervising graduate student research will also be scrutinized.

The university will develop a facilities master plan that will address, among other matters, optimum space usage as part of *SP 05-10* action step 9.1.

Whenever programs exist on both campuses, the admission applications for graduate students will be acted upon by a joint committee. The Office of Admissions will keep copies of minutes of admission meetings for all graduate programs. Copies of committee minutes regarding the granting of graduate assistantships will be sent to the Business Office.

To document the defining character of LAU's alumni, *SP 05-10* action step 7.2 calls for strengthening relationships with alumni through the establishment of a new alumni structure, including new alumni chapters, developing a marketing plan to increase participation in on-campus alumni events, and increasing the accuracy of the existing alumni database. By strengthening the accuracy of its database, as called for in the *SP 05-10*, LAU will consequently be able to track and identify its entire rostrum of alumni.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

The academic plan that will be developed by every school (see projection section of chapter 2) will include a course offerings plan that will ensure that students are able to complete requirements within the specified time limits for each degree/program. This course offerings plan will be made available to students.

The vice president for enrolment management will ask the registrars to review or modify the current practice of transfer of credit. Based on this review, explicit criteria will be written and distributed to all schools by September 2007.

The issue of discipline specific internship courses is linked to *SP 05-10* action step 1.9 that calls for the stimulation of "academic challenges and active learning (e.g., undergraduate research, exchange programs, and honors)." In this respect, schools will establish a procedure for supervising internship courses. This procedure will include a faculty member or internship coordinator to advise students with the goal of enriching the internship experience and an assessment plan to determine the quality of the internship. This task will be accomplished by October 2008.

The new Liberal Arts curriculum includes a course on ethics. The course will be designed

to elaborate on LAU's values, ideals and principles as well as on the values of academic integrity. In addition, a system for reporting and compiling instances of cheating will be designed and causes for an *F* grade will be indicated. The Banner Steering Committee will devise a system by spring 2007 that will record the nature of the *F* grade. For example, the system will indicate whether the *F* grade is the result of academic deficiency, too many absences, or cheating.

ASSESSMENT OF STUDENT LEARNING

The Council of Deans in coordination with Student Development and Enrolment Management will appoint a committee to review current assessment practices and recommend a system that will identify weak students and provide remedial solutions and track the progress of such students by June 2007.

To enhance outcome-based education, the university will organize workshops for all department chairs on measures to improve assessment of student learning during spring 2007. Subsequently, an initial draft of measures will be established, by spring 2008, in some majors and will serve as guidelines for an assessment plan. The plan will use course files and other normative measures (NSSE, course evaluations, portfolios, exit interviews, etc.) as tools in the assessment process. This work will serve as a learning experience to the faculty in order to generalize assessment across all majors. The assessment that is taking place in the School of Pharmacy may serve as a guideline to develop assessment plans in these other majors.

INSTITUTIONAL EFFECTIVENESS

The process of accreditation and the demands of strategic planning have stimulated LAU's faculty, staff, administrators, and to some extent its students, to examine – like never before in the history of this institution – the quality and integrity of its academic programs. To this end, cyclical program reviews are to be instituted, following the guidelines recently prepared by the Office of the Vice President for Academic Affairs for initiating and reviewing programs.

Assessment of student learning and the use of outcomes to enhance academic programs and expand the institution's educational scope have now become the buzzwords that reverberate throughout LAU's two campuses. The deans of all schools in Beirut and Byblos,

along with department chairs and faculty, are engaged in developing program-level learning outcomes across the schools.

LAU recognizes that institutional effectiveness involves the continuous collection, analysis, monitoring, and follow-up of institutional data. LAU's stakeholders (community members, students, faculty, employers, alumni, and others) are now being surveyed by some offices and schools on their views about the state of the university and its programs. This will enable the schools to heighten the relevance and currency of their programs.

In addition, the quality and effectiveness of faculty is monitored through their academic credentials and course evaluations. The integrity of all academic credit awarded is assured through the implementation of current policies and procedures regarding transfer of credit, grading, and academic honesty.

The restructured system of academic management of two new assistant vice presidents, assistant deans for the schools and the strengthening of the roles of dean and department chair should positively affect a modus operandi of assessment of student learning. In fact, one of the main responsibilities of the assistant vice president for academic affairs is assessment of student learning.

Three areas that need attention in the next few years are, (i), the development of outcome-based assessment measures at the program level for a selected number of programs including liberal arts core curriculum; (ii), the implementation of systematic program review on a regular basis as per *SP 05-10* (every 5-7 years, with the review including the liberal arts core curriculum); and (iii), the improvement of the writing skills of students across the curricula.

4.9	<i>Strategic Plan 2005-2010</i> http://strategicplanning.lau.edu.lb/
4.10	Excerpts of UCC Minutes 2000-05
4.11	Faculty Orientation October 05 and Feedback Results
4.12	Student Enrolment at the Undergraduate Level Fall 2001-05
4.13	Attestation for Advanced Placement of Freshman Credits
4.14	Approved Liberal Arts Curriculum
4.15	General University Requirements Survey Results and Summary Report
4.16	<i>Executive Master's Program in Business Administration Brochure</i>
4.17	Student Enrolment at the Graduate Level Fall 2001-05
4.18	<i>LAU Manual</i> http://www.lau.edu.lb/administration/policies.html
4.19	Graduate Degree Programs Committee Questionnaire Results
4.20	<i>Promotion Criteria and Guidelines for Evaluation</i>
4.21	Integrity in the Award of Credit Committee Deans' questionnaire results
4.22	Study on Tutorial Courses and Course Substitutions
4.23	Grade Distribution Statistics
4.24	Change of Grades Statistics - Fall 05
4.25	Statistics on Citations and Warnings
4.26	Assessment of Student Learning committee faculty questionnaire results
4.27	Assessment of Student Learning committee chair questionnaire results
4.28	Pharmacy Licensing Exams
4.29	<i>NSSE 2006 Benchmark Comparisons</i>
4.30	Assessment of Student Learning Committee Interviews with the Deans
4.31	School of Pharmacy Exit Survey
4.32	Sample of Course Files

Exhibits

4.1	<i>Academic Catalog 2005-06</i>
4.2	<i>LAU Website</i> http://www.lau.edu.lb
4.3	Average Scores for Entrance Exams/Program/School
4.4	EEE vs. TOEFL Comparative Study
4.5	Freshman vs. Sophomore Study
4.6	Student - Faculty Ratio Study Fall 05
4.7	<i>Program Review and Evaluation Guidelines</i>
4.8	Guidelines for adding new programs

FACULTY

DESCRIPTION

FACULTY SIZE AND QUALIFICATIONS: Lebanese American University is mainly a teaching institution. During the war years (1975-1990), and prior to acquiring the university charter, the college had to depend on faculty members that were mainly instructors and/or part-timers. Since the end of the civil war in 1990, LAU has prioritized the recruitment of full-time Ph.D. or terminal degree holders. In fall 2005, the university employed 176 full-time faculty. Of these 42 were tenured, 72 were on tenure-track, and 62 occupied non-tenure track positions; the total number of part-time faculty was 355. In fall 2006, full-time faculty numbers changed slightly to 49, 78 and 60, respectively. The number of full-time (FT) faculty has been doubled since fall 1992. Table 5.1 shows the full-time equivalency (FTE, i.e., the number of credits taught per semester over 12) per campus and at the university in addition to the percent of full-time FTE (number of credits taught by full-time faculty over total number of credits taught). At the university overall the percent of FT FTE has remained more or less the same over the past five years.

Table 5.1: Progression of Full-Time Faculty vs. Full-Time Equivalency (Fall 2000 - Fall 2005)

Fall	Beirut			Byblos			University wide		
	FT (Headcount)	FTE	% FT FTE	FT (Headcount)	FTE	% FT FTE	FT (Headcount)	FTE	% FT FTE
00	76	127	49	69	91	61	148	218	54
01	80	146	48	64	87	66	147	232	54
02	83	139	52	67	85	66	153	224	57
03	87	154	55	66	90	63	156	243	58
04	92	164	54	72	88	66	164	252	58
05	97	172	46	78	87	67	176	259	53

Sixty-nine percent (Table 5.2) of the full-time faculty hold terminal degrees granted by reputable universities. The most frequently cited graduate institutions are located in the US (53%) (Table 5.3).

Table 5.2: Highest Degrees Held By Faculty (Fall 2005)

Degree	No. Faculty	Percentage
PhD	103	58%
Ed.D	9	5%
PharmD	7	4%
JD	1	1%
DES	2	1%
DEA	1	1%
MFA	4	2%
MS	16	9%
MBA	4	2%
MA	21	12%
BE	2	1%
B. Arch	2	1%
CPA	1	1%
TD	1	1%
BA	2	1%

Table 5.3: Countries of Faculty Highest Degrees (Fall 2005)

Country	No.	Percentage
Australia	2	1%
Canada	9	5%
Egypt	1	1%
England	26	15%
France	10	6%
Germany	2	1%
Holland	1	1%
Italy	2	1%
Ukraine	1	1%
Lebanon	27	15%
South Africa	1	1%
USA	94	53%

FACULTY RECRUITMENT, RETENTION AND APPOINTMENT: According to the hiring procedure, the primary responsibility for the selection of new faculty essentially rests with the faculty. New faculty positions are openly advertised once they are approved by the dean and the VPAA. The profile of faculty to be recruited is recommended by the concerned department/division. Department faculty are also responsible for selection and short listing of candidates. The dean and/or the VPAA usually conduct final interviews in the LAU New York office or in Lebanon.

Faculty are categorized in the Personnel Policy's Faculty Section [Exhibit 5.1]. Criteria are listed for regular, full-time academic

appointments at the ranks of Instructor, Lecturer, Assistant Professor, Associate Professor, Professor, Clinical Instructor, and Clinical Assistant Professors. Special full-time academic appointments may also be made with the titles of Visiting Professor and Adjunct Professor. *Strategic Plan 2005-2010 (SP 05-10)* [Exhibit 5.2] action step 1.1 requires that the full-time FTE reach 65% and the percent of full-time faculty on tenure track to reach 76% by AY 2009-2010. According to a study done in fall 2005, full-time FTE is lowest at the Business School on the Beirut campus [Exhibit 5.3].

Faculty members are accorded contractual security through a limited tenure system. Specifically, faculty on limited tenure are guaranteed three years of employment renewed on a yearly basis (i.e., a three-year rolling contract). Tenure-track faculty are awarded a two-year contract renewable by mutual consent in March of each year with a maximum ceiling of seven years by which the faculty should have obtained promotion and limited tenure. Faculty on limited tenure can only be terminated through due process, which is spelled out in the Personnel Policy's Faculty Section [Exhibit 5.1] and requires Board of Trustees approval.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION: Lebanon has no affirmative action laws, however, the University's policies stress on providing equal opportunities in the admission of students and when recruiting faculty and staff. LAU faculty is relatively young with about 64% of the faculty age 50 and below and only 22% of the faculty reaching the Lebanese government retirement age of 64 within the next ten years. Almost 40% of the faculty are at the rank of Assistant Professor. In fall 2005, the overall percentage of women on the full-time faculty was 41%; 47.8 % of the full-time faculty at the assistant professor level are women [Exhibit 5.4].

Faculty rights and responsibilities are defined in various policies. The Academic Affairs Policy [Exhibit 5.1] guarantees academic freedom and spells out the duties and service expected from the faculty. Department chairs, deans, and the VPAA are charged with ensuring that faculty members observe their obligations, as stated in the Faculty Bylaws [Exhibit 5.1]. A number of policies and codes govern faculty rights and their exercise in an ethical manner. These include the Rights and Responsibilities Policy, Code of Ethics,

Conflict of Interest, and Fraud Policy [Exhibit 5.1] that are posted on the Web.

A policy on sexual harassment [Exhibit 5.1] defines what constitutes sexual harassment and establishes procedures for addressing any infringement. This policy holds for all the constituencies of the university, including faculty.

The Personnel Policy's Faculty Section [Exhibit 5.1] provides guidelines within which faculty may perform off-campus professional services, with or without compensation. Faculty are enjoined from accepting any employment that would conflict with their duties or violate the university's Conflict of Interest Policy [Exhibit 5.1]. Faculty contracts contain articles protecting academic freedom, and describing the primary responsibilities of faculty in teaching, research and service

FACULTY WORKLOAD: The workload of faculty members at LAU consists of basic instructional duties, responsibilities in the area of scholarly, creative, and professional activity, and service. The pertinent document on faculty workload in the Personnel Policy's Faculty Section [Exhibit 5.1] establishes the equivalent number of weeks of service per faculty duty categories. In the last revision of this document in spring 2006, the teaching load was set between 18 and 30 credits per year. Starting fall 2006, the teaching load for faculty at the assistant professor level is nine credits per semester. Faculty at higher ranks can also teach nine credits per semester if a research release request is approved; otherwise the faculty teaching load is 12 credits per semester. In some instances faculty are permitted to teach extra courses on a paid overload basis with the stipulation that the overload does not exceed eight credits per year.

EVALUATION OF FACULTY: The Personnel Policy's Faculty Section [Exhibit 5.1] mandates faculty evaluation every year regarding their performance in the areas of teaching; research, creative, or professional activity; and service. Based on this annual review, deans and chairs recommend the faculty member's merit raise. Once approved by VPAA and cleared by the budget office, merit raises are processed by the HR and Business officers.

Criteria for initial appointment and all levels of reappointment are defined in the Personnel Policy's Faculty Section [Exhibit 5.1]. In the tenure and/or promotion year, there is an

extensive peer review of the faculty's file, including evaluation of the candidate's scholarship by external referees. Promotion Criteria and Guidelines [Exhibit 5.16] provide procedures for the evaluation of full-time faculty as they proceed along the tenure-track and from assistant to full professorship. The guidelines are intended to ensure judicious peer evaluation, confidentiality, non-discrimination, due process, and the right of appeal through the Faculty Grievance Council. Recently, faculty orientation sessions [Exhibit 5.6] were organized by the academic administration to familiarize newly hired faculty members with the university's structure and its governance systems and to inform them about performance expectations. These orientation sessions were called for by SP 05-10 action step 1.7. At the beginning of each academic year, the VPAA also sends out to all faculty an electronic copy of the faculty manual [Exhibit 5.5] which contains policies and procedures pertinent to this issue.

FACULTY COMPENSATION AND BENEFITS: Faculty compensation packages include cost-of-living increases and a merit pay system wherein faculty are evaluated by their respective departments/divisions' Chair and Dean. This is done using an evaluation form developed by the Council of Deans that is essentially based on the guideline and criteria for faculty promotion. Subsequently, recommendation on merit increase will take into account faculty performance in the areas of scholarship, service, and teaching.

The average faculty salary at LAU in 2005 (Table 5.4) was \$93,646 for Full Professors, \$68,277 for Associate Professors, and \$47,876 for Assistant Professors, these compare favorably to averages listed in the *AAUP Salary Survey AY2003* [Exhibit 5.7]. Starting fall 2005, salaries have been indexed to the US dollar but are still paid in Lebanese Pounds.

Table 5.4: LAU Full-Time Faculty

AVERAGE	Average Salary	
	2005	2004
Assistant Instructor	\$28,135	\$27,136
Instructor	\$36,088	\$34,459
Lecturer	\$42,540	\$38,251
Assistant Professor	\$47,395	\$47,242
Associate Professor	\$68,122	\$68,772
Professor	\$99,650	\$86,268

Over the past five years (2000-2005), a high cost of living salary increase was granted twice to the faculty. In academic year 2002-2003 a cost of living increase of 3% was granted. In

2005 faculty was given a cost of living increase of 2% with a cap of \$800 for salaries in excess of \$40,000. During the same period, an average merit raise of 2% was given to the faculty.

Faculty benefits are spelled out in the Personnel Policy's Benefits Section [Exhibit 5.1]. Current faculty benefit packages include 75% coverage of health insurance, a group life and long-term disablement insurance policy, educational benefits for dependents, and a pension plan. All these benefits are in addition to US Social Security benefits for US citizens and an indemnity for non-US citizens. US citizens and/or US nationals with dual citizenship do not benefit from this indemnity system and this discrepancy is being addressed by an ad-hoc committee appointed by the president.

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY: LAU's faculty development components include sabbaticals, study leaves, and summer research grants. The procedures and conditions for qualifying for these development programs are spelled out in the Personnel Policy's Faculty Section [Exhibit 5.1] and URC Rules and Regulations [Exhibit 5.9]. These constitute a critical investment on the part of the university to support the continued scholarly development of its faculty.

Research releases equivalent up to two courses per academic year (AY) have been granted to faculty based on research proposals submitted to the University Research Council (URC). For example, for AY2004-05 a total of 80 course releases were granted (for more detail refer to Exhibit 5.8). There is also a faculty travel grant program administered by the URC [Exhibit 5.9] to support up to two trips to scholarly and professional meetings per faculty per AY as long as the URC budget permits. In AY 2004-05 a total of 46 travel grants were awarded compared to 12 in the previous year. In summer 2006, a survey was conducted on publication output of full-time faculty. The results indicated a steady increase in publications output from 1998 to 2005 (See Figure 5.1).

GRADUATE ASSISTANTS: Graduate assistants mainly support faculty by grading, conducting research, and teaching remedial courses. Their current role in the educational operation is limited in scope and breadth.

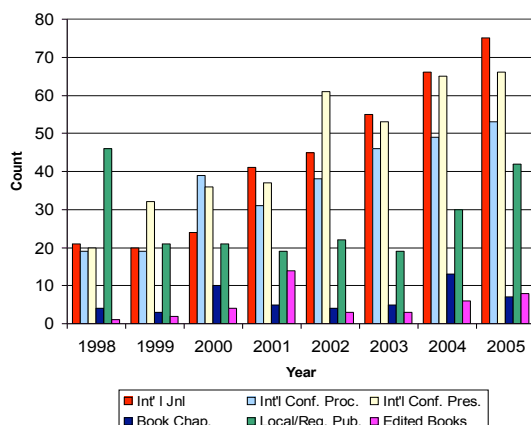


Figure 5.1: Publication output 1998-2005

FACULTY GOVERNANCE: Prior to the establishment of a faculty senate in 2005-06, faculty governance was exercised through general faculty meetings, an elected Faculty Representative from each campus (now replaced by the chair and co-chair of the Senate) and various faculty councils as spelled out in the faculty bylaws [Exhibit 5.1]. SP 05-10 action step 4.1 [Exhibit 5.2] calls for establishing shared governance among faculty. In September 2005, the Board of Trustees approved the creation of a faculty senate that actively encourages substantive dialogue among faculty as well as between the faculty and the administration. In 2005-06, a committee of elected faculty and the faculty representatives were engaged in writing the required constitution for the creation of the Faculty Senate, approved by the Board of Trustees at its March 2006 meeting. In spring 2006, the faculty elected the first faculty senate in the history of LAU.

APPRAISAL

FACULTY SIZE AND QUALIFICATIONS: Despite the overall difficult and unstable political situation of the country, the university has been able to attract a large number of highly qualified faculty (Table 5.2). However, there continues to be an increase in the percentage of instruction by non-tenure-track faculty and part-time faculty [Exhibit 5.3] with an accompanying increase in service responsibilities on tenured and tenure-track faculty. Some areas of study are solely dependent on a single full-time faculty member.

FACULTY RECRUITMENT, RETENTION AND APPOINTMENT: LAU has been able to recruit and retain a talented and highly qualified faculty of committed teachers, productive scholars and researchers, and conscientious participants in institutional and community service. Faculty members have received advanced training appropriate to the field of their teaching assignments from a variety of first-rate graduate institutions. Some faculty perceive their number to be inadequate due to the necessity of teaching service courses for other departments, service on committees, and inequities in advising loads. Faculty members report limited time to reflect on teaching, and they indicate that committee work and advising can be overwhelming at times. Faculty recruitment efforts fall short of achieving their advertised goals [Exhibit 5.10].

The overall FTE student-faculty ratio of 20 to 1 is laudable, but this includes both full-time and part-time faculty members and does not really reflect the actual situation in some schools, for example, the School of Business in Beirut is remarkably understaffed. SP 05-10 initiative 1.1 [Exhibit 5.2] is addressing this specific problem. With rare exceptions, LAU professors hold appointments and teach in the fields where they received their graduate training and/or are active scholars.

The “limited tenure system” at LAU boils down to a three-year rolling contract. This does not stand up against the normal tenure system in the US and thus does not provide for the job security faculty aspire to have.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION: The overall female percentage of full-time faculty is about 41%. This ratio, that is quite satisfactory by comparison with most US institutions, may be due to the historical roots of the institution as a women’s college.

However, policies and procedures relating to equal opportunity and non-discrimination are perceived to be enforced in an inconsistent manner; furthermore, their implementation should become more transparent [Exhibit 5.11].

The 2005-06 faculty manual was not comprehensive nor user-friendly. As a result, the VPAA office added several changes and improvements to the 2006-07 faculty manual making the information and content comparable to those found in manuals and handbooks at similar US institutions.

FACULTY WORKLOAD: The question of faculty workload is an important one on campuses across the US. This is a special problem at LAU at a time when the university is laying added stress on raising the institution's profile in scholarship and research, as well as dealing with large class sizes, increasing amounts of work to keep up with the strategic plan implementation and NEASC accreditation, the establishment of the Faculty Senate and the rewriting of the faculty bylaws.

The 12 credits per semester teaching load was established at a time when the university defined itself as a liberal arts junior college institution. Over the years, its mission has expanded to become a university focused on liberal arts education as well as the conferring of professional degrees and the pursuit of advanced studies. As a result of these changes, questions have arisen about the proportional relation among the three areas of faculty responsibility, especially between instructional workload and scholarly activity. Starting fall 2006, all faculty members at the assistant professor rank carry a teaching load of nine credits per semester. Faculty at a higher rank still have to apply for one course release per semester to conduct research.

EVALUATION OF FACULTY: Promotion and tenure committees' recommendations were upheld most of the time [Exhibit 5. 12]. Well-defined promotion guidelines exist for the different disciplines in the university. The most recent amendment to these guidelines was in May 2006 when a section for the promotion of faculty in performing arts was added. Promotion and tenure are also based on a peer review process assisted by external evaluators.

Annual faculty evaluation is based on a clear set of guidelines and a well-established process that starts with a yearly report prepared by each faculty member.

In spring 2006, the Council of Deans also established an evaluation procedure for academic administrators starting with department chairs, through to deans, academic assistant vice presidents, and ending with the vice president for academic affairs. This action should lay the grounds for an evaluation culture within LAU's academic affairs.

FACULTY COMPENSATION AND BENEFITS: One of the major shortcomings of the university salary structure is that it is based

solely on rank rather than combining rank with discipline or area of specialty. Starting AY 2004-05 a plan to address this issue was put in place.

Cost of living increases have not kept up with inflation over the past few years. Financial strain on faculty has increased and to a certain extent has caused deterioration in faculty morale. This is despite the salary increases made possible through yearly tuition increases and targeted higher student enrolment figures [Exhibit 5.13].

Merit salary increases, tied to school budgets rather than directly to an earmarked fund, are regarded as almost nominal. Faculty perceive that merit increases do not accurately reflect yearly performance evaluations [Exhibit 5.14].

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY: The University does not have an administrative officer in charge of research. The establishment of a research office could help in seeking research funds, writing proposals, attracting visiting scholars, and in short could provide a more viable infrastructure for increased research. Despite this fact, the publication output of full-time faculty increased annually from 1998 to 2005 [Exhibit 5.15]. It is important to note that the increase was specifically in peer-reviewed international journals and refereed international conference proceedings.

The current Faculty Bylaws [Exhibit 5.1] include the position of dean of graduate studies and research, but this has been vacant for several years with no attempt whatsoever to recruit a person to perform the duties and provide an overall vision and mission for current and future university graduate programs.

Even though LAU has been very supportive of faculty development (as indicated in the Faculty Survey [Exhibit 5.14]), it does not have a clear procedure on how to better secure funds for training and faculty participation in workshops or short courses. Such activities are essential for faculty in the lower ranks that do not qualify for research related opportunities.

FACULTY GOVERNANCE: The recent creation of the university's first faculty senate demonstrates LAU's commitment to true faculty governance of the institution, especially regarding issues that are purely

academic in nature. In September 2006, the BOT approved an amendment to the Faculty Bylaws instituting new university councils and senate bylaws. At the beginning of fall 2006, four university councils were elected according to the amended bylaws.

PROJECTION

FACULTY RECRUITMENT AND RETENTION: Starting academic year 2005-06, the university initiated the realignment of faculty salaries by discipline in accordance with AAUP reported averages in the US. The adjustment will continue until the salary scale ratios between disciplines are in line with those at similar US institutions. The recent reduction in teaching load and the plans to get regional and professional accreditation should also help in recruiting qualified faculty.

Now that LAU has established a system of promotion based on scholarly output, it is expected that the university will revisit the limited tenure system as part of its next strategic plan.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION: The University is committed to policies that reaffirm non-discrimination and equal opportunity. Furthermore, and as part of *SP 05-10* action step 1.1.6, the office of the VPAA will keep improving and updating the current faculty manual.

FACULTY WORKLOAD: Work load distribution under the current system still requires faculty at a level above assistant professor to apply for two course releases per AY for scholarly activities. This system is being applied in the transition period since some of those concerned faculty had been promoted when research was not a promotion requirement. This procedure ensures that the decrease in teaching load is effectively used towards scholarly research. Once this transitional period is completed faculty involved in research will not need to apply for course releases. The Council of Deans in consultation with the URC is expected to propose new guidelines to end this transitional period by August 2007.

FACULTY COMPENSATION AND BENEFITS: The progressive adjustment of salaries according to AAUP reported averages by discipline will eventually improve the salary

structure at the university and help in recruitment.

The President's Cabinet does not believe that the absence of a recent cost of living adjustment is a vulnerability given that the Lebanese government did not issue any adjustments in the past few years.

The academic administration records as of payroll 2005-06 reflect that merit increases were computed based on the evaluations conducted by chairs and deans and signed by the faculty. The academic administration will ensure that merit increases are closely tied to faculty performance.

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY: The position of dean of graduate studies and research is currently under review for possible recruitment in 2007-08 as indicated in Chapter 4.

FACULTY GOVERNANCE: The administration will continue working with the newly elected LAU Faculty Senate to further define the senate's role in the university governance structure. In addition, the university will work on further amendments to the faculty bylaws through redefining some university councils and creating new school councils.

INSTITUTIONAL EFFECTIVENESS

The current size and sufficiency of the LAU faculty has been addressed by *SP 05-10* at the institutional level and by the Council of Deans at the program level. Furthermore, the faculty load starting AY 2006-07 will be 18 credits per AY instead of 24. Faculty evaluations take place on a yearly basis as well as in the promotion and tenure years. These evaluations are based on clear procedures and guidelines and follow due process. Furthermore, starting AY 2005-06, faculty orientations were instituted at the university-wide and school levels. These orientation sessions were evaluated and feedback results were used for improvement.

LAU still faces significant challenges as it strives to achieve the tremendous task of institutionalizing processes and procedures to improve institutional effectiveness. In particular, prior to AY 2004-05, the university's academic core was not perceived as being its main focus. The academic core of the university should drive all strategic and operational priorities, especially regarding finance, administration and capital functions.

The present recruitment efforts, allocated faculty lines, teaching load reduction, and evaluation methods are clear indications that the current administration is very supportive and pro-active in strengthening the academic core of the university.

Exhibits

- 5.1 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 5.2 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb>
- 5.3 Student - Faculty Ratio Study Fall 05
- 5.4 Faculty Rank Distribution Fall 05
- 5.5 *Faculty Manual*
- 5.6 Faculty Orientation October 05 and Feedback Results
- 5.7 AAUP Salary Survey AY2003
- 5.8 URC Grants 2004-05 and 2005-06
- 5.9 *URC Rules and Procedures V2.0*
http://acad-admin.lau.edu.lb/councils/urc/URC_Rules_v2.0.pdf
- 5.10 Faculty Recruitment Statistics 2004-06
- 5.11 SWOT Analysis of Strategic Plan 2005-2010
- 5.12 Peer Committee Decision and Administration, re. promotion for 2002-03
- 5.13 Minutes of the BOT meeting of March 9 & 10 2006, re. tuition increase
- 5.14 Standard 5 Committee Faculty Questionnaire Results
<http://www.questionpro.com/akira/ShowResults?id=472505&mode=data&mrup=false&cgd=false&esd=true&groupingID=0&ifdbyg=false>
- 5.15 Faculty Publication Survey 1998-2006
- 5.16 *Promotion Criteria and Guidelines for Evaluation*

STUDENTS

DESCRIPTION

INTRODUCTION: Previously restructured in 1995, Student Affairs had a dean of student services for each of the campuses in Byblos and Beirut as well as oversight of University Testing Services and the Continuing Education Program by a vice president. The deans were responsible for Recruitment and Admissions, Financial Aid, student records in the Registrar's Office, Campus Housing, Athletics and the Guidance Office, the latter which included several functions: student advising and counseling, career planning and placement, health services, student life and student clubs, etc. [Exhibit 6.1 p203].

In 2005, after LAU completed the five-year *Strategic Plan 2005-2010 (SP 05-10)* [Exhibit 6.2], the entity was re-engineered and its name was changed to "Student Development and Enrollment Management" (SDEM); other changes in the hierarchy and functions of the department were also made at that time. Student records in the Registrar's Office were moved under the management of the vice president for student development and enrollment management (VPSDEM). The positions of assistant dean, one for Enrollment Management which includes recruitment, admissions, financial aid and student retention, and the other for Student Development, which includes counseling, advising, career planning, health services, extra-curricular activities, and student clubs, were created at this time as well. Only housing services and athletics continue to report directly to the dean on each campus.

ADMISSIONS

Since fall 1995, enrollment figures for fall and spring in both Beirut and Byblos have increased by 34% and 21% respectively.

In fall 2005 and 2006, 1746 and 1805 students enrolled, respectively, at the Byblos campus with a 3/2 ratio of male to female students [Exhibit 6.3]. During the same fall terms, the Beirut campus had 4557 students (55/45 male to female ratio) and 4400 students (52/48 male to female ratio), respectively. The primary language of instruction at the high schools of students who entered in fall 2005 were distributed as follows: 4% Arabic, 45.6% English, 49.9% French and 0.5% other

[Exhibit 6.4]. Overall there were 17 religious denominations and 73 different nationalities represented at LAU in fall 2005.

In their effort to recruit "*academically qualified and diverse students*" [Appendix A], Recruitment and Admission (R&A) personnel visit local and international schools, attend local and international school and university fairs, and organize and receive potential students for on-campus orientation sessions. These sessions, supported by faculty members representing the various schools and alumni, and in addition to one-on-one discussions and distribution of printed and electronic materials [Exhibit 6.5], provide prospective students with information regarding academic programs and opportunities at LAU as well as admissions policies [Exhibit 6.6] and admissions procedures [Exhibit 6.7]. The R&A staff are frequently consulted by prospective students about how LAU may fit their interests and needs. For the fall terms of 2005 and 2006, R&A personnel in Byblos and Beirut recruited students [Exhibit 6.4] from 146 public and private Lebanese schools, as well as from 139 schools in eight Arab countries. The Academic Catalog, program brochures, CDs, and the website [Exhibit 6.5] are updated annually and inform prospective and current LAU students of admission requirements as well as policies and procedures that govern their admission status. LAU's computerized Banner student system includes data about admissions, class schedules, majors, student performance and status, degrees and graduation information.

The educational system in Lebanon is such that the majority of students beginning university enter as sophomores [Exhibit 6.7]. In fall 2005, [Exhibit 6.4], 315 new students registered on the Byblos campus, while 1172 registered in Beirut. In the subsequent year, 385 new students registered at Byblos and 1094 new students registered at Beirut. In fall 2005, 1257 new undergraduates registered out of 1487 total new students, with only 285 students admitted at the freshman level. In fall 2006, 1455 students registered, of whom 1208 were undergraduates and 277 were admitted at the freshman level. Students entering as freshman are normally non-Lebanese students, or those Lebanese students who completed at least three years of schooling outside Lebanon (the latter stems from a Lebanese Ministry of Higher Education rule). Entry at freshman standing has different admissions criteria [Exhibit 6.1 p28], specifically including

internationally accepted types of college admissions tests, such as TOEFL and the SATs.

Through the office of Testing Services, LAU assesses the academic qualifications of all prospective students. Three main sets of tests are conducted by LAU: the English Entrance Exam (EEE), the Freshman Exam (FE), and the Sophomore Exam (SE). Depending on the scores received on the EEE test [Exhibit 6.1, p.27], students are placed in different level English courses (see chapter 4 for details). The FE and SE tests cover topics in math and sciences, philosophy, sociology and economics. Professional schools use these tests as entrance exams for admittance to the schools. Students who do not score above school-set levels are not accepted to the school. The University Admissions Council uses the test scores [Exhibit 6.1, p.28; Exhibit 6.7] along with other criteria (e.g., grades of the last three years of schooling and Lebanese Baccalaureate grades), as a guideline for admission. Remedial courses are available to those students with academic deficiencies in one or more topics. All students admitted to LAU must meet stated admissions criteria and complete stated procedures [Exhibit 6.7].

RETENTION AND GRADUATION

On the Byblos campus in fall 2005, [Exhibit 6.3] out of the 1746 students registered, 119 or 6.9% were on probation (GPA<2.0/4.0), 18 or 1% were on academic suspension, 122 or 7.2% were on the honor roll (GPA>3.2/4.0), and 192 or 11.3% received degrees with distinction (GPA>3.5/4.0). For the same term in Beirut, out of the 4557 students registered, 306 or 6.9% were on probation (GPA<2.0/4.0), 42 or 1% were on academically suspension, 284 or 6.4% were on the honor roll (GPA> 3.2/4.0) and 329 or 7.4% received degrees with distinction (GPA> 3.5/4.0).

In fall 2005 and subsequently in fall 2006, the Guidance Office revamped its New Student Orientation Program (NSOP) [Exhibit 6.8] for both students and parents. The program is designed to introduce newcomers to LAU through an understanding of the culture and the academic and administrative systems in order to ensure smooth transition through academic advising and consultation. The two-day orientation program provides students with printed material that covers services, policies and procedures. The NSOP also

includes hands-on training for Web registration.

As part of *SP 05-10* action step 2.2, LAU established the new position of professional advisor. The professional advisors (one on each campus) counsel and follow up with all new students and help to integrate them into campus life. As part of his/her duties, the professional advisors [Exhibit 6.9] are responsible for evaluating the early progress reports filed by faculty members about weak performers and subsequently following up with those students to try to ensure academic improvement.

Through an organized system of “progress reports” submitted by the faculty, any student who is not performing academically up to class standards will be personally contacted for follow up by the Guidance Office. The professional advisor consults with and advises all students on academic probation. Students are placed on academic probation when their GPA falls below 2.0 (on a 4.0 scale) after completing 20 credit hours [Exhibit 6.9]. Follow-up continues until the student is no longer on probation or until the student’s personal problem(s) is resolved. Free Tutoring [Exhibit 6.9] is also available through co-operative learning centers to help the students overcome academic difficulties.

Students also are assigned to departmental faculty advisors who assist students with academic issues. The faculty advisor’s role is to facilitate student understanding of the purposes, challenges and opportunities of higher education, help them produce a semester by semester study plan, follow up on their performance, and progress them towards acquiring a degree.

Data for both campuses for fall 2005 show that while approximately 7% of the student population faced serious academic difficulties, only 1% of the total student population was suspended or dismissed. On a positive note, 15.11% of the student population were academic honor or distinction students.

In October 2005, LAU initiated for the first time a merit scholarship program that covers 100% of the tuition for superior sophomore candidates in different disciplines based on their high school academic achievements (grades and rank). Fourteen students from different schools were selected to join the program. In fall 2006, an additional 15 students were selected. The student selection was based on procedures according to which a

committee selects students competing to join academic programs.

Prior to the accreditation efforts, LAU was not measuring the retention and graduation rate of its students. During academic year 2005-2006, the first retention and graduation rate study was performed. Figure 6.1 shows first to second year retention rate for first-time (sophomore) full-time students for the past five years. The rate falls in the 92 to 93.7% range.

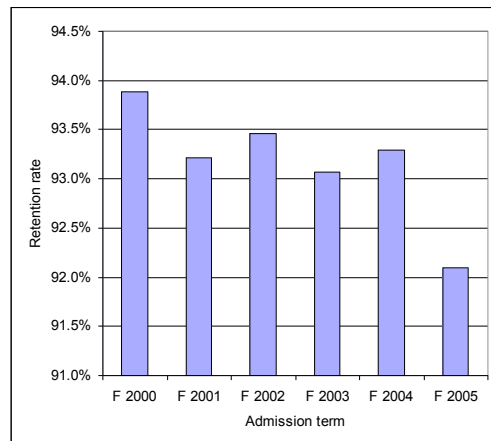


Figure 6.1: First to second year retention rate for first-time (sophomore) full-time students

In addition, the graduation rate for entering first-time (sophomore) full-time students within 150% of the normal program length was also performed for students admitted fall 2000 and 2001 as shown in Table 6.1. Results indicate that for BS and BA degrees the graduation rate within 150% of the normal program length is between 69.2 and 79.6%. While for the BE degree the rate was 65.3% for students admitted fall 2000.

Table 6.1: Graduation rates for entering first-time (sophomore) full-time students within 150% of the normal program length

Degree	Fall 2000	Fall 2001
Bachelor of Science (BS)	79.6%	69.2%
Bachelor of Arts (BA)	70.0%	79.3%
Bachelor of Engineering (BE)	65.3%	----

STUDENT SERVICES

The services that LAU is providing to its students are guided by the Student Services Mission Statement to “*provide services and programs that support and challenge students to*

achieve their educational, career and personal goals. This is accomplished by providing a caring and personal environment that enhances the academic mission of LAU.” All service offices provide students with a detailed description of their services through various publications, including brochures and CDs as well as electronically through e-mails and the LAU website. Student surveys are conducted periodically and upon graduation (Exit Survey) [Exhibit 6.10], to provide information that helps assess the quality of the services provided to students and make recommendations for improvement. Starting in March 2006, for the first time LAU used the National Survey for Student Engagement (NSSE) to assess the experience of the LAU students. The NSSE survey was given via e-mail to over 2500 sophomore and senior students at LAU. LAU will repeat the NSSE survey in the spring of 2007.

LAU provides its students with a comprehensive set of services:

LAU provides two residence halls for its students, one in Beirut and one in Byblos. Resident students elect a committee that represents them with regards to the residential housing (RH) administration and schedules numerous entertainment activities. Residence halls in Beirut and Byblos are manned 24 hours a day by full-time supervisors, security personnel, and student floor assistants. Food service is provided by a professional food catering company at the cafeteria, with a variety of meal plates and *a la carte* options.

There is 24-hour campus security to ensure the safety and security of the campuses day and night. All security personnel, specifically the chiefs of security on both campuses, are well-trained career professionals. Safety devices (e.g., fire alarms and fire extinguishers) are installed in all laboratories, studios and workshops.

Information Technology (refer to chapter 8) provides students with personal lifetime e-mail accounts, unlimited access to the Internet, wireless connections throughout the campuses, a student information system (Banner), and a library automation system (OLIB).

Through its Guidance Offices on both campuses, LAU provides its student with professional academic advising [Exhibit 6.9], health services, career guidance and placement services [Exhibit 6.11], counseling, student activities, and clubs. Health services are headed by a registered nurse on each campus

with LAU-associated MD's on stand-by. The nurses provide students with day-to-day healthcare services, as well as training, seminars and awareness health campaigns. The career guidance and placement officers, through regular contacts with different employers and a yearly "career fair" help students find practical training at qualified companies, as well as full-time jobs upon graduation. A "bio-data" book containing the CVs of all graduating student [Exhibit 6.12] is published on a yearly basis and distributed to prospective employers. The counselors deal with students' personal problems and have the right to refer students to professionals whenever this is needed. The students' activity coordinators, help students in their extra-curricular activities, by providing consultation as well as practical support for student activities through various student clubs. Currently there are over 20 official clubs. International students are encouraged to form national cultural clubs. There are already six such clubs.

Through the Athletics Offices on both campuses, LAU students may participate in over 25 varsity sports for men and women, as well as intramural activities. Every year, LAU partially sponsors its student athletes to travel and participate in international sports tournaments. LAU athletes also participate in the Lebanese Federation of University Sports tournaments, as well as in other university tournaments and events. The LAU athletic offices also organize high school tournaments. The athletic facilities include an indoor swimming pool as well as indoor and outdoor facilities. When the need arises, LAU leases facilities for some sport activities from private sources, and provide the students with transportation to these facilities.

Prior to academic year 2006-07, ten student representatives on each campus were elected every year to serve on various campus councils and committees. Leadership and communications training seminars were given to the elected representatives upon their election. As per *SP 05-10* Initiative 4, [Exhibit 6.2], LAU Student Development and Enrollment Management (SDEM) staff, with student representatives from both campuses, started meeting in spring 2006 to devise and prepare the guidelines for campus and university Student Councils. The constitution of the student councils was approved in September 2006 by the LAU Board of Trustees.

The Financial Aid (FA) Offices with the corresponding FA councils are responsible for distributing undergraduate student FA programs, while the graduate student programs are the responsibility of the respective academic schools [Exhibit 6.1, p.47]. The 2005-06 FA budget was over US\$10 million and it represented about 12% of the total LAU annual operating budget. This budget was increased to over US\$12 million for the 2006-07 academic year [Exhibit 6.13]. In the 2004-05 and 2005-06 academic years, about 35% of all undergraduate students benefited from financial aid. Undergraduate FA is granted to students based on financial need, in compliance with stated FA policy [Exhibit 6.6] and procedures [Exhibit 6.14]. Student financial need is assessed using the information submitted in an application for FA provided during a personal interview with the student and his/her parents/guardians. Information in the FA application is evaluated using a computerized program, and final decisions are made in a meeting of the FA councils. The Financial Aid program serves as a recruitment tool to improve the academic quality of enrolling students, and can be used to encourage students to join low enrollment programs.

LAU has policies [Exhibit 6.6] to ensure that student requests and complaints can be reviewed in a timely manner. All students have the right to "petition" regarding any issue or problem they are facing. The petition form is filled out by the student and submitted to the Registrar's Office, which forwards it to the appropriate council (e.g. Academic School Council, Campus Administrative Council, University Executive Council, etc.) after providing the necessary information regarding the student request. Students also have the right to appeal to a higher council if they perceive any unfairness in the initial council decision.

LAU encourages co-curricular learning that engages students in community service. For example, the LAU Model United Nations, in partnership with the United Nations Association of the United States of America [Exhibit 6.15], is in the midst of a five-year program to reach one hundred private and public schools throughout Lebanon and teach the "Global Classrooms" pedagogy, thus empowering the LAU students involved.

APPRAISAL

INTRODUCTION: In the past ten years, the LAU student population has increased by over 30% [Exhibit 6.3], necessitating an increase in facilities, services and staff. While SDEM was adequately equipped to keep up with the pace, additional professional staff members were hired, while existing staff continued their training to sharpen their skills and improve services. Middle and upper management of SDEM attended local and international conferences or training seminars in student development and enrolment management.

University facilities and services improved in fall 2005 with the addition of two buildings in Beirut, one for the School of Business and one for the library, while at the same time in Byblos the Block “B” Residence Hall was opened. In terms of sports facilities, money was allocated to add an artificial turf soccer field as well as two indoor multipurpose courts in Byblos. As for student services, LAU added professional counselors and activities coordinators as well as professional advisors to the Guidance Office staffs, and hired additional student services staff in the Financial Aid, Admissions and Registrars Offices.

ADMISSIONS

LAU has an orderly and ethical admissions process. Admissions policy [Exhibit 6.6] and procedures and conditions [Exhibit 6.7] are clear and consistent with the LAU mission, and are available to all students and prospective students. LAU Admissions and Recruitment officers in coordination with the Admissions Council, enroll students from diverse national, ethnic and religious backgrounds [Exhibit 6.3] who are academically qualified to be successful in the academic programs to which they are admitted.

With the assistance of faculty and various university offices, the Guidance Offices enhanced the “New Students Orientation Program” [Exhibit 6.8] in fall 2005, and again in fall 2006. The new two-day orientation program offered to new and transfer students includes hands-on training in Web advising and registration. LAU is evaluating the idea that the two-day orientation program be repeated two to three weeks after the beginning of the semester for reinforcement.

Overall, the issue of transferring credits from universities outside Lebanon is reviewed on a case-by-case basis. This is due to the relative lack of accrediting agencies outside of the U.S., making the evaluation of education at many institutions outside the U.S. quite difficult.

The Admissions Council makes the final admission decision and prescribes remedial courses for any academic deficiencies of admitted students. Although it caters to all its students’ needs in a non-prescribed manner, LAU does not have a policy to deal with the special needs of some of its students [e.g., ADD or psychological disorders]. LAU is also not equipped to deal with physically challenged students. However, it is worth mentioning that in Spring 2002 LAU graduated a blind student [Exhibit 6.3] with a BS in Computer Science – the first such student to graduate in Lebanon. Should LAU continue to permit physically challenged students to enroll, an adequate mechanism to deal with these students should be prepared.

RETENTION AND GRADUATION

SDEM has guidelines and dedicated staff to ensure that students admitted to the university have the necessary support to achieve academic success. A special group of these students are those enrolled in the Excelsior (external) degree program and in certificate programs (e.g., Teaching Diploma). LAU has dedicated staff members in the Guidance Offices on both campuses to advise these students. The Guidance Offices are also staffed with professional advisors to deal with new students academic issues, as well as with continuing students who are not doing well academically. These students are followed up on, their cases are documented and specialized guidelines and programs are set to help them succeed academically [Exhibit 6.9].

LAU, through Student Development and Enrolment Management and the Council of Deans and as called for by *SP 05-10* action step 2.2, is in the process of developing a new system for student academic advising. This system is expected to improve on the current advising procedure by training faculty on successful advising practices. In addition, the English proficiency of students will also be addressed through establishing an initiative for writing across the curriculum (see chapter 4).

LAU has in place what is called a “Progress Report,” that faculty fill out and submit to the Guidance Offices when students do not

perform adequately in their classes [Exhibit 6.8]. The Professional Advisors at the Guidance offices evaluate the reports and call the students for a series of meetings to provide them with adequate guidance to support their academic success. Through a series of focus group discussions that were completed during April and May 2006 [Exhibit 6.16], LAU students agreed that the information and guidance provided to them regarding opportunities and experiences to ensure their academic success are adequate and supportive. At the same time, LAU is in the process of appraising the system of advising at the Guidance Offices.

LAU has clear policies regarding the academic standing of students [Exhibits 6.5, 6.6]. These policies are clearly stated and applied by faculty and administrators. The Registrar's Offices are entrusted to apply these policies. LAU respects the rights of individuals and the confidentiality of their records, and adheres to the information release policies of these records. LAU needs to develop a comprehensive policy on student record keeping, however.

LAU measures its students' success systematically [Exhibit 6.3]. Honor students are those with a cumulative grade point average (CGPA) of 3.2/4.0 or above, and the distinguished students are those with a CGPA above 3.5/4.0. These students are placed on the Academic Honor Lists every term.

LAU also keeps track of students on academic probation. These students are monitored by the professional advisors at the Guidance Offices, and adequate and private support is provided to them on an ongoing basis [Exhibit 6.9]. LAU needs to develop a mechanism for measuring retention and graduation rates of its students, however. The mechanism must include means for analyzing the retention rates to better determine how LAU can recruit students who have reasonable potential for success.

In fall 2005, LAU recruited its first group of "Merit Scholars" based on their superior academic achievements at their respective secondary schools. Selected by a committee, the students were given full scholarships. The students were informed about the guidelines set by LAU for them to keep their merit scholarships.

STUDENT SERVICES

GENERAL STUDENT SUPPORT: In spring 2006, LAU established a system for early

detection of students with learning needs [Exhibit 6.17]. The system incorporates student academic performance, psychological assessment, campus involvement in activities, and student responsiveness to guidance, counseling and advising. The system put in place a method for collaboration between faculty members, faculty advisors, residence hall supervisors, the professional advisors, and counselor, as well as the director of guidance and the dean of students, to confirm that students having difficulties (be they academic, personal, physical or psychological) are given the proper guidance and follow-up in accordance with LAU's mission and goals.

Focus group discussions in April 2006 [Exhibit 6.16] revealed students to be generally satisfied with the services provided by LAU; students felt that student services were adequate and appropriate. The NSSE results of spring 2006 in general confirmed the focus group results. More specifically, LAU was at par when benchmarked against NSSE participants in the "supportive campus environment questions" category.

LAU has a clear and public financial aid policy as well as documented procedures that are approved by the Board of Trustees. However, financial need assessment is a complex process and decisions are made by the Financial Aid Council based on available information.

RESPONSIVE INFORMATION: As part of enhancing the physical environment on both campuses and to meet the communications needs of the campus communities, LAU initiated in the spring of 2006 the implementation of an "Electronic Bulletin Boards" system to provide a welcoming environment to prospective students and campus visitors and further enhance campus facilities. Information may be displayed on several large screens placed inside and outside of buildings. The system includes but is not limited to the following capabilities: informational notices, public safety/emergency notices, classroom listings, university events (filtered by location and sponsoring body), targeted and general welcoming messages, television feeds, camera and video feeds (e.g., streaming a lecture), and data feeds from existing Web servers among others.

COMPLAINT AND APPEAL MECHANISM: LAU has always had an appeals mechanism called "petitions" and the students are well informed of the mechanism. In summer 2006, LAU's Executive Council approved the new "Student

Code of Conduct” which also contains a section on student appeals.

STUDENT LEADERSHIP: LAU is in the process of completing the student governance constitution. This was mandated by the Board of Trustees in its meeting of September 2005. This constitution was prepared with the current student representatives by consensus. It also reflects the input of two campus councils and one university council. The bylaws of each council shall be prepared by the students in coordination with the VPSDEM, the deans of students and the directors of the Guidance Offices.

The proposal for the student councils and the new student code of conduct were approved at the Board of Trustees meeting held September 14-15, 2006 in New York.

ATHLETICS AND CO-CURRICULAR ACTIVITIES: LAU provides athletic activities as well as recreational programs to its students. The programs are conducted in a manner consistent with its educational policy and standards of integrity. Student athletes have the same rights, privileges and responsibilities as other students and are expected to keep a good academic standing. Even though NSSE can provide a general assessment of co-curricular activities, LAU needs to develop assessment tools and procedures for the different categories of co-curricular activities to enable a closer analysis of such activities.

LAU should provide better sports facilities, and establish athletic scholarships to attract high caliber athletes. Also LAU should improve on its student facilities, e.g., cafeteria, recreational, and outdoor space.

STUDENT SERVICES STAFF: LAU hires professionals with adequate training and experience to address and represent student services and needs effectively. Nevertheless, to be able to continually improve on its services to its students, LAU should develop assessment criteria for training its staff and allocate the proper budget for training.

PROJECTION

Students will continue to be the focus of the institution. All functional components of Student Development and Enrolment Management will continue to streamline their services and delivery systems. Increased collaboration among departments, and increased use of technology to improve the

quality and quantity of services provided, will maintain the high quality and standards of all student related services.

ADMISSIONS

Although students are the focus of the institution, LAU does not plan to recruit students who are physically and/or mentally challenged in the immediate future. Until the university develops appropriate policies and the physical infrastructure to support the success of such students, LAU will not knowingly admit students that have special needs.

RETENTION AND GRADUATION

LAU will finish implementing *SP 05-10* action step 2.2 for developing a new system for advising.

The current undergraduate and graduate rules and regulations clearly state the conditions for student retention and progression. LAU will implement *SP 05-10* action step 2.3 which includes developing mechanisms for analyzing data on retention and graduation. Once available, the retention and graduation data is expected to help in the evaluation of LAU's admissions criteria as projected in chapter 4 under the Admission, Proficiency in English, and Completion of Study Requirements paragraph.

Also, SDEM will develop a policy on student record keeping. The policy will identify which records to keep and for how long, as well as clarify privacy rights. The policy on record keeping will be completed by fall 2007.

SP 05-10 tasks 2.3.7 and 2.3.8 provide for new services at the Guidance Offices and for developing early alert and follow-up mechanisms to identify students at risk. These tasks are in the process of being implemented.

STUDENT SERVICES

GENERAL STUDENT SUPPORT: SDEM will prepare a clear set of financial aid criteria based on the current practices and conditions upon which financial aid is granted. The task of writing the financial aid criteria will be completed by the end of September 2007; setting the criteria of student packages and publishing it on the Web will be completed by the end of December 2007, however. In the upcoming academic year, SDEM will elaborate on the proposal to use financial aid as a

recruitment tool without contradicting the financial aid criteria.

STUDENT LEADERSHIP: After the creation of the students councils, as mandated by *SP 05-10* action step 4.3, a committee of student representatives and SDEM will develop the bylaws for student governance. The bylaws will be completed by the end of September 2007.

ATHLETICS AND CO-CURRICULAR ACTIVITIES: LAU will continue subsidizing 50% of the financial cost for students representing LAU at international events. LAU believes that this policy allows more students to participate in these important events.

Renovating existing sports facilities is part of the five-year capital expenditure plan and will be implemented accordingly.

STUDENT SERVICES STAFF: *SP 05-10* action step 3.4 provides for assessing the training needs of various university units and for the creation of an institutional training plan. In the meantime, SDEM has approved budgets and various programs for staff training.

- 6.3 *Statistical Report Registrar's Offices Beirut Campus Spring 06*
- 6.4 *Student Recruitment and Admissions Statistics Fall 05*
- 6.5 *Sample Issues of Student's Publications*
- 6.6 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 6.7 *Admissions and Entrance Exams, Procedures, Concepts, Rules and Guidelines*
- 6.8 *New Student Orientation Packets*
- 6.9 *Samples of Student Support documents*
- 6.10 *Samples of Student Exit Surveys*
- 6.11 *Samples of Student Services Files*
- 6.12 *BioData*
- 6.13 *Financial Aid Budget - AYs 2002-07*
- 6.14 *Financial Aid Procedures and Forms*
- 6.15 *UNA-USA website*
<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=1333627>
- 6.16 *Standard 6 Committee Student Focus Groups Results*
- 6.17 *Early Detection System*

INSTITUTIONAL EFFECTIVENESS

As co-curricular activities are at the core of student centeredness, the VPSDEM and the deans of students will be devising a system for the assessment of these activities. The system will assess these activities based on declared goals and purposes. At the same time, the VP and deans will develop systems for assessing individual student services. The assessment systems will cover Testing, Admissions, Financial Aid, the Office of the Registrar, Guidance, the Residence Halls, and Athletics. The assessment tools and systems are expected to be devised and implemented by academic year 2008-09. In addition, the National Survey of Student Engagement (NSSE) and the exit survey are two mechanisms that LAU will continue to use for measuring student satisfaction with services.

Exhibits

- App. A* *Mission Statement, Values, Vision, and Goals*
<http://intranet.lau.edu.lb/general-info/mission.html>
- 6.1 *Academic Catalog 2005-06*
- 6.2 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>

LIBRARY AND OTHER INFORMATION RESOURCES

DESCRIPTION

BACKGROUND AND MISSION: The Lebanese American University has two libraries: one on each campus, i.e., Beirut and Byblos. The library in Beirut was founded in 1934, while the library in Byblos was founded in 1987. The mission of the libraries is to support the academic curriculum, i.e., teaching, learning, and research plus the intellectual and cultural pursuits of the university community [Exhibit 7.1].

The LAU libraries are members of the Lebanese Academic Libraries Consortium (LALC). They are also members of the American International Consortium of Academic Libraries (AMICAL). A key aim of each consortium is the sharing of resources [Exhibit 7.2].

ORGANIZATIONAL STRUCTURE AND PERSONNEL: Each library at LAU has its own director. Both directors report to the vice president for academic affairs. On each campus there is a Library Council whose members represent all academic departments. The library councils act as liaisons between the academic departments of the university and the libraries. They have an advisory role in which they convey the recommendations of the teaching faculty as described in the Faculty Bylaws [Exhibit 7.3].

Though each library is an independent entity, they have identical administrative structures [Exhibit 7.4]. There are 11 professional librarians and two library staff with graduate degrees in business management and computer science. There are 11 paraprofessionals, two support staff and over 150 student assistants [Exhibit 7.5]. End-users are served through the Circulation, Reference, Document Delivery/Inter-Library Loan, Serials, and Electronic Resources departments. The latter department was added in 2006 to maximize the utilization of the libraries' resources, specifically electronic resources. Technical services are performed by the Acquisitions, Cataloging, and Systems departments. The libraries are in the process of centralizing the Acquisitions, Cataloging, and Serials departments, while the Inter-Library Loan/Document Delivery, the

Electronic Resources, and the Systems Departments are already centralized.

Overall, IT (also discussed under chapter 8) at the university is planned, implemented and supported by the Information Technology group headed by the assistant vice president for information technology (AVPIT). The AVPIT reports to the vice president for human resources and university services. IT is comprised of three departments, each headed by a director: IT Infrastructure and Support (e-mail & Web services, IT support, network and telecommunications), IT Applications and Solutions (all enterprise software applications) and IT Security. The IT department has 25 full-time employees [Exhibit 7.6].

POLICIES AND PROCEDURES: As already noted, the two libraries have identical administrative structures. They also share common policies [Exhibit 7.7]. These policies map the objectives, responsibilities and expected output of every department within the libraries [Exhibit 7.5].

Rules and procedures that regulate and safeguard copyright law, database licenses [Exhibit 7.8a] and the computer use policy are listed on the libraries' website [Exhibit 7.8b]. For IT policies and procedures pertaining to the libraries and information resources refer to chapter 8: Physical and Technological Resources.

INFORMATION RESOURCES AND SERVICES: The LAU libraries use the OLIB system [Exhibit 7.9a]. Their website allows remote access and acts as gateway to general Internet access [Exhibit 7.9b].

The library in Beirut is open 75 hours per week, Monday through Friday from 7:30 a.m. to 9:00 p.m. and on Saturdays from 7:30 a.m. to 3:00 p.m. The library in Byblos is opened 60 hours per week, Monday through Friday from 8:00 a.m. to 7:00 p.m., and on Saturdays from 9:00 a.m. to 2:00 p.m. During exam periods both libraries have additional hours [Exhibit 7.10].

The Riyad Nassar Library building was recently constructed in 2005. The 8,000 sq. m. (86,000 sq. ft.), building can seat approximately 400 students and holds approximately 350,000 volumes. The Byblos Library occupies the second floor of the Science Building and currently measures 1,000sq.m. [10,760 sq. ft.]. The library can seat approximately 195 students and holds approximately 150,000 volumes.

As of January 2006, the total holdings of both libraries was 314,000 volumes. By the November 2006 official inauguration of the Riyadh Nassar Library, holdings had increased to 348,000 volumes. The periodical collection has 1,600 current titles and there are 76 databases (mostly full-text) that can be accessed both on and off campus.

During academic year 2005-06 the libraries lent 54,318 books and other information resources, including inter-campus borrowing. E-reserve receives an average of 60,000 hits per month. The libraries are visited by an average of 1,642 users daily [Exhibit 7.11].

The annual book budget for the libraries was \$820,000 in 2005-06 while \$620,000 was allocated for periodical subscriptions, \$25,000 for AV materials and \$315,000 for electronic resources. The total budget of the libraries was \$4,077,550 [Exhibit 7.12].

The IT environment at LAU is comprised of approximately 1,200 computers and 114 servers spread out over the two campuses in labs, libraries and on desktops [Exhibit 7.13]. All of these computers (including ones in the dormitories) are connected to a high-speed wired network. All buildings on the two campuses are connected via single mode fiber optic cabling [Exhibit 7.14]. Televisions with 50-channel cable access are also provided in each dorm room. Additionally, a 54Mbps wireless network allows mobile network access from anywhere on either campus. A 14M bandwidth WAN connects the two campuses delivering all the same resources to students on both campuses. The recently built Riyadh Nassar Library building in Beirut has a high-speed (gigabit) network to the desktop, IP telephony throughout and multimedia projectors in each classroom and conference room. Students, faculty and staff can access email, Banner, OLIB, WebCT, e-reserve, the online Library databases, and ZPortal which was launched in May 2006 [Exhibit 7.8a] through the campus networks or remotely via the Web. Remote dial-up access to the LAU network is available to full-time faculty. Video conferencing systems are available for meetings between the campuses or outside the university via ISDN [Exhibit 7.15]. Support is available from the HelpDesk during the hours of 8:00 a.m. to 4:30 p.m., Monday through Friday [Exhibit 7.16]. Additional assistance is available after hours if the situation arises.

The 2005-06 budget for IT was \$6,233,241 [Exhibit 7.17] or approximately 7.5% of the

total university budget (excluding construction projects).

END-USER EDUCATION: All newly enrolled students must visit a library during Orientation Week. This requirement aims to acquaint each student with the location of the library as well as provide them with a basic understanding of library services. Written information is distributed that further explains library services and staff responsibilities [Exhibit 7.18]. In addition, every new student must take a one-credit course on information skills, entitled Learning Resources Techniques (LRT), which is mainly taught by professional librarians [Exhibit 7.19].

Every semester, library staff provide scheduled training on basic and advanced researching skills to all university communities. Since ZPortal was introduced in May 2006, library staff have held monthly sessions to train end-users on this new information tool. In addition, one-on-one training is provided on an on-going basis at the libraries.

Diverse methods of user education are necessary due to the fact that newly enrolled students do not have adequate library training. Moreover, public libraries in Lebanon are rather rare, which makes inculcating 'library culture' a main responsibility of the university.

AUDIO VISUAL CENTER AND MIMEOGRAPHING OFFICE: The AV Centers offer equipment and technical expertise in order to integrate technology into classroom instruction. Extracurricular campus activities depend heavily on AV services as well. While on the Beirut campus the library director supervises and regulates the services of the AV Center, on the Byblos campus, the center has come under the supervision of Campus Services. The AV Center in Beirut keeps a detailed inventory of its diverse equipment [Exhibit 7.20].

The Mimeographing Office on the Beirut campus is under the auspices of the library director. It provides photoduplication services to all faculty and staff [Exhibit 7.21]. The library director actively ensures that copyright law is respected and that the services of the office are well organized. As of October 2006, this office is under the supervision of Campus Services.

APPRAISAL

BACKGROUND AND MISSION: Library acquisitions encompass material related to LAU's curricula as well as to multicultural matters. Through their acquisitions, the libraries promote exposure to all points of view and to affirm multiculturalism. The libraries have open stacks – a key element in educating “the whole person”. Also, the new library in Beirut provides friendly space enticing to reading and studying.

Though LAU's libraries are on two separate campuses, they complement each other through close cooperation and coordination. The high level of inter-campus borrowing promotes the libraries as one entity on separate campuses to their clientele, while also emphasizing that the libraries are concerned with catering to end-user needs in compliance with the mission of the university.

The mission of the LAU libraries as stated on their website is in compliance with the mission of the university, i.e., the libraries are “student centered” and aim to educate “the whole person” [Exhibit 7.1].

In their efforts to implement their mission, the LAU libraries were highly involved in the establishment of two consortia. The LALC includes four local universities and aims to provide electronic databases at reduced cost to their members. This consortium was established in 2002. The consortium has since increased the number of databases or online resources available to its members by 76%. The LAU libraries currently are engaged in strengthening the recently created American International Consortium of Academic Libraries (AMICAL), which is composed of libraries at American universities in 18 countries outside the United States. In this early phase, AMICAL is creating a catalog of the holdings of all its members. This will enable member libraries to offer their clientele resources from a large and highly diversified collection through inter-library loan and document delivery service agreements. Membership in this consortium will directly maximize the quantity and enhance the quality of the services LAU libraries can provide [Exhibit 7.23].

IT's mission and vision completely support the mission and vision of the university. [Exhibit 7.24]. According to a recent survey of faculty, staff, and students, 88% of faculty and staff [Exhibit 7.25, p.40] and 65% of

students [Exhibit 7.26, p.42] felt that IT support was good or excellent and 71% of faculty and staff felt that the level of technology to support teaching and learning was good or excellent.

ORGANIZATIONAL STRUCTURE AND PERSONNEL: The Riyadh Nasser Library in Beirut has an adequate number of staff while in Byblos current staffing numbers are not adequate. The libraries' staffs are comprised of professionals, para-professionals, secretarial staff and student assistants, all highly committed to offering quality services to end-users. All professionals hold graduate degrees in library and information science and have substantial years of experience. Some para-professional staff have been involved in professional development by enrolling in librarianship courses through distance learning programs. Part-timers and student assistants working in the libraries often go through systematic training to enable them to attain high levels of expertise and professionalism in rendering public or technical services. Staff regularly attend training sessions, workshops, professional seminars and lectures in order to be up-to-date on technological innovations and their applications. Many library staff are either active members or act as executive personnel in the Lebanese Library Association, or in regional and international library associations such as the ALA (American Library Association), IFLA (International Federation of Library Associations) and AFLI (Arab Federation for Libraries and Information).

It is worth mentioning that the staff are seen by most of the LAU community as competent, knowledgeable, communicative, courteous and willing to offer help and guidance irrespective of their official titles or job descriptions [Exhibit 7.27, p.36-41].

Though most professional librarians are engaged in teaching a one-credit course on information skills (Learning Resources Techniques), only three of them have faculty status. There is no uniform practice concerning this issue among university libraries in Lebanon.

Additional service points were added as a result of the construction of the Riyadh Nasser Library. One professional librarian was added to lead the Electronic Resources Services. One para-professional was added to the Circulation division. A number of part-time staff were also added to both technical and public services. The addition of staff in key positions

made it possible to maximize services and train students to fully utilize existing facilities.

Except for academic computing, IT resources are centralized in one location on the Beirut campus. Support staff are located on both campuses. The current IT staff of 30 personnel are effectively planning, implementing and supporting present university IT needs. Staff frequently work overtime to support the rapidly growing university IT services. The IT staff are highly qualified (25 have university degrees related to IT) and ongoing technology training is a priority in the department.

Academic Computing has a decentralized structure with individual lab supervisors reporting to department chairs. The libraries have a dedicated IT person with an assistant to efficiently maintain the libraries' IT resources. While this separation between IT, academic labs and libraries could cause duplication of resources and lack of coordination, the separation is viewed positively by faculty, saying that it allows them more support in their research.

POLICIES AND PROCEDURES: Internal policies that regulate all functions, services and activities are clearly stated. Although the libraries have consistently followed a collection development policy, such a policy was never officially formulated or documented. Other rules and regulations concerning the use of the libraries' premises, holdings, computers, photocopying machines and library databases' licenses are clearly communicated to end-users. The libraries' website posts all policies, rules and regulations. Copyright law is posted next to all photocopy machines. Unfortunately, students currently are not required to sign a pledge to abide by the computer use policy as part of their enrolment procedures [Exhibit 7.8b]. Existing draft IT policies need to be finalized and approved by the Board in order to make them enforceable throughout the university (refer to chapter 8).

INFORMATION RESOURCES AND SERVICES: LAU libraries are categorized as mid-sized among libraries in Lebanon and the region overall. The holdings of the libraries both in traditional and in electronic formats are adequate in quantity, appropriate in quality and answer the needs of end-users as to level and to diversity; nevertheless a repository for the university archives is still lacking. The majority of faculty surveyed stated that the libraries' holdings supported their teaching

and research. They also indicated that they found books and journals that satisfied their reading interests and that covered current issues [Exhibit 7.28, p.7-15]. In the student survey, 77% rated the collections as good or excellent [Exhibit 7.27, p.16-19]. More than half of the faculty surveyed indicated that they integrated the use of the libraries' resources in their classroom assignments or included them in their reading lists or syllabi [Exhibit 7.28, p.16].

The libraries' collections have grown at an average annual rate of 7%. Since the libraries lack subject specialists among the librarians, the selection of new resources depends highly on the faculty. Yet only a minority of the faculty (16% of those surveyed) were "always involved in selecting or recommending resources for the library". Almost one third of the faculty was "sometimes involved". This has made selection of resources a major duty of the library directors in order to build balanced collections and to respond to immediate and projected needs of the university community. However, the library directors are not members of any curriculum planning committee, hindering and decreasing their awareness of new courses or new majors at the university. It is worth mentioning that students have the right to recommend and order books by filling out order forms available on the libraries' website and dropping book orders in the suggestion boxes.

The annual book budgets are adequate and have been static since academic year 2004-05. Staff have been forced to stretch the funds allocated for journals to cover soaring subscription fees, which have an expected annual increase of 13%. Likewise the budget allocated in 2005-06 for electronic resources was not enough to purchase access to the additional databases requested by faculty [Exhibit 7.12].

Though there has been a steady increase in the use of online databases, encouraged by remote and wireless access, the use of books has continued to grow as well. In the year 2001-02, 48,914 books were borrowed, while in 2004-05 the number was 54,072. This seems to reflect an increase in student enrollment as well as an increase in student borrowing. It has been noted that the heavy use of online resources, i.e., an average of 14,672 searches per month [Exhibit 7.11] has substantially decreased the use of print journals while the average number of students that visit the

libraries on a daily basis rose from 1000 in the year 2001/02 to 1600 in the year 2005/06 [Exhibit 7.11].

The LAU libraries offer document delivery and inter-library loan free of charge to current students, faculty and staff. The cost of providing these two services – rarely offered for free at universities in Lebanon – is growing at a pace of 5% annually. Seventy-four percent of the faculty rated the services as excellent or good in the survey conducted [Exhibit 7.28, p.26]. Inter-campus borrowing was added in academic year 2005-06 and it has proven to be quite popular among students on both campuses.

Once the Riyadh Nassar Library in Beirut Campus was completed, it became a place to study and to meet with other students as well as a place to conduct research. This has been observed not only by library staff but by the high record of attendance as recorded by the turnstile counter. Currently eight floors are operational out of eleven.

Spacious reading areas, pleasant daylight, comfortable seating/reading facilities, and appropriate temperature contributed to a highly positive response on the part of the faculty and the students in the surveys conducted [Exhibit 7.27, p.42-48].

Though the library in Byblos was recently enlarged by adding extra space for book stacks, the lack of space and of an atmosphere “conducive to study and research” continue to be of concern. This fact was reflected in the survey section concerning physical accommodations when replies were segmented between the Beirut and Byblos campuses [Exhibit 7.28, p.28-34].

The hours of the libraries were rated positively in both campuses. However on the Beirut campus students voiced their need for additional hours in the evening and some asked for a half-day schedule on Sundays. Both demands had to be left unmet due to financial constraints. Yet there is a good possibility that such needs could be addressed in future budgets.

The libraries’ fully automated library management system, e-reserve, online databases and library portal are offered to LAU constituents from anywhere via the Internet. This has increased library usage drastically and enhanced service quality and cost effectiveness. Based on our student survey, IT resources in the library are good. Seventy-three percent of students rated the

computers in the libraries as good to excellent [Exhibit 7.26, p.26]. However, 57% felt there were not enough computers and 62% felt there were not enough printers [Exhibit 7.26, p.19-20]. The above-mentioned survey showed that 47% of the students think there should be separate computers in the library for non-Internet usage [Exhibit 7.26, p.31]. A plan has been proposed to lend laptops to students for this purpose. The libraries’ Print Management Control System (software) decreases the university’s purchase of paper and toner up to 71%. All these systems are planned and overseen by one full-time systems librarian in coordination with the IT department. This allows the university to stay abreast of the latest technology trends for the libraries.

The administration strongly supports and is committed to the use of IT as a strategic tool throughout the university. This is evidenced by ample IT yearly budgets [Exhibit 7.17] and seven sub-initiatives in the university’s *SP 05-10* relating to IT [Exhibit 7.29].

While network infrastructure equipment is replaced on a regular planned cycle, we have yet to implement a policy to replace PCs. A proposal for a three-year PC replacement schedule has been submitted by IT [Exhibit 7.30].

The latest and best generation of technologies is incorporated into the university’s IT infrastructure and systems such as the wireless network, the student information system, the human resource management system and the financial systems. Seventy-one percent of the faculty and staff surveyed felt that the level of technology available to support teaching and learning at LAU was good or excellent [Exhibit 7.25, p.7]. However, as indicated by the responses of another survey many faculty use their own personal laptops to deliver presentations in LAU classrooms and would prefer to have a fixed set-up such as smart classrooms [Exhibit 7.31].

The university has a dedicated IT security department to plan, monitor and control IT security, protecting the integrity, confidentiality and accessibility of the university’s IT systems.

END-USER EDUCATION: Public services staff are always willing to deliver training and provide guidance to end-users. Our professional librarians are actively engaged in teaching a one-credit course (LRT) that gives students the skills needed to use library resources proficiently and to be able to

evaluate such resources, especially online resources. This course was rated “effective” in the students’ survey. Yet training sessions traditionally offered by the libraries have been thinly attended by faculty and students. E-mails were the only means used to publicize these training sessions, indicating that these sessions were not marketed nor promoted optimally. Since a new electronic resources librarian joined LAU in January 2006, sessions tailored to the individual needs of classes have been planned and conducted. This new service was positively received and widely praised.

End-user computer training is minimal. Although 82% of students and 89% of faculty/staff rated their computer skills as good or excellent, 53% of students [Exhibit 7.26, p.38-39] and 54% of faculty/staff [Exhibit 7.31] felt that they needed more computer training. The university’s *Strategic Plan 2005-2010 (SP 05-10)* has an initiative to “enhance computer skills within the community” [Exhibit 7.29]. A training budget of \$40,000 per year has been submitted for approval for the next five years [Exhibit 7.32].

AUDIO-VISUAL CENTER AND MIMEOGRAPHING OFFICE: The Audio-Visual Center was rated as prompt in its services, accurate, flexible and resourceful in a faculty survey. Sixty-six percent of the faculty surveyed stated that they receive good or excellent support from the AV Center [Exhibit 7.28, p.36-42]. Yet in Beirut the Center is highly dependent on student assistants with only two full-time and one part-time staff. Every week-end there are co-curricular activities taking place on campus and the AV Center staff are required to support such activities. The staff are overworked as they offer services past regular business hours almost on a daily basis. Furthermore, in the last three years there was a substantial decrease in the capital budget that negatively affected this center.

The Mimeographing Office was highly praised for being prompt in its services, accurate, and neat in its output. In the faculty survey conducted on the Beirut campus, 53% of the faculty indicated that the copyright law was well-respected. The office is also well-regarded for keeping exams secret [Exhibit 7.28, p.43-49].

PROJECTION

BACKGROUND AND MISSION: The two libraries of Lebanese American University will

continue to cooperate and coordinate in all matters that enhance their holdings and their services. All programs, functions and services of IT and the libraries will be consistent with the mission and goals of the university. The libraries will continue to seek to form or become members of consortia at the national, regional and international levels that aim to share resources to best serve the curricular and research needs of the university.

ORGANIZATION STRUCTURE AND PERSONNEL: The libraries and IT department are adamant about retaining and hiring highly competent staff that have both the requisite professional degrees and appropriate experience. They are committed to supporting continuing education for their staff when desired and giving them the opportunities to participate in workshops, training programs and professional conferences. Staff in both libraries will continue to be committed to staying abreast of new technologies, information related to librarianship and implementing new technologies accordingly. The library staff will continue to be encouraged to be active in library associations, whether national, regional or international.

IT advisory committees will address the possibility of duplication in the operations of academic IT and the IT associated with the libraries, including the Audio-Visual Center. These committees will recommend to the University Executive Council how best to coordinate structures and implement new policies when necessary. If need be, these steps will be followed by advertising and hiring staff for the implementation of the new structure. This task will start in February 2007, and will end in October 2008 and will come under the responsibility of the AVPIT.

POLICIES AND PROCEDURES: Policies, rules and regulations regarding the proper use of the libraries and IT resources will be continuously established as needed and posted on the website. The need for writing a collection building policy will be addressed by the directors of the libraries. The policy will be written and submitted to the UEC for approval in December 2006. The approval of the Board of Trustees will be sought in February 2007. The General Counsel has taken on the responsibility to develop a student pledge regarding proper use of computers to be approved by the UEC in September 2007.

The vice president for human resources and university services will address regulations for

PC replacement. IT will draft a PC replacement cycle document that will be finalized in May 2007 and submitted by the VPHURS to the proper university channels for approval.

INFORMATION RESOURCES AND SERVICES: The libraries are committed to providing print and online resources that are “adequate in quantity and appropriate in quality” and that are current and relevant to teaching, learning and research at the university. The IT department will continue to provide the highest level of service to support *SP 05-10*, which contains nine sub-initiatives relating to IT in teaching, learning and administration.

The libraries and IT will continue to be provided with budgets that enable them to meet the needs of the university community. Integration of library resources into teaching and research will be enhanced as the Council of Deans establishes procedures on how to better communicate to concerned entities – especially libraries – information about new academic programs at an early stage. This procedure will be developed by the Office of the Vice President for Academic Affairs and will be ready for implementation by spring 2007. Greater involvement of faculty in resource selection will further integrate library resources into the academic process. In line with the new Faculty Bylaws, individual schools will become more involved in the library councils in order to better plan library acquisitions relevant to their respective disciplines. New procedures for greater school and faculty involvement will be completed by spring 2007. This task will again be the responsibility of the vice president for academic affairs.

The Harvard Medical International Report on the establishment of the medical school at the Byblos campus specifies the need for medical library services as well as space and staffing needs and an implementation timeline. The university’s five-year Capital Expenditures Plan includes the construction of the Gibran Library in Byblos (the design for which is already completed). Construction is scheduled to start in October 2008 and end in September 2011. The department of Facilities and Management will be responsible for the accomplishment of this project.

A major need to be addressed in the coming years will be the creation of a repository for the university’s archives, specifically how and where to compile, store, reference and safe

keep the archives. The office of the vice president for academic affairs has asked the director of the library in Beirut to write a proposal regarding this important issue and submit it by May 2007. The VPAA will prepare resources for training of staff and the repository will be established according to the plan by October 2008.

The directors of both libraries have addressed the need for library computers for non-Internet use as expressed in the student’s survey. Therefore in fall 2006, 17 of the computers in the Riyad Nassar Library and four computers in the Byblos Library will serve for both Internet and non-Internet use.

END-USER EDUCATION: The librarians will continue to offer end-user education through a formal course (LRT), course integrated sessions and tailored training sessions. They will continue to educate students formally and informally on information evaluation, intellectual property infringement (plagiarism) and standardized documentation practices.

In the surveys conducted by IT, students, faculty and staff expressed the need for improving their computer skills. This has already been integrated into *SP 05-10* action step 5.4 which calls for enhancing computer skills within the university community. More specifically the university will:

1. Define computer skills required for students, faculty and staff (February 2007 to May 2007).
2. Determine the current level of computer skills among students, faculty and staff (May 2007 to November 2007)
3. Design courses and training programs at various levels for students, faculty and staff (November 2007 to April 2008).
4. Implement courses and training programs at various levels for students, faculty and staff (April 2008 to February 2010).

FACULTY PROFESSIONAL TRAINING: *SP 05-10* action step 1.5 calls for promoting the use of information technology in learning. In particular, one of the action items specifies raising awareness and determining the benefits of technology in learning through workshops and seminars. In addition, questionnaires sent out to faculty by the Council of Deans also identified specific needs to be addressed by the workshops. These workshops will be conducted as described in the *SP 05-10*.

PROFESSIONAL TRAINING FOR STUDENTS: The liberal arts curriculum demands that every student take a course on computer applications/skills. Since different disciplines have different requirements in this area, the schools will be asked to consider what computer skills their students require, and design courses accordingly. The above plan will be carried out by the deans starting October 2007. The courses will be offered by October 2008.

AUDIO VISUAL CENTER AND MIMEOGRAPHING OFFICE: The AV Center will continue to provide high quality AV classroom instruction and support to curricular and extra curricular related activities. Their equipment will continue to be updated and well maintained.

INSTITUTIONAL EFFECTIVENESS

The LAU libraries have in place a systematic process of self-evaluation through regular meetings and reports and sometimes through surveys [Exhibits 7.11 & 7.22]. Survey results are always regarded as basic tools for self-evaluation and taken as guidelines for developing services, facilities and holdings. The reports, meetings and surveys trigger changes that enhance the libraries' performance. Actual usage of the libraries and their services are automatically monitored by OLIB (the library management system), 3M Library Security System, and online statistics concerning LAU databases and e-reserve. Library staff have monthly meetings at which the general performance of the libraries is addressed. Staff voice out their concerns, challenges are highlighted, and ways to solve problems are proposed. Different divisions of the libraries have their own internal meetings (sometimes attended by the library directors) in which obstacles that hinder expected output are discussed and appropriate decisions are made. Each library submits a semester report to the vice president for academic affairs in which library functions and services are evaluated for quality and quantity. At the end of the academic year a wrap-up of the year's performance is recorded and submitted again to the vice president for academic affairs who in turn extracts information needed for his report to the Board of Trustees. A suggestion box is located in each library in which end-users can drop their recommendations, remarks and personal assessments of library services. Suggestions and remarks dropped by the students in the suggestion boxes are taken

into serious consideration and appropriate measures are taken.

The three IT Directors meet regularly with the AVPIT to discuss projects and other department issues. Quarterly reports are submitted by the AVPIT to the VPHRUS. The IT departments are recurrently assessed through feedback from the end-users in the form of UEC discussions and decisions. The data from LAU's centralized HelpDesk, which services all faculty and staff on both campuses, is used to monitor problems and evaluate needs. Recently an IT survey was distributed to faculty, staff and students to determine end-user satisfaction with IT services. This survey will be repeated on a regular basis. IT is also formally evaluated by external auditors on a yearly basis; to date, the division has been audited by IESC, Ernst & Young, and Deloitte & Touche.

Exhibits

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|------|--|
| 7.1 | Mission of Libraries
www.lau.edu.lb/libraries/welcome.html |
| 7.2 | LALC and AMICAL Agreements |
| 7.3 | <i>LAU Manual</i>
http://www.lau.edu.lb/administration/policies.html |
| 7.4 | <i>Library Manning Table and Organization Charts</i> |
| 7.5 | Library Staff Job Descriptions |
| 7.6 | IT Manning Table and Organization Charts |
| 7.7 | Internal procedures of Library
www.lau.edu.lb/libraries/circulation.html |
| 7.8 | a. Library Online Database
www.lau.edu.lb/libraries/databases.html
b. <i>Computers and Internet Acceptable Use Guidelines</i>
www.lau.edu.lb/libraries/internet-policy.html |
| 7.9 | a. Online Library Catalog
http://libwserv.lau.edu.lb:8001/eolib/w207i.sh
b. Library website
www.lau.edu.lb/libraries/ |
| 7.10 | Library Opening Hours
www.lau.edu.lb/libraries/hours.html |
| 7.11 | Library Reports |
| 7.12 | Library Budgets 2005-06 |
| 7.13 | IT Hardware Inventory |
| 7.14 | IT Network Diagram |
| 7.15 | IT Services webpage |

- www.lau.edu.lb/it
- 7.16 *LAU IT Support Department Procedures*
<http://helpdesk.lau.edu.lb>
- 7.17 IT Budget 2005-06
- 7.18 Library Directory, Flyers and Brochures
http://intranet.lau.edu.lb/libraries/services_dir.html
- 7.19 *Learning Research Techniques*
- 7.20 List of Audio Visual Equipment
- 7.21 List of Equipment in the Mimeographing Office
- 7.22 Library Council Surveys
- 7.23 RESPOND Agreement
- 7.24 IT Mission and Vision
- 7.25 Standard 7 Committee Faculty & Staff Questionnaire Results, re. IT
<http://www.questionpro.com/akira/showResults?id=319971&mode=data&mrup=false&egd=false&esd=true&groupingID=0&ifdbyg=false>
- 7.26 Standard 7 Committee Student Questionnaire Results, re. IT
http://www.questionpro.com/akira/showResults?id=475306&mode=data&mrup=false&egd=true&esd=false&groupingID=0&ifdbyg=false&groupIDs=10317_10318
- 7.27 Standard 7 Committee Student Questionnaire Results, re. Library
<http://www.questionpro.com/akira/showResults?id=375261&mode=data>
- 7.28 Standard 7 Committee Faculty & Staff Questionnaire Results, re. Library
<http://www.questionpro.com/akira/showResults?id=328433&mode=data>
- 7.29 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>
- 7.30 Proposal for Computer Replacement Regulations
- 7.31 Summary of Classroom Technology Use Surveys
- 7.32 IT Support Central Administration Capital Budget

PHYSICAL AND TECHNOLOGICAL RESOURCES

DESCRIPTION

INTRODUCTION: The Lebanese American University campuses occupy 22,830 square meters (245,742 ft²) of land in Beirut and 156,140 square meters (1,680,691 ft²) of land in Byblos and 360 square meters of office space in New York City [Exhibit 8.1].

The university campuses consist of 22 buildings and many prefab offices and storage facilities with a total space of 36,064 square meters [388,193 ft²] in Byblos and 29,217 square meters [314,492 ft²] in Beirut. In 2005, this area expanded by 54,417 square meters [585,745 ft²] with the construction of the Business School and the Riyadh Nassar Library [Exhibit 8.2].

PHYSICAL RESOURCES: The total built-up area is 90,797 square meters (973,937 ft²) of which 13,896 square meters (149,575 ft²) or 15% is covered parking. Approximately 18% of the total built-up area is used for instruction, research and related academic activities, 13% is dormitories, apartments and other housing for students and faculty, 7% is for student services and 6% is for the library; the remaining area includes administrative offices, faculty offices, pathways, underground parking and the physical plant [Exhibit 8.3].

In the past five years, US\$33,361,640 was spent on renovation and construction projects [Exhibit 8.4]. Currently, Lebanese American University is in the planning process of constructing the Frem Civic Center, a new library, a museum, a service building for labs, workshops, sports facilities and parking, as well as renovating the utility plant and the Byblos road. US\$37,279,000 has been allocated for these construction projects over the coming five years [Exhibit 8.5]. In addition, the Board of Trustees (BOT) approved the creation of a medical school to be built on the Byblos campus within the next three years at the cost of US\$14,324,000. On the Beirut campus, LAU is in the planning stages for the construction of new dormitories and a road around Lot 3750 at the cost of US\$16,350,000. Furthermore, the Beirut and Byblos campuses are preparing to implement the space allocation plan, which is to be completed within five years. The plan

stipulates the renovation of most university buildings and is projected to cost US\$11,132,000 for the Beirut campus and US\$4,352,000 for the Byblos campus.

Most rooms on campus are air-conditioned. The campuses are supplied with electrical power by the public utility company via three substations in Beirut and two substations in Byblos. Backup power is available through diesel-operated generators that cover the full electrical load needs of the campuses, as public utility company electric power interruptions are frequent [Exhibit 8.6]. All computers are provided with uninterruptible power supply (UPS) via units (with backup) that are distributed across individual or groups of buildings. The disaster recovery server room is provided with redundancy in its infrastructure such as network, cooling, and UPS power. This redundancy will be adopted in all server rooms during upcoming renovation. Facilities Management offers maintenance coverage 24 hours a day, seven days a week, by telephone and e-mail.

TECHNOLOGICAL RESOURCES: The IT environment at LAU is comprised of approximately 1300 telephone extensions, 1200 computers (and a large number of peripherals), and 114 servers throughout the two campuses in labs, libraries and offices [Exhibit 8.8]. All these are connected to a high-speed wired network that includes the dormitories. All buildings on the campuses are connected via single-mode fiber optic cabling [Exhibit 8.9]. Telephones, TVs and 50 cable TV channels are also provided in each dorm room. The two campuses at LAU are connected together by seven E1 links with bandwidth of two Mbps each. The New York office is connected to the LAU campuses via Citrix over the Internet. The university is connected to the Internet through two ISPs with a download speed of six Mbps burstable to 12 Mbps and an upload speed of 2.25 Mbps. It is worth noting that few private or public institutions in the country can offer similar bandwidth due to extremely high telecommunications costs in Lebanon. Through the network and Web, students, faculty and staff can access the student information system (Banner), library automation system (OLIB), course management system (WebCT), E-reserve library system, Raiser's Edge fundraising system and other IT services as well as e-mail.

Remote dial-up and VPN access to the LAU network is available to all full-time faculty and staff. Video conferencing systems are available for meetings between the campuses or outside the university via ISDN. Support is available through the HelpDesk Monday through Friday from 8:00am to 4:30pm [Exhibit 8.10]. Additional assistance is available after hours if needed.

LAU labs are allocated across the two campuses by functionality. Common computing resources are provided to all schools in addition to experimental labs. In fall 2005, no fewer than 530 workstations (backed up by 38 servers), 17 scanners and 67 printers supported the total student body of 6330 students [Exhibit 8.11]. All labs are operational for nine hours a day on average and are utilized by students 77% of the time [Exhibit 8.12].

In 2001, LAU became the regional hub for the teaching of the CISCO Curriculum. LAU became the CISCO Academic Training Center (CATC) for the Middle East and North Africa regions after a three-year training period. Since then, LAU has supported 47 sub-regional academies and 252 local academies with technical support, quality assurance visits, and instructor training.

In 2004, LAU deployed high-speed wireless network services for data and voice throughout the university to all students, faculty and staff [Exhibit 8.9]. The network also allows university personnel to be in constant contact through the use of mobile phones within the campuses. The wireless network speed reaches 54 Mbps.

In early 2005, LAU began to implement the Oracle Human Resources Management System (HRMS) in order to optimize and automate the university's human resources and payroll functions. This implementation was completed in January 2006, and is currently integrated with the existing Oracle Financials System (in use since 1999).

During the past three years, multimedia-based presentations started replacing traditional overhead presentations and has led to the usage of portable laptops and multimedia projectors.

The newly built library and business school building in Beirut have gigabit networks to the desktop, multimedia projectors in all classrooms and IP telephony throughout.

Since LAU relies heavily on its IT systems and infrastructure, the IT department has implemented a network infrastructure upgrade for the network core to eliminate single points of failure as well as instituted a backup procedure of major IT applications and services using a secure location for the daily storage of backup tapes. The IT department has also added Network Attached Storage that consists of IT-managed backups of all faculty and staff personal computers. The IT department recently issued a Request for Proposal for a complete disaster recovery solution. This consists of a Disaster Recovery Plan for all major IT systems and services and of a high availability data center in the basement below the new library and business school building. In addition, this project will include the installation of storage space that is intended to accommodate the university's growing data needs for the next three years [Exhibit 8.13]. This project is due to be completed by the end of spring 2007.

EQUIPMENT: The IT assets at LAU encompass a total asset net value of US\$5,949,269.31 and total asset cost of USD\$18,868,514.58. This total includes computers, multimedia equipment, servers, information systems, networks, and other equipment throughout offices, classrooms, libraries, dorms and labs.

The Facilities Management assets include building management systems, heating ventilation and air conditioning equipment, and electrical power equipment.

MANAGEMENT, OPERATION AND MAINTENANCE OF PHYSICAL AND TECHNOLOGICAL RESOURCES: Facilities construction, renovation, and maintenance are the responsibility of the Facilities Management department. This department consists of the following five divisions: Program Management and Contract Administration, Space Management and Renovations, Campus Operations and Maintenance (Beirut and Byblos), Plans and Programs, and Major Construction [Exhibit 8.14]. The Facilities Management department (FM), headed by the assistant vice president for FM (who reports to the vice president for human resources and

university services), is responsible for managing the university's facilities for the benefit of all users and applying best practice facilities management service. The assistant vice president for FM develops and recommends policies, planning guidelines and procedures for the preparation of a facilities master plan in light of the university's *Strategic Plan 2005-2010 (SP 05-10)* and related initiatives. The Facilities Management department at LAU employs 43 full-time employees and has an annual operating budget (2005-06) of US\$3,518,000 [Exhibit 8.15].

For construction and renovation projects, design and execution are outsourced to design firms and construction firms respectively. For construction projects, the services of a program management firm are used to assist Facilities Management in the construction process [Exhibit 8.16].

The Campus Operations and Maintenance division on each campus is responsible for the operation, maintenance, and repair of building systems. It is also in charge of coordinating the maintenance and repair of all university assets. The division consists of the following units: Management, Work Flow Center, Work Supervision, and technical teams.

The IT department, headed by the assistant vice president for IT (who reports to the vice president for human resources and university services), is responsible for planning, implementing and supporting information technology throughout LAU (the IT department is also discussed at length under chapter 7). There are three main departments within IT, each headed by a director: IT Infrastructure and Support (e-mail and Web services, IT Support, Network and Telecommunications), IT Applications and Solutions (all major university software applications) and IT Security [Exhibit 8.17]. The IT department at LAU consists of 26 full-time employees and has an annual operating budget (2005-06) of US\$3,705,538 [Exhibit 8.18]. Academic labs are managed by school staff, who in turn report to their department chairs.

Dormitories are managed by a supervisor on each campus. Each of these supervisors reports to the campus dean of students [Exhibit 8.19]. As previously noted, all rooms in the dorms are equipped with cable TVs, phones and air conditioning. LAU provides

cleaning and laundry services, and strictly enforces rules and regulations in addition to security policies [Exhibit 8. 20].

LEGAL AND REGULATORY COMPLIANCE: Facilities are constructed in accordance with applicable Lebanese construction law and regulations. However, there are unconformities with the local construction laws in existing facilities on both campuses. Unconformities on the Byblos campus are being addressed and resolved and the same still needs to be done for the Beirut campus. Most of the unconformities are a result of the civil war. Newly constructed buildings are in accordance with international and local standards [Exhibit 8.7], including those pertaining to safety, accessibility, and security, where the services of technical advisors are required [Exhibit 8.21].

Repairs and maintenance tasks are distributed among the in-house technical teams and external maintenance contractors. Overall, repairs requiring specialized skills are outsourced to agents that are certified by the original equipment manufacturer.

Service requests are received by the Campus Operations and Maintenance division call center and dispatched to its Work Flow Center or Work Supervision units. Outsourced maintenance services for all university assets are handled by the Work Flow Center, while in-house maintenance of facilities is handled by the Work Supervision unit.

Both preventive and corrective maintenance follow manufacturer recommendations and industry best practices [Exhibit 8.22].

A general computer and network policy was approved in 2000 [Exhibits 8.23 & 8.24]. Draft IT policies and procedures were written in 2001 and have been updated over the subsequent five years, but were never formalized. A complete document consisting of information security policies, based on existing draft procedures and international IT security standards, is being created by the IT Security department and will be submitted for approval. Once approved and implemented, these policies will govern the use of all IT resources [Exhibit 8.25].

PHYSICAL AND TECHNOLOGICAL RESOURCES PLANNING: A facilities planning process was adopted in December 2004 [Exhibit 8.26]. Divisional facility

subcommittees were formed to determine the respective physical resource needs of university constituents [Exhibit 8.27]. These requirements were consolidated and presented to the Central Facilities Committee where a facilities implementation plan emerged along with a capital expenditures projection. This plan encompasses major construction and renovation needs.

The *SP 05-10* outlines seven action steps involving major IT functions: developing smart classrooms, promoting the use of IT in learning, reengineering business processes, creating university-wide IT committees, investigating the creation of a data warehouse, enhancing computer skills and planning and implementing disaster recovery. *SP 05-10* serves as the foundation of all IT planning [Exhibit 8.28].

APPRAISAL

PHYSICAL RESOURCES: The newly constructed buildings, business school/library underground parking, and dormitories, in addition to the Byblos campus buildings are equipped with high-end infrastructure systems, such as electrical power backup, energy management, and safety features that provide a comfortable and functional environment [Exhibit 8.21].

Most buildings on the Beirut campus are more than 35 years old and complete renovation of 30% of the built-up areas is needed. In addition, more than 50% of the built-up areas of both campuses should be provided with access for physically challenged individuals as well as with safety features [Exhibit 8.29]. Security systems and access for physically challenged individuals are added or improved as a regular part of renovation projects or when needed.

The electrical infrastructure systems are adequate for the existing buildings on the Byblos campus, and for the new business school/library complex on the Beirut campus. However, during peak demand in the summer season, the system in old buildings on the Beirut campus experiences deficiencies.

Necessary upgrades and renovations lack an implementation plan.

TECHNOLOGICAL RESOURCES: The IT department at LAU provides high-end infrastructure and services that support

academic, student and administrative functions effectively. LAU uses an institutional ERP that consists of best-of-breed systems for all core university areas. Based on the results of an IT survey that was sent to faculty and staff, 91% rated the general IT environment at LAU as good to excellent and 88% rated the IT support at LAU as good to excellent [Exhibit 8.30]. Nevertheless, 80% of the students and 92% of faculty surveyed believe the computing labs are not sufficient and should be increased or even expanded in terms of the number of PCs and printing facilities [Exhibit 8.31]. In fact, computing labs are intensively utilized by students as documented by a questionnaire that was sent to academic lab supervisors [Exhibit 8.12]. In comparison, non-computing laboratories are in use 77% of the time versus 84% of the time for computing laboratories.

LAU's high-speed, reliable and secure network infrastructure supports current university needs and is designed to be easily adaptable to the university's growing IT requirements. According to the faculty and staff IT survey, 69% of faculty and staff and 62% of students use the wireless network at LAU, and 74% of the respondents with an opinion indicated that the wireless network has sufficient coverage [Exhibit 8.30].

As previously noted, since LAU is highly dependent on its technological resources, the IT department is currently implementing a high availability data center for all major IT systems and services. This will provide a highly secure and reliable technical environment that both supports growing data needs as well as mitigates risk. This will be supported by UPS power and cooling systems that incorporate redundancy into their design.

Based on the faculty and staff IT survey [Exhibit 8.30], 70% of the respondents rated the level of technology available to support teaching and learning (WebCT and others) at LAU as good to excellent. However, one particular area of weakness is the scarcity of smart classrooms; currently they are only available in new buildings. This is problematic as 58% of faculty members rely heavily on IT in classroom instruction [Exhibit 8.30]. LAU is addressing this issue by approving and implementing smart classrooms to meet the rising demand.

MANAGEMENT, OPERATION AND MAINTENANCE OF PHYSICAL AND TECHNOLOGICAL RESOURCES: In the absence of a facilities master plan, construction and renovation work as well as space allocation are driven by end-user requests to solve emerging needs [Exhibit 8.32]. A Central Facilities Committee and facilities sub-committees were established in December 2004 to organize the processing of the above mentioned end-user requests. A large number of requests are still sent by faculty members or chairpersons to different Facilities Management divisions and other university entities [Exhibits 8.26 & 8.32]. While most of these requests are eventually redirected to the facilities committees, others bypass the approved process. This causes delays in the processing of needed requests, and prevents proper feedback to the end-users.

Due to lack of planning, most renovation requests are financed by the Miscellaneous Plant Fund budget. This process requires numerous university officers' signatures (appropriate dean and AVP, AVPFM, VP, VPHRUS, VPF, as well as the head of the Budget Office and the president), causing further delays [Exhibit 8.33]. In conclusion, the planning process for Facilities Management projects is in critical need of reform to optimize efficiency.

Standardization of construction materials and specifications are also lacking, thus adding to processing delays.

Maintenance Management and Space Management lack formal procedures and processes. Requests are channeled to entities that are not responsible for the requested scope of work, leading to delays in the processing of requests [Exhibit 8.34].

The construction of the business school added 21 classrooms to the pool of classrooms on the Beirut campus. However, difficulties in classroom scheduling (due to lack of optimized processes and procedures for classroom scheduling and due to space and schedule preferences of faculty) are resulting in demand for additional classroom space. Ironically, analysis has shown under-utilization of classrooms [Exhibit 8.35].

IT maintenance contracts are professionally administered by the Operations and Maintenance department (OM). However, the renewal of maintenance contracts frequently incurs long delays.

The three divisions of the IT department allow for continual focus on the three key areas of infrastructure, applications and security, providing the university with robust, secure and reliable information and educational technology infrastructure and services.

Although the hierarchical structure of computing and non-computing laboratories is clearly defined (i.e., every lab supervisor reports to the appropriate department chair), the internal procedures governing labs' operations (e.g., student e-mail accounts, and printing quotas) are inconsistent across similar disciplines. Laboratories perform the same function within the same type of school present on both campuses but do not have the same standards, procedures and regulations (lab access, equipment usage, security procedures, schedule, etc.). These inconsistencies are more prevalent among computing labs across buildings, departments, schools and campuses [Exhibit 8.12]. These factors are leading to a reduction in the quality and consistency of services offered to students and an unnecessary waste of human and technological resources across computing facilities.

Overall, labs and storage facilities suffer from a weak and inconsistent safety environment.

Regarding university-based residence halls, Byblos students who were surveyed rated the dorm facilities as good (averaging 3.9/5), while Beirut students rated dormitory facilities slightly above average (averaging 3.16/5). Students on both campuses rated dormitory support staff as good [Exhibit 8.36]. Other findings showed that the Byblos campus has been conducting regular student assessment of the dorms while the Beirut campus has been relying on informal student feedback through the residence hall administration to the dean of students.

LEGAL AND REGULATORY COMPLIANCE: Following the facilities and services policy, new construction complies with legal requirements and is executed according to local codes. New construction conforms to US codes where possible, such as National Fire Protection Association regulations for safety, the Americans with Disabilities Act for accessibility, and the American Society of Heating Refrigeration & Air Conditioning Engineers recommendations for air conditioning and energy management [Exhibit 8.21].

Due to the rapid growth of the university during the civil war and the concurrent weak government propagation, regulation and oversight of building codes and related procedures, there are building unconformities with Lebanese construction laws. These unconformities are being resolved for the Byblos campus; the same must be scheduled to be performed for the Beirut campus.

The current official IT policy is limited in scope and only covers computers and the network with respect to end-users [Exhibit 8.24]. Comprehensive IT security regulations, encompassing all major IT areas, have been drafted and will be submitted for approval through the appropriate channels [Exhibit 8.25].

PHYSICAL AND TECHNOLOGICAL RESOURCES PLANNING: Due to the lack of formal processes and procedures for space management, most space reallocations are not channeled through the facilities department. As a result, space inventory surveys are continuously needed to keep track of current space allocations [Exhibit 8.37]. This is causing inaccuracy in the space management database, which in turn decreases the efficiency of space planning and allocation.

Nevertheless, space reallocation plans have been prepared and submitted for approval in order to address current space needs [Exhibit 8.38].

A Facilities Central Committee and subcommittees were recently formed to formalize and organize the processing of renovation, construction, and space allocation requests [Exhibit 8.26]. The effectiveness of this process should be tested after being practiced for few years.

In summer 2006, a facilities capital expenditure plan was developed and was approved in principal by the BOT in September 2006 [Exhibit 8.39]. The plan includes renovation of buildings as well as construction of new buildings. It highlights in detail the steps needed to realize many facilities projects on both the Beirut and Byblos campuses. Once these projects are realized, LAU should be able to move into a proactive position regarding facilities planning. Moreover, this should also facilitate the creation of a facilities master plan as mandated by *SP 05-10* and scheduled to start in October 2007 [Exhibit 8.28].

Using the five-year university-wide *SP 05-10* as its foundation, the IT department's three-year plan effectively manages and plans for the university's technological resources, with the exception of the Academic Computing Centers. This three-year plan is updated annually based on constituent needs channeled through the IT Academic Advisory Committee and the IT Administrative Advisory Committee or made known directly to the department. The prior committee engages the academic constituency of the university in making recommendations regarding strategic information technology needs and setting priorities related to academic programs and functions. The latter committee engages the non-academic university constituencies in the integration of systems, the making of recommendations regarding strategic information technology needs, and the setting of priorities relating to their respective areas.

Planning for academic computing facilities is done at the school level and budgets set according to the schools' computing needs. In general, one-third of specialized computing facilities and one-fourth of general computing facilities are upgraded per year to yield a full upgrade every three or four years respectively.

Feedback on academic and non-academic laboratories is requested each semester through the university's course evaluation system [Exhibit 8.40].

PROJECTION

PHYSICAL RESOURCES: The five-year capital expenditures plan that was developed during summer 2006 includes an implementation plan for new construction and necessary renovations and upgrades. Implementation of the plan will start in fall 2006 and is expected to be completed by September 2011 with the bulk being completed within the first three years.

TECHNOLOGICAL RESOURCES: The university will provide more computer lab space in Beirut and in Byblos according to the five-year capital expenditure plan. The new computer labs are expected to be operational by summer 2010.

In addition, the IT advisory committees will address the issues of policies and procedures as well as the structures of academic IT and

library IT starting spring 2007. Implementation of the expected policies and new structures is expected by summer 2008.

SP 05-10 action step 1.5 calls for the establishment of 40 smart classrooms, which would constitute a 50% increase of the number of the current available classrooms at LAU.

MANAGEMENT, OPERATION AND MAINTENANCE OF PHYSICAL AND TECHNOLOGICAL RESOURCES: During spring 2007, the Facilities Management department will start compiling and consolidating the available construction specifications for the recently constructed and designed facilities into a specifications standards document. The final specifications standards document will be used for future projects and is expected to be ready by spring 2008.

Facilities Management will formalize the processes and procedures for maintenance and space management. Once this process is completed in September 2007, Facilities Management will work with IT to automate the said processes by acquiring and implementing needed software systems by September 2009.

A system for improving the utilization of classrooms will be devised by the Council of Deans in collaboration with the registrars. The system will take into account exploiting all the available time slots of the days of the week. This process is expected to be implemented in summer 2008.

Facilities Management will enhance the capability of renewing maintenance contracts in the Campus Operation and Maintenance department by increasing the human resources devoted to this activity. This will be implemented as of academic year 2006-07.

Schools will ensure that every lab course has a safety manual distributed to students and kept in the course file in order to address the current weaknesses in the safe operation of lab equipment. In addition, orientation sessions on safety will be presented to students at the beginning of each course. This will be implemented by fall 2008.

In response to the inconsistencies in equipment standards across labs, chairs will coordinate an assessment plan to identify inconsistencies in lab facilities in cases where programs are offered on both campuses. Proper budget planning will also address inconsistencies to ensure that core standard

equipment is uniform. This task will start spring 2007 and is expected to be completed spring 2009.

Regarding the weak and inconsistent safety environments in labs and storage facilities, the Campus Operations and Maintenance department will develop and implement safety plans and policies, by summer 2008, for the different facilities to ensure a consistent safety environment. This will be done in part through renovation projects and building systems' upgrading. The safety plans will also be included in the specifications standards document.

Regarding the student dormitory in Beirut, the five-year capital plan developed in summer 2006 includes plans to vacate the Orme Gray facility, rent an adequate dorm facility somewhere in Beirut for 2006-07 and complete a new high-quality dorm facility by the end of academic year 2009-10.

LEGAL AND REGULATORY COMPLIANCE: Plans for major renovation of the existing facilities on the Beirut campus are included in the five-year capital expenditure plan developed in summer 2006. As part of the renovation process, the university will fix all construction law unconformities. This process will commence in spring 2007 and finish by the end of fall 2010.

IT will draft information security regulations and finalize them with the university's general counsel. The final regulations will be processed through the proper university channels and are expected to be approved in September 2007.

PHYSICAL AND TECHNOLOGICAL RESOURCES PLANNING: The university adopted a system for optimizing the planning process for renovation projects through the creation of a university-wide Facilities Committee and school facilities committees. The VPHRUS will monitor the effectiveness of this system for the next couple of years and suggest changes if it does not meet university needs.

The university will start implementing projects as scheduled by the five-year capital expenditure plan. Final approval of the BOT is needed for projects exceeding US\$500,000 once final design and budgets are submitted. In addition the capital plan will be reviewed annually.

INSTITUTIONAL EFFECTIVENESS

Facilities Management conducts surveys as a means of evaluating its performance and for quality control. The FM departments also listen and respond to clients' feedback especially feedback coming from the schools' facilities committees.

Exhibits

8.1	Campus Plot Drawings		
8.2	List of Buildings	8.30	Beirut Standard 7 Committee Faculty & Staff Questionnaire Results, re. IT http://www.questionpro.com/akira/ShowResults?id=319971&mode=data&mrup=false&egd=false&esd=true&groupingID=0&ifdbyg=false
8.3	Room Data	8.31	Standard 7 Committee Student Questionnaire Results, re. IT http://www.questionpro.com/akira/ShowResults?id=475306&mode=data&mrup=false&egd=true&esd=false&groupingID=0&ifdbyg=false&groupIDs=10317_10318
8.4	Renovation & Construction Projects For the Past Five Years	8.32	Samples of End-User Requests Concerning Renovation Projects
8.5	Design Documents for Ferm Center, Administration Building, Gibran Library, Underground Parking	8.33	Miscellaneous Plant Fund Budget Allocation Request
8.6	<i>Inception Report Infrastructure & Utility Plants</i>	8.34	Samples of End-user Requests Concerning Space Allocation
8.7	Specifications and Construction Drawings	8.35	Classroom Schedule and Usage Analysis
8.8	Inventory of IT Hardware	8.36	Byblos Dorms Surveys
8.9	Network and wireless diagrams	8.37	Space Management & Renovations Division Report, re. Space Usage
8.10	<i>LAU IT Support Department Procedures</i>	8.38	Space Reallocation Plans
8.11	Inventory of IT Equipment	8.39	Five Year Capital Expenditure Plan
8.12	Standard 8 Committee LAB Supervisors Questionnaire Results	8.40	Course Evaluations Report
8.13	Disaster Recovery RFP		
8.14	Facilities Management Organization Chart		
8.15	Facilities Management Budget 2005-06		
8.16	<i>LAU Procedures Manual Construction Stage</i>		
8.17	IT Organization Chart		
8.18	Summary IT Budget 2005-06		
8.19	Student Development and Enrolment Management Organization Chart		
8.20	Standard 8 Committee Deans of Students Questionnaire Results		
8.21	Reports of Technical Advisors		
8.22	Operation & Maintenance Manuals for New Buildings		
8.23	<i>LAU Computer and Network Procedures</i>		
8.24	<i>LAU Manual</i> http://www.lau.edu.lb/administration/policies.html		
8.25	Draft IT Regulations		
8.26	<i>LAU Facilities Planning Process</i>		
8.27	Minutes of Central Facilities Committee Meeting		
8.28	<i>Strategic Plan 2005-2010</i> http://strategicplanning.lau.edu.lb		
8.29	National Fire Protection Association Code Review for Existing Facilities in		

FINANCIAL RESOURCES

DESCRIPTION

FINANCIAL OVERVIEW: During the last decade, LAU demonstrated continual growth as evidenced by:

1. Growth of its net assets base by almost 57% from 2002 to 2006 which resulted from positive operations and diversified long-term endowment portfolio performance [Exhibit 9.4];
2. Capital growth and a consistent effort to maintain and upgrade the physical plant [Exhibit 9.4]; and
3. Maintenance of a yearly balanced budget [Exhibit 9.7];

The university's financial position on September 30, 2006, reflected assets as shown in **Exhibit 9.4**.

As a result of the growth in net assets, LAU has accumulated a considerable endowment and as of September 30, 2006 [Exhibit 9.5] to support the educational process as well as the university's facilities and other services.

STUDENT TUITION AND FEES: The university derives its operating revenues from the following sources: student tuition and fees, fund-raising, financial income, and auxiliary activities [Exhibit 9.4]. Student tuition and fees, which represent the main revenue source, reported a 94% of the total operating revenues in 2005-06 [Exhibit 9.4]. During the last five years, LAU's growth has been due to steadily increasing student enrollment which grew from 5360 FTE in 2001-02 to 6085 FTE in 2005-06 [Exhibit 9.4].

Effective October 1, 2005, the university shifted its billing process from the national currency (LBP) to the US dollar [Exhibit 9.10]. Approximately 63% of collections during the year 2005-06 were in US dollars [Exhibit 9.6].

FUNDRAISING: LAU runs its fundraising activities in accordance with the development and relations policies [Exhibit 9.1] and procedures [Exhibit 9.2] set for that purpose.

Contributions, grants and contract surpassed the previous year's contributions, grants and contracts by approximately 57% [Exhibit 9.4]. Contributions and grants were used to support institute activities (5.6%), the university's physical plant (50.2%), student financial aid (32.1%), the financial aid endowment (3.3%), undecided gifts (0.6%) and other operating activities (8.2%) [Exhibit 9.4].

University fund-raising activities are dependent upon US governmental support, namely USAID and ASHA. Other components of the portfolio are relatively small when evaluated from a net return perspective (i.e., revenues versus costs) [Exhibit 9.4].

A vice president for university advancement was appointed in fall 2005 as a result of the overall re-engineering of the university organizational structure.

FINANCIAL INCOME: Financial revenues represent interest revenues generated from short-term bank deposits and placements, and returns on investments.

The majority of LAU's short-term funds are denominated in US dollars [Exhibit 9.5]. These funds are placed in local and overseas banks, normally maintaining a ceiling of 15% of total short-term funds per local bank [Exhibit 9.5].

The Board of Trustees' Investment Committee retains full fiduciary responsibility for LAU's investment portfolio in accordance with the university's investment policy. It oversees and directs the management of LAU's investment portfolio through policy setting [Exhibit 9.1], asset allocation, hiring and terminating of managers, and monitoring of investment activities [Exhibit 9.11].

In 2002-03, LAU adopted the unitization of investment pools system. Starting in October 2002 and running through the end of September 2006, the unit share of investment has shown a total growth of 56% [Exhibit 9.5].

Investments earned are shown in **Exhibit 9.5**. and the main portfolio scored 8.4% in 2005-06 (the policy index scored 6.9%) [Exhibit 9.5].

OPERATING EXPENSES: During the last decade, the total expenses of the university (including financial aid) evolved at a relatively regressive

annual rate as of the fiscal year ending September 30, 2006 as shown in [Exhibit 9.4].

The educational, common support and financial aid costs (net of tax and other provisions) account for approximately 65% of the total expenses of the university [Exhibit 9.4].

Approximately 61% of the compensation is for faculty [Exhibit 9.4]. During 2005-06, LAU employed approximately 176 full-time faculty and 437 full-time, non-teaching staff, and 355 and 303 part-time employees respectively [Exhibit 9.4].

FINANCIAL AID: Financial aid policies [Exhibit 9.1], procedures and practices [Exhibit 9.2] aim to provide equal opportunity to a quality education to all full-time students in good standing based on selected eligibility criteria. Changes in the financial aid programs result from occasional statistical reports and other documentation of student need and are jointly designed by the Financial Aid (FA) Council on each campus, FA directors, deans of students, and the vice president for student development and enrolment management (VPSDEM). Proposed changes are evaluated by the University Executive Council (UEC) and, if recommended, submitted to the BOT for final evaluation and approval.

Student applications for financial aid are systematically processed and reviewed by the FA councils. A computerized evaluation system (CES) is used to initially evaluate the student file and grade the need of the student. Subsequently, the financial aid councils deliberate on the student applications, taking into consideration the computerized evaluation system output, before final decisions are made.

Financial aid represents 15% of LAU yearly budget [Exhibit 9.7]. In the year 2005-06, approximately 1656 (26%) undergraduate students benefited from financial aid as opposed to 1632 (27%) in the previous year. The average aid award per undergraduate FTE, including loans, was 47% in the year 2005-06 [Exhibit 9.6].

BUDGETING AND FINANCIAL PLANNING: The Planning and Administrative Committee (PAC) of the BOT oversees the financial, planning and budgeting aspects of the university [Exhibit

9.1]. This committee also oversees the development and modification of Board policies covering program planning, facilities, and personnel.

LAU enhanced the budget process in 2005-06 by introducing a University Budget Committee (UBC). The UBC acts in an advisory capacity to the president in the planning of and preparation for the budget. This committee plays an active role in the review and recommendation of budget priorities.

As part of efforts to improve the budget process, a three-year operating budget and a five-year capital budget are now reviewed and approved annually by the Board. All divisions/offices propose their operating and capital budgets and present them to their deans/directors and the appropriate vice president. Vice presidents, deans, chairs/directors must defend their budgets at scheduled meetings, after which the operating budget is prioritized, compiled and presented to the BOT for approval [Exhibit 9.7].

The operating budget includes a University Contingency Budget and the capital budget includes a Miscellaneous Capital Budget. Disbursements of the above budget accounts are effected following the ultimate approval of the president [Exhibit 9.7].

LAU recently established a new medical school and the first graduating class is expected in academic year 2012-2013. To this end, a detailed academic and financial feasibility study was undertaken in collaboration with Harvard Medical International whereby academic, operational and financial impacts were pinpointed. The BOT subsequently approved the creation of the medical school [Exhibit 9.8].

The financial effects of the *Strategic Plan 2005-2010 (SP 05-10)* and the accreditation processes and the medical school have been projected in the future operating and capital budgets of the university.

ACCOUNTING AND FISCAL CONTROL: Annual audits of the university's financial statements and controls are conducted by KPMG (previously Deloitte & Touche) in accordance with US Generally Accepted Accounting

Principles (GAAP). For the last decade, the external auditors have expressed an unqualified (i.e., positive) opinion about the university's financial statements [Exhibit 9.3]. The auditors' findings are reviewed among external auditors, university management and the Audit Committee of the Board [Exhibit 9.3].

LAU maintains an internal audit function that reports administratively to the president and functionally to the Audit Committee of the Board [Exhibit 9.3]. The Audit Committee of the BOT oversees the university's system of internal control and financial practices [Exhibits 9.1].

SYSTEMS AND INTERNAL CONTROL STRUCTURE: The Board exercises oversight over various financial activities of LAU through specific committees: a) the Planning and Administrative Committee, b) the Audit Committee, and c) the Investment Committee [Exhibit 9.1].

The Finance department of the university is responsible for establishing and maintaining an effective system of internal financial controls. The overall control environment, starting with BOT oversight, Audit Committee directives and follow up, and extending to external and internal audit functions, provide the framework for clear and scrutinized university financial activities. Effective October 2005, a new organizational structure was introduced whereby the roles of finance and administration were fully separated. This change was supported by the introduction of the positions of vice president for human resources and university services and vice president for finance.

The university runs its operations through a variety of systems, i.e. Oracle Financials (General Ledger, Payables, Fixed Assets, and HRMS), SCT Banner (students and receivables), Raisers' Edge (fundraising), Online Library Information System, Financial Aid and Loans. The university has also acquired a Purchasing application (an Oracle Financials module) that has not yet been implemented.

RISK MANAGEMENT: Financial risk is managed by the Finance department, (e.g., currency risk and investment diversification) while property and human risks are managed through

purchasing insurance policies [Exhibits 9.5 and 9.9].

APPRAISAL

FINANCIAL OVERVIEW: LAU enjoys sound overall financial circumstances, maintains a manageable level of short-term liabilities, and has a relatively sizeable endowment and net asset base. These facts speak well of LAU's overall financial management over many years, and demonstrate that the university is adequately positioned to face future challenges.

The financial stability of the university is derived from positive results from operations; positive investment returns; and minimal spending from endowment returns. Revenues from fundraising activities are not material enough to support such stability.

STUDENT TUITION AND FEES: Student tuition and fees account for the greatest percentage of annual university income. Because of its historical tuition dependence, LAU has always insisted on a conservative and prudent attitude toward financial management. Such high tuition dependency might subject LAU to undesirable consequences in the event of significant decrease in enrollment due to unexpected circumstances.

While the cost of education at LAU is perceived to be among the highest in Lebanon, financial aid brings down the cost to competitive levels.

The LAU fee structure is per-credit based with three types of billing credits for undergraduate programs and is applicable to all majors and programs. Although university officials strive to accurately explain the fee structure for continuing and prospective students, the university should disseminate an average cost per program per year.

FUNDRAISING: The university is at a disadvantage regarding its fundraising activities and alumni giving; both resulted in a negligible contribution to the overall revenue base.

The ratio of fundraising revenue to cost for the year ending September 30, 2006, is listed in **Exhibits 9.4**. The university's fundraising portfolio is highly dependent on US government support, particularly USAID and

ASHA. As of September 2005, 80% of the fundraising portfolio was US government derived.

FINANCIAL INCOME: Management follows a cautious strategy in managing its financial assets. Banking relationships are always biased toward top-ranked banks. The university continually strives to optimize financial returns while maintaining risk at acceptable levels. The university hedges against liquidity risk by maintaining a per bank (among local banks) ceiling of 15% of total cash and cash equivalent assets. The university also hedges against risks associated with currency exposure by maintaining a high percentage of bank deposits in US dollars –91% of total cash funds as of September 30, 2006.

The university's investment portfolio is allocated among a diversified range of asset classes and investment managers to reduce volatility as well as other associated risks. Over the last five years, the university has been successful in achieving acceptable net positive investment returns, despite the market crash following the event of September 11th.

OPERATING EXPENSES: LAU is highly committed to its educational and common support activities. The relatively high and generally consistent allocation of educational and common support costs (including financial aid) to total educational and general costs (65% as of September 30, 2006) reflects this commitment.

For five years in a row, LAU has been successful in achieving yearly savings in its operating budget due in large part to the cost effective approach LAU management is adopting.

Since there is significant competition for the most qualified candidates among academic institutions, especially those with which LAU competes locally and regionally, compensation packages must be competitive in order to attract, recruit and retain faculty of the highest caliber. LAU is responding to this issue by realigning faculty salaries by discipline in accordance with AAUP reported averages in the US. The cost of this realignment is reflected in the operating budget of the university. The university is also striving to ensure that salary and benefit programs for staff are equitable and competitive with the market.

FINANCIAL AID: Financial aid continues to be a priority commitment for LAU. The financial aid budget has grown by approximately 40% over a period of five years. The funds allocated to financial aid from the overall operating budget of the university (totally 15%), together with approximately 26% of the entire student FTE base who receive financial aid, further demonstrates LAU's commitment to equal opportunity to higher education for all qualified students. The 47% student financial aid ratio to average tuition rate also confirms the affordability of LAU vis-à-vis other comparable institutions in Lebanon.

While financial aid is primarily given on the basis of need; it is also being used as a marketing tool with prospective students. The enrollment management plan mandated in *SP 05-10* will indicate the different majors that need enrollment enhancement through financial aid. The enrollment management plan will be completed in spring 2008.

There are some apparent inconsistencies in the evaluation of financial aid applications between the two campuses; this seems mainly due to the fact that there are two financial aid councils. However, more reliance on the computerized evaluation system should reduce these inconsistencies.

BUDGETING AND FINANCIAL PLANNING: The introduction of the University Budget Committee has increased awareness and contributed positively to shared governance among LAU constituents.

Effective 2006-07, LAU started to project a three-year operating budget, thus enhancing the planning process. In previous years, capital budgets were not updated annually, reflecting a major drawback in the overall planning process. However, starting with 2006-07, a five-year capital budget will be updated and approved annually. The university's operating and capital budgets include contingency plans for unforeseen activities, reflecting management prudence.

There is no set long-term financial plan based on structured academic, enrollment, facilities and fundraising plans. Nonetheless, the university has efficiently managed its financial operations over the last two decades to yield

surpluses that have contributed actively to the growth of its net assets base. Still, in summer 2006, the office of the VPF prepared a comprehensive five-year financial plan that can be adjusted accordingly once the above mentioned plans are available. This financial plan confirms the university's commitment to maintaining financial strength and stability [Exhibit 9.7].

Drawing on the medical school feasibility study recommendations, the university has projected it will incur losses during the first seven years until it reaches a breakeven point at the eighth year following the start-up of operations. This major challenge has already been addressed in the planning and related capital budgets [Exhibit 9.8].

The reduction of the faculty teaching load from 12 credits to nine credits per semester does not significantly affect the operating budget. The costs associated with such a reduction are mitigated by the research budget which existed prior to the introduction of the new faculty load reduction and which will now largely meet the course reduction.

ACCOUNTING AND FISCAL CONTROL: External audit service providers are selected among the "Big Four" firms to ensure top quality services and independence. For almost a decade, unqualified (i.e., positive) opinions were expressed, indicating a sound financial position and practices contributing positively to the image of LAU. Moreover, the university takes seriously its responsibility to address any negative audit findings and establishes action plans to resolve them.

For the last decade, the internal audit function was not properly equipped to cope with the fast growth of the university. The audit function had shortcomings especially in the audit approach. In addition, internal audit was perceived as an adversarial function rather than a business partner. With the recent changes in the organizational structure, the internal audit unit has regained some of its independence. However, substantial reforms still need to be introduced.

SYSTEMS AND INTERNAL CONTROL STRUCTURE: The university has committed to enhancing its overall control environment. The

introduction of the Code of Ethics and the revision of conflict of interest and other policies and procedures reflect the university's commitment to make its ethical and control rules compatible with the highest current norms. The restructuring of the organizational chart, whereby conflicting positions, i.e. finance and administration, were separated, is another indication of an improved control environment.

Nonetheless, efforts still need to be exerted in certain crucial areas to enhance the efficiency of the control system, specifically the control systems associated with purchasing, HR and payroll, and facilities operations, among others.

For the last six years, the university has been successful in implementing state-of-the-art financial and operational applications, including Oracle Financials, Banner, and Raisers' Edge, among others. On the other hand, other systems applications and enhancements – specifically, the Purchase module, and optimizing the use of other systems such as HR and Banner – are not yet implemented despite their importance and likely favorable effect on operations.

RISK MANAGEMENT: LAU is proactive toward prevailing risks by adequately addressing and managing those risks, either through the purchase of insurance or by setting mechanisms to optimally mitigate other non-insurable risks, such as shifting billing and maintaining the bulk of funds in US dollars (currency risk), allocating cash funds among several banks (liquidity risk), investing the majority of LAU's financial assets and endowment in the US (sovereign risk), and installing reliable and advanced systems (operational risk).

PROJECTION

STUDENT TUITION AND FEES: As a private institution, student tuition and fees will continue to constitute the majority of LAU's operating revenues. However, *SP 05-10* initiative 8 calls for developing a plan for increasing fundraising and action step 9.2.3 calls for determining available funds and their respective sources in addition to funds needed to cover shortfall. Once completed, these action steps will decrease the university's tuition dependency.

The VPF will conduct a study for the average cost per program per year. The average cost will be included in the 2007-08 Academic Catalog and other published materials.

FUNDRAISING: As mentioned above, *SP 05-10* initiative 8 calls for developing a plan for increasing fundraising that supports revenue diversification and reduces LAU's reliance on tuition.

FINANCIAL INCOME: Management will retain its prudent and conservative approach toward its financial assets by: a) performing frequent reviews of the short-term funds portfolio to keep risks at acceptable/controllable levels and be able to negotiate better yield rates and b) appointing a new investment consultant to help the university achieve/improve its projected rates of returns on investments and optimize investment opportunities while maintaining risks at acceptable levels.

OPERATING EXPENSES: Personnel compensation will remain the dominant item of university operating expenses. The trend in faculty compensation as a share of the expenditure base at the university is foreseen to grow in line with the *SP 05-10* requirements.

FINANCIAL AID: *SP 05-10* action step 2.3 calls for utilizing financial aid packages to retain and recruit students. Specifically, action steps 2.3.5 and 2.3.6 will make the university better utilize financial aid packages to improve retention and increase the merit scholarship program for new students.

Financial Aid directors will work in collaboration with the VPSDEM to standardize evaluation of financial aid applications, particularly with regards to fine tuning the computerized evaluation system. This step will be completed in summer 2007.

BUDGETING AND FINANCIAL PLANNING: The university launched a five-year plan to increase endowment by:

1. Achieving an annual 4% combined growth in student enrollment and tuition fees for the next five years. Following this, the return on endowment shall become substantial enough to subsidize operations while maintaining the university's growth.

2. Funding LAU's five-year Capital Expenditure Budget.
3. Increasing fundraising revenue as a source of back-up revenue through an aggressive plan to support operations and capital expenditure plans.
4. Setting relevant reserves for future expansion.

ACCOUNTING AND FISCAL CONTROL: To maintain its integrity, LAU will continue to hire only top audit firms (the Big-Four) in its continual quest for the highest quality audit services. It will also persist in securing "unqualified audit opinions" through enhancing the university's internal control system and compliance with applicable professional bodies and regulations.

The role of the Department of Internal Audit will be enhanced through three major steps:

1. By following a business- and risk-based approach through the creation of an audit plan that covers all risk areas identified by management. This is foreseen to be completed by spring 2007. This audit plan will be a working document in that it shall be subjected to updates based on consultation, feedback and changes in operational circumstances. The first review is foreseen to begin in fall 2007 and to continue on an on-going basis.
2. Developing the audit team. This will be implemented effective spring 2007.
3. Positioning the internal audit department as a business partner rather than an adversary.

SYSTEM AND INTERNAL CONTROL STRUCTURE: The Office of the VPHRUS will revise existing procedures for Purchasing, Facilities and Human Resources to improve internal control and separation of duties, and enhance transparency.

The Office of the VPHRUS will: a) fully exploit the capabilities of the Oracle based Human Resources Management System (HRMS) to become the official interface between the HR and Business Offices; and b) develop the Oracle based purchasing system.

INSTITUTIONAL EFFECTIVENESS

Overall, the university is financially stable and is well-positioned to attain its goal of financial equilibrium as well as to make the necessary investments to ensure its continued success in fulfilling its mission.

The unqualified (positive) audit opinions expressed by the external auditors in addition to the disclosures made in the body of the notes to the financial statements provide positive assurances as to the integrity of the financial management. The responsible attitude of management toward internal and external audit findings and its reactions toward resolving them adds to such integrity. Moreover, the BOT plays an active role in financial oversight by reviewing the budget and performance reports presented bi-annually during the BOT meetings.

The university is committed to its financial stability and financial equilibrium as evidenced by the five-year financial plan developed during summer 2006. This financial plan will be reviewed annually and will be updated once the academic enrolment, facilities, and fundraising plans are developed. The university is also committed to the continued implementation of internal controls to safeguard its fiscal conditions and financial management.

Finally, management is gaining added proficiency with enhanced risk management through implementation of the *SP 05-10*.

9.11

2005
Minutes of Investment Committee
meeting of Sept. 14, 2006

Exhibits

- 9.1 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 9.2 Standard 9 Committee Questionnaire
Results, re. Financial Aid and
Fundraising
- 9.3 Audit-Related Documents
- 9.4 Financial And Operational Statistical
Data
- 9.5 Financial Assets
- 9.6 Student Accounts
- 9.7 Budget and Financial Planning
- 9.8 *LAU Medical School and Hospital Project
Final Report and LAU Medical School
Feasibility Study*
- 9.9 List of Insurance Policies
- 9.10 Minutes of the BOT meeting of May

PUBLIC DISCLOSURE

DESCRIPTION

STUDENT NEEDS: Lebanese American University publishes an array of information designed to allow current and prospective students to make informed decisions regarding their education. Among LAU's on-line information sources are statements regarding the university's constitution and bylaws, mission and vision and university policies [Exhibit 10.1].

PUBLIC INQUIRIES: The university charter is available for public inspection. The general public is also able to access information through the university website which provides answers regarding a number of frequently asked questions and information on how to find answers for other, specific inquiries [Exhibit 10.2]. The responsibility for maintaining the website currently falls to the Publications Office. Information regarding upcoming university events [Exhibit 10.3] is provided online and advertisements are also placed in appropriate media outlets. In addition, the university distributes a variety of internal and external publications [Exhibit 10.4] through its Publications Office. The university has broadened its website [Exhibit 10.5] to provide accurate information to both internal and external constituencies. Such information includes university activities during the previous two to three months, and the "Of Note" section details new university initiatives, policy decisions, and the latest announcements.

COMMUNICATIONS WITH INTERNAL AND EXTERNAL AUDIENCES: There is a general understanding that all publications, whether directed toward internal or external constituencies, are to be routed through the Publications Office to ensure consistency.

Promotion of university events takes a variety of forms including brochures, pamphlets, and other forms of print media promotion [Exhibit 10.4]. These activities are coordinated through the Relations Office [Exhibit 10.6]. This office is charged with the responsibility of promoting a positive image of the university by gathering and disseminating information regarding people, programs, and important events and

maintaining accuracy and consistency in all news releases. The centralized budget process promotes financial accountability for university publications and promotional materials.

ACADEMIC CATALOG: LAU provides an annual Academic Catalog [Exhibit 10.7] to current and prospective students. This publication also provides information regarding the university's history and charter, key administrative personnel, Board of Trustees and Board of International Advisors members, tuition, fees, financial aid, policies and procedures and degree offerings. In addition, the specific rights and responsibilities of the LAU student body are addressed in the Academic Catalog and on the website [Exhibit 10.8]. A specific timeline [Exhibit 10.9] for the annual process of updating this document has been developed by the Office of the Vice President for Academic Affairs. The Academic Catalog is provided free of charge to all students, is distributed to prospective undergraduate and graduate students upon request, and is included in the admissions package upon registration. Beginning with the 2005-06 version, the catalog has also been made available online.

ALUMNI RELATIONS AND OUTREACH: The university maintains offices for Development and Alumni Affairs. The mission of the Alumni Affairs Office is to advance the interests of LAU and to strengthen the ties between the university and its alumni [Exhibit 10.10]. The university also maintains an Alumni Association and its bylaws and constitution are available for public inspection online [Exhibit 10.11]. To maintain contact between LAU and its graduates and for graduates to assist university officials and students when needed, LAU has formed alumni chapters in Lebanon and abroad [Exhibit 10.11].

ADMISSIONS INFORMATION, DEGREE REQUIREMENTS, AND EDUCATIONAL COSTS: To supplement the Academic Catalog and provide informational access to those persons who do not possess a copy, the LAU Admissions Offices (on the Beirut and Byblos campuses), which often are the initial points of contact between LAU and prospective students, maintain a website [Exhibit 10.12] with information on a variety of key topics. Program information for potential undergraduate students is provided at the time

of their first admission inquiry and each student receives an enrolment packet at the time of admission. Those students seeking to avail themselves of the university's broad spectrum of opportunities for graduate study are provided with a similar packet specifically designed for the degree program in which they are interested. Students looking to transfer course work either to or from LAU can obtain appropriate information on the website. Those students intending to withdraw from courses at the university can also obtain information online [Exhibit 10.13] and from the annual calendar.

LAU provides information in the current Academic Catalog regarding student housing costs for the Beirut and Byblos campuses and other related information. This information is also available on the website [Exhibit 10.14] and in brochures.

Financial aid is available at LAU and information on financial aid as well as the annual cost of tuition, fees, and other expenses are all listed in the academic catalog and on the website [Exhibits 10.7; 10.14].

BOARD MEMBERS, DECISION-MAKING PERSONNEL AND FACULTY: The university provides a listing of current full-time faculty members [Exhibits 10.7; 10.15], showing degrees held and the universities that granted them. In addition, detailed information can be obtained regarding the primary administrative officers [Exhibit 10.16] and their respective positions, along with the members and responsibilities of the Board of Trustees and Board of International Advisors [Exhibit 10.17].

BRANCH CAMPUSES, COURSE OFFERINGS AND ACADEMIC SUPPORT SERVICES: LAU is a university with campuses in Byblos and Beirut. Both campuses operate under the supervision of the vice president for academic affairs and conform to identical academic standards. The Academic Catalog describes the environment on each campus and addresses the specific services that they provide, including information on the variety of centers and institutes on each campus [Exhibit 10.18].

The Office for the Vice President for Student Development and Enrolment Management (SDEM) provides information on student activities and support services for both the Beirut [Exhibit 10.19a] and Byblos [Exhibit

10.19b] campuses. The LAU community has access to libraries on both campuses as described in chapter 7.

Current and prospective students can visit the website to choose courses and schedules [Exhibit 10.20a]. A course listing for the coming term is provided prior to registration as well as the course listings for the eight terms immediately preceding it for planning purposes. In addition, students can access an online copy of the Banner course catalog [Exhibit 10.20b] to obtain course descriptions and information on course credit.

STUDENT BODY, EDUCATIONAL GOALS, CLAIMS OF EXCELLENCE, AND ACCREDITATION: The Admissions Office gathers information regarding the nationalities, religious affiliations, and gender of the LAU student body. Data are also collected regarding rates of admission. LAU is not measuring the retention and graduation rates of its students.

The university does not currently employ systematic and formal learning outcomes assessment in the design and implementation of its curriculum and makes no claims with regard to specific learning or career objectives.

The university takes great pride in its internationally accredited pharmacy program [Exhibit 10.21]. Students in this program obtain licensure upon degree completion and the School of Pharmacy maintains records on student success in passing the licensing exam in pharmacy in the U.S. and Lebanon [Exhibit 10.22].

On those frequent occasions when a member of the university does achieve recognition or acclaim for their accomplishments, it is duly noted in an appropriate venue such as the "LAU in the News" website [Exhibit 10.23], or the *Faculty Gazette* [Exhibits 10.24a; 10.24b].

The LAU website contains the president's 2005 address regarding the university's goals in terms of gaining accreditation [Exhibit 10.25a]. In fall 2005, a separate section of the university website was opened to provide information regarding the university's NEASC accreditation efforts [Exhibit 10.25b].

APPRAISAL

STUDENT NEEDS: The types of information that the university provides to current and prospective students are generally adequate to meet their decision-making needs. This body of data, which is available in the university's catalog, on the LAU website, and in a variety of brochures and other publications, includes the university's history, traditions, mission, vision, leadership, academic policies, course offerings, educational costs, student services, and accreditation status, along with specific details regarding resources and programs on the Byblos and Beirut campuses. There are a number of information gaps that need to be addressed, however, since they could have an impact on the enrolment decisions of prospective students. Among these are publicly available information regarding: a) the demographic makeup of the student body, b) overall university graduation and retention rates, and c) pass/fail rates for the licensing exam in pharmacy

PUBLIC INQUIRIES: LAU has the essential elements in place to ensure disclosure of its activities and allow both internal and external constituencies to make informed judgments regarding its mission, resources, actions, and intentions. The university Mission Statement is clearly stated on the website, along with its by-laws and constitution, and mechanisms are built in to allow quick access to commonly posed questions. Additionally, the names of the university's primary decision-making personnel including administrative officers and the members of the LAU Boards are public knowledge.

The university consistently provides information on upcoming events and ongoing initiatives consistent with its long tradition as a resource center for Lebanon as well as the entire MENA region. Its many institutes and ongoing research support societal development, provide educational opportunities, and allow for positive interactions between the university and the general citizenry. In line with this role, LAU continues to sponsor a variety of seminars, workshops and other educational initiatives that are open to both academics and interested members of the general public. While most public inquiries are being adequately addressed, the university is not in compliance with the NEASC requirement to provide public access to its audited financial statements.

COMMUNICATIONS WITH INTERNAL AND EXTERNAL AUDIENCES: The university strives to correct problems once they are identified. Recognizing that certain items of information contained on the university website were not current, the homepage was redesigned and updated in order to provide enhanced informational access to the university's various stakeholders. There is a need for a formal process to ensure that all website information is current and accurate and made available to all university stakeholders.

Although LAU has instituted a number of proactive measures to improve disclosure, the issue of disseminating information to both internal and external constituencies remains an area of vulnerability. There have been a number of instances in which either the Publications or Relations Offices has been bypassed. Evidence of this lapse can be seen in the number of publications and news releases that were not officially cleared through the Publications Office [**Exhibit 10.26a**] and a variety of external communiqués that were not reviewed by the Relations Office [**Exhibit 10.26b**].

Since the university has an obligation to distribute materials that are both accurate in content and consistent with its mission and objectives, it is essential that all publications be subjected to the same review process. Failing to do so creates the potential for miscommunication and the creation of false impressions.

ACADEMIC CATALOG: The information contained in the catalog is consistent with the university's mission, values and vision. Since current and prospective students rely on the Academic Catalog to make decisions regarding their education, it is critical that this information be provided in a timely fashion. One of the problems that the university has faced is the timely reporting of information since policies and processes have either not been established or have not been consistently adhered to. A case in point is the 2005-2006 Academic Catalog, which should have been available for public distribution in August 2005, but was not available until January 2006. This problem was addressed and the 2006-07 catalog was provided in a timely manner.

ALUMNI RELATIONS AND OUTREACH: The LAU Alumni Affairs Office is highly evolved and does extensive outreach work with a variety of external constituencies. Its primary function is to advance the mission and

objectives of the university by serving as a liaison between university officials, alumni, and interested stakeholder groups. From all indications, the Alumni Affairs Office is accomplishing this task in cooperation with its alumni chapters in Lebanon and abroad.

ADMISSIONS INFORMATION, DEGREE REQUIREMENTS AND EDUCATIONAL COSTS: Current and prospective students are aided in their decision-making by information provided in the Academic Catalog as well as on a CD and the university website. This includes procedures for admission, degree requirements, costs associated with attending the university and the availability of financial aid. This is supplemented by a packet of materials distributed at the beginning of their orientation program. What is lacking at this point is publicly available information regarding the average time for degree completion and the likely extent of student indebtedness upon graduation.

BOARD MEMBERS, DECISION-MAKING PERSONNEL AND FACULTY: Interested parties can obtain a list of the LAU Boards members, administrators, and full-time faculty from the university website. Although the university website has been recently updated, it still does not provide information on the a) affiliations of all Board Members, b) departmental affiliations of its full-time faculty, and c) a listing of part-time faculty. With regards to part-time faculty, these individuals constitute more than 70% of the teaching faculty in the School of Business in Beirut and failure to provide this information may impact student enrolment decisions.

BRANCH CAMPUSES, COURSE OFFERINGS, AND ACADEMIC SUPPORT SERVICES: Although the Academic Catalog and website provide ample information to students, one area of vulnerability that was detected relates to course offerings. There is currently no mechanism to ensure that those courses which have not been offered during the last two years and are not expected to be offered during the upcoming year are not listed in either the catalog or on the website.

STUDENT BODY, EDUCATIONAL GOALS, CLAIMS OF EXCELLENCE, AND ACCREDITATION: While the university does collect extensive demographic information on its student body, it is not available for public inspection. LAU does not currently employ an outcomes-based learning model but in accordance with initiative 1.3 of *Strategic Plan 2005-2010* (SP 05-10) [Exhibit 10.27],

mechanisms are being put in place that will lead to the creation of such a model. A portion of the university website has been dedicated to the NEASC accreditation process and reference is made, both on the website and in the catalog, to LAU's internationally accredited pharmacy program.

PROJECTION

STUDENT NEEDS: The university will continue to provide timely and accurate information to both current and prospective students.

SP 05-10 action step 2.3 calls for developing mechanisms for analyzing data on retention and degree completion. This data is expected to be available to the public on the university website by summer 2007.

Beginning spring 2007, the School of Pharmacy will begin providing the pass-fail rates of its graduates on the pharmacy licensing exam on the university website.

PUBLIC INQUIRIES: The University Charter will be added to the website in 2007.

COMMUNICATIONS WITH INTERNAL AND EXTERNAL AUDIENCES: A discussion of the university's responsibilities regarding the accuracy and consistency of externally disseminated information was held with the University General Counsel and the vice president of university advancement during summer 2006. As a result, both parties have made a number of commitments to address this issue.

First, a public relations policy will be developed to ensure that all communications with internal and external constituencies are scrutinized for accuracy and consistency with the university's mission and vision. The policy will be formulated during spring 2007 with the goal of obtaining approval of the UEC and Board by spring 2008.

Secondly, the university will address the need to consistently provide accurate and current information on its website by developing a process regarding the updating of this portal. This process should be ready by fall 2007.

ACADEMIC CATALOG: A process will be developed to ensure that all printed materials are scrutinized for accuracy and consistency with the university's Academic Catalog. This process should be ready by spring 2008.

ADMISSIONS INFORMATION, DEGREE REQUIREMENTS AND EDUCATIONAL COSTS: The university currently collects information

regarding the overall length of study and the likely extent of student indebtedness upon graduation. Beginning in summer 2007, the university will begin publishing this information on its website.

BOARD MEMBERS, DECISION-MAKING PERSONNEL AND FACULTY: All Board members sign off on a conflict of interest questionnaire that indicates any affiliations they have as well as those that might be considered in conflict with their service on the Board of Trustees. They also fill out a form that discloses any interest, share or ownership they, or any of their immediate family members, have in companies, partnerships and/or corporations. Beginning summer 2007, the university will publish the professions and principal place of business of its Board members.

The information concerning conflict of interest is published on an annual basis in the external auditor's report and, as a private institution, justifiable requests for such information are accommodated.

Starting fall 2007, the various schools will begin publishing lists of the disciplinary affiliations of the full-time and part-time faculty.

BRANCH CAMPUSES, COURSE OFFERINGS, AND ACADEMIC SUPPORT SERVICES: The university recognizes the need to ensure that course offerings are current and accurate. As a result, the 2007-08 Academic Catalog will omit all courses that were not offered for two consecutive years and not planned to be offered during the third year.

STUDENT BODY, EDUCATIONAL GOALS, CLAIMS OF EXCELLENCE, AND ACCREDITATION: Beginning fall 2007, the university will make public the demographic makeup of the LAU student body.

Starting fall 2007, the Admissions Office will begin publishing the rates of admission on the university website.

INSTITUTIONAL EFFECTIVENESS

In most cases, LAU has been effective in providing information to the general public and its various constituencies. However, specific, but isolated, informational gaps have been identified and brought to the attention of the university administration.

There is a general expectation that the Publications Office should review all publications for accuracy and consistency as

well as regularly update the university website, which was revised in March 2006. In addition, the Relations Office has specific internal policies governing its operations. The Relations Office is intended to be the primary avenue for media relations and news releases. However, the lack of formal policies codifying the sometimes overlapping responsibilities of the Publications and Relations Offices constitute a challenge to the university's overall effectiveness in providing adequate, accurate, and timely information. Furthermore, the Publications and Relations Offices do not have policies and processes to ensure that they will interface with other campus constituencies in order to uphold their responsibilities. Efforts are underway to ensure that the Publications and Relations Offices will review all communications for accuracy and consistency with the university's mission and vision and to regularly update the university website.

Exhibits

- 10.1 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 10.2 *General Information webpage*
<http://www.lau.edu.lb/general-info.html>
- 10.3 *University News and Events webpage*
<http://www.lau.edu.lb/news-events.html>
- 10.4 *LAU publications by the Publications Office*
- 10.5 *LAU Website*
<http://www.lau.edu.lb>
- 10.6 *Relations Office Interview*
- 10.7 *Academic Catalog 2005-06*
- 10.8 *Student Code of Conduct webpage*
http://studentaffairs.lau.edu.lb/Beirut/php_ver/offices/dean_off/content/code_conduct.html
- 10.9 *Timeline for Academic Catalog Revision*
- 10.10 *Alumni Affairs interview*
- 10.11 *Alumni Office website*
<http://intranet.lau.edu.lb/alumni/abootaa/index.html>
- 10.12 *Admissions Office website*
http://studentaffairs.lau.edu.lb/Beirut/php_ver/offices/admissions/index.html
- 10.13 *Academic Rules and Procedures for Undergraduate Programs webpage*
<http://www.lau.edu.lb/academics/rul>

- [es-regs.html](#)
- 10.14 *Tuition and Other Fees webpage*
<http://www.lau.edu.lb/administration/fees/index.html>
- 10.15 Current Full-time Faculty Members webpage
<http://www.lau.edu.lb/academics/faculty.html>
- 10.16 Primary Administrative Officers webpage
<http://www.lau.edu.lb/administration/executive-officers.html>
- 10.17 Board Members list webpage
<http://www.lau.edu.lb/general-info/board-leaders.html>
- 10.18 *Centers and Institutes webpage*
<http://www.lau.edu.lb/centers-institutes.html>
- 10.19 a. Beirut SDEM Activities webpage
http://studentaffairs.lau.edu.lb/Beirut/php_ver/activities/index.html
 b. Byblos SDEM Activities webpage
http://studentaffairs.lau.edu.lb/Byblos/php_ver/index.html
- 10.20 a. Online Course listing
https://webserv.lau.edu.lb/pls/ban7prod/bwckschd.p_disp_dyn_sched
 b. Online Course Catalog
https://webserv.lau.edu.lb/pls/ban7prod/bwckctlg.p_disp_dyn_ctlg
- 10.21 *The School of Pharmacy website*
<http://www.lau.edu.lb/academics/school-phar>
- 10.22 Pharmacy Licensing Exams
- 10.23 *LAU in the News website*
<http://inhouse.lau.edu.lb/clippings>
- 10.24 a. *Faculty Gazette website*
<http://www.lau.edu.lb/news-events/gazette.html>
 b. *Faculty Gazette*
- 10.25 a. *President's Message*
<http://www.lau.edu.lb/news-events/news/vision/plan.html>
 b. NEASC accreditation website
<http://neasc.lau.edu.lb/>
- 10.26 a. Sample of non-reviewed publications
 b. Sample of non-reviewed communiqués
- 10.27 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>

INTEGRITY

DESCRIPTION

ETHICAL BEHAVIOR IN MANAGING THE UNIVERSITY: In accordance with the spirit of its founders, Lebanese American University is committed to ethical dealings as shown in its Code of Ethics and Fraud policy [Exhibit 11.1]. Both of these were revised and approved by the Board of Trustees in March 2006.

INTEGRITY IN RELATIONS WITH INTERNAL AND EXTERNAL CONSTITUENCIES: The Academic Catalog states that the goals of the university are to promote social connectedness within Lebanon while providing access to a superior education for men and women from Lebanon, the Middle East, and other countries in an atmosphere that reflects the highest ethical and moral standards. As evidence of this commitment, the university states its admissions policies [Exhibit 11.1] for graduate and undergraduate students on the university website and in its academic catalog. These are further reinforced by discussions regarding academic rules and regulations for undergraduate and graduate programs in the Academic Catalog [Exhibit 11.2]. All of these regulations are periodically reviewed; the most recent revision took place in fall 2006.

The Student Code of Conduct and Student Code of Ethics [Exhibits 11.3a & b] address the issues of plagiarism, dishonesty and related behavioral issues. To further support this code, the university has obtained a license for faculty to use *Turnitin* to detect the existence of plagiarism in student papers and projects. In addition, the university has encouraged students to join the *Bicharaf* (“with honor” in Arabic) initiative. *Bicharaf* endorses voluntary promotion of and adherence to norms of academic integrity [Exhibit 11.4].

The university’s Advancement policy [Exhibit 11.1], which defines its responsibilities toward its many stakeholder groups, was revised in March 2006. The well-being of the LAU “family” is a key concern of the university and as such, the university recognizes the need to ensure that faculty members are treated fairly in terms of gaining promotion and limited tenure, among other human resources issues. The procedure for faculty promotion is

included in the faculty manual [Exhibit 11.5] which is regularly distributed to all faculty members.

An integral part of the faculty evaluation process for promotion is the Committee of Peers with its role being defined as follows: “...The work of this committee will be subject to the promotion criteria in the Personnel policy’s faculty section and the evaluation and promotion procedures as approved by the Executive Council of the University”. The university has also acted to align inter-disciplinary salaries for all full-time faculty with existing market conditions.

According to the section on faculty in the Personnel policy [Exhibit 11.1] the annual faculty evaluation process is based on teaching aptitude, service to LAU, university activities and initiatives, and research and/or creative work (primarily involving the professorial ranks). Faculty evaluations form the basis for “salary raise recommendations” as stated in the minutes of the VPAA-Deans meeting held on May, 24, 2005 [Exhibit 11.6]. Faculty receive a yearly reminder regarding evaluation criteria as well as the process [Exhibit 11.7a] for retention and promotion.

Prior to September 2006, the university did not have a formal faculty grievance council.

The Academic Welfare Council served as an appeals council in cases involving faculty rights, inequities in salary or rank, or dismissal. The Academic Welfare Council decisions required the approval of the University Executive Council. During the September 2006 meeting of the Board of Trustees a Faculty Grievance Council (FGC) and a Faculty Welfare and Promotion Council (FWPC) were established in accordance with the new faculty governance system. These developments stem directly from *Strategic Plan 2005-2010 (SP 05-10)*. The FGC is concerned with general grievance cases while the FWPC is specifically concerned with grievances pertaining to academic freedom and promotion and tenure. In the case of students, the University Executive Council is the only council that renders final decisions on student disciplinary actions and academic dishonesty.

No separate grievance council for staff exists. The Personnel policy’s staff section [Exhibit 11.1] spells out the rights and duties of

university staff, however. Staff are evaluated on a yearly basis [Exhibit 11.7b].

The university's Advancement policy [Exhibit 11.1] defines the university's role as a not-for-profit organization as well as its relationships with a variety of external and internal constituencies. The university is committed to avoiding any possibility of corrupt practices and has established a Conflict of Interest Policy for Officers and a Conflict of Interest Policy for Trustees [Exhibit 11.1].

ETHICAL APPROACHES TO THE PURSUIT AND DISSEMINATION OF KNOWLEDGE: While the faculty at LAU focus on their teaching and student advising responsibilities, many members are also involved in fundamental and applied research. The university's Academic Affairs policy guarantees freedom of inquiry for the faculty. In support of this belief, the university's Academic Affairs policy [Exhibit 11.1] is stated in its Academic Catalog and on the university website.

Since scholarly contribution constitutes 30% of a faculty member's annual evaluation, LAU recognizes its responsibility for creating an atmosphere that is conducive to conducting research and fostering creative activity. Indeed, *SP 05-10* initiative 1.8 [Exhibit 11.8] calls on the university to create mechanisms within the respective schools to recognize faculty excellence in this regard.

The goals of maintaining excellence in research and instruction are particularly dependent on access to information. Thus, *SP 05-10* action step 1.6 [Exhibit 11.8] includes a number of initiatives related to information access. The LAU libraries have been increasing access to a variety of on-line databases and journals as well enlarging their book collections. The university also recognizes access to electronic information sources is dependent on superior Internet availability and provides wireless access to all members of the university community. At the same time, LAU understands the need for these services to be used responsibly. To meet this goal, LAU's Computer and Network policy [Exhibit 11.1] outlines the appropriate use of the university's computers and information system.

As part of a continuing effort to maintain instructional quality and integrity in the assignment of grades, all faculty at LAU are required to submit comprehensive course files

at the end of each semester. These provide information that the deans and chairs can use to evaluate teaching and grade assignments.

Since instruction and research are priorities at LAU, both libraries work with faculty to ensure that their departmental needs are met within the UEC approved budget. The acquisition process is detailed in the *Library Acquisition Procedures and Operation Manual*. The library system at LAU is discussed in chapter 7.

CHARTER AND ACCREDITATION: LAU's charter was granted by the Board of Regents of the University of the State of New York and, in accordance with *Law Pamphlet 9* [Exhibit 11.9] of the New York State Education Department, the university is authorized to offer specific degrees. The university has a constitution and bylaws [Exhibit 11.1] that are in full conformity with this charter as well as the education laws of the State of New York and Lebanon. The School of Pharmacy at LAU holds membership in the American Association of Colleges of Pharmacy and the Doctor of Pharmacy program is fully accredited [Exhibit 11.10] by the Accreditation Council for Pharmacy Education (ACPE).

NON-DISCRIMINATORY POLICIES AND DIVERSITY: LAU prides itself in the diversity of its student body. As part of its mission to become a world-class institution of higher learning, the university has incorporated the goal of diversity as a component of its developing enrollment management program in *SP 05-10* action step 2.1 [Exhibit 11.8]. Although there are no equal opportunity laws in Lebanon, LAU is committed to securing a highly qualified and diverse faculty. To accomplish this goal, LAU supports equal employment opportunities and so states on all position announcements. Furthermore, it has an established policy in which any equal opportunity complaints are handled privately and internally and any faculty, staff or student can raise a complaint before the Board of Regents.

LAU also has a policy on sexual harassment [Exhibit 11.1]. This policy is periodically reviewed and approved by the Board of Trustees. In addition, the university has a diverse student body and seeks to promote an environment that is free of all forms of discrimination. With the goal of equal access

in mind, the university has established policies and procedures [Exhibit 11.1] for its need-based financial aid program.

There is no Lebanese equivalent of the Americans With Disabilities Act. Nevertheless, LAU has made its newer buildings handicapped accessible, but many of the older buildings in Beirut and most of the Byblos campus do not allow the university to offer services to individuals with severe disabilities. While the university is committed to making improvements in this area, the admission of students with “special needs” is by necessity handled on a case-by-case basis.

The university maintains a commitment to spreading cultural understanding in its curriculum, as seen in *SP 05-10* action step 1.4 [Exhibit 11.8]. While there are no specific scholarships to promote diversity, the university has a number of clubs and organizations designed to promote cultural understanding. These groups organize activities to maintain contact with their own cultures as well as activities to introduce their cultures to other students.

MANAGEMENT OF ACADEMIC, RESEARCH, AND SERVICE COMPONENTS: LAU has taken steps to ensure that faculty members have equal access to research funding. As part of that effort, all applications for funding are submitted to the University Research Council in accordance with its current rules and procedures [Exhibit 11.11].

SPONSORED CONFERENCES, INSTITUTES AND WORKSHOPS: As part of its goal to provide intellectual and cultural enrichment to the wider community in Lebanon and the Middle East overall, LAU has sponsored many conferences over the previous six years, many of which have drawn presenters and participants from throughout the world. As further recognition of its responsibility to those outside of the university community, LAU also operates 16 centers and institutes dedicated to the advancement of research and learning in specific areas of interest.

Mindful of its historical role in the education of women in Lebanon and the greater Middle East, LAU continues to encourage research and academic inquiry into the issues facing women in this region. Paramount in this effort is the university’s support for the Institute for Women’s Studies in the Arab World

(IWSAW), which, for over 30 years, has encouraged quality research in women’s issues while serving as a catalyst for changes in public policy.

Students majoring in a number of professional programs are required to participate in internship programs. Currently, there are no formal policies governing the protection of student rights while working at off-campus locations. Currently, the School of Pharmacy is the only program that can use human participants in medical research beyond asking human subjects to participate in basic survey research. Rules and regulations regarding human research in the pharmacy school are still in the elementary stages of development and there is currently no university policy regarding human participation in research.

RIGHTS, RESPONSIBILITIES, AND GRIEVANCE PROCEDURES: The rights of all members of the LAU community are detailed, along with the individual and collective responsibilities inherent in exercising these rights, in the university’s Rights and Responsibilities policy [Exhibit 11.1].

The rights and responsibilities of the LAU student body are defined in the Student Code of Conduct. From a non-academic perspective, the Student Campus Life Council shoulders the responsibility of assisting in the evaluation and implementation of all non-academic activities not specifically delegated to the schools. The university catalog and website reference the rules for student appeals [Exhibit 11.2, p.40] and the Student Code of Conduct [Exhibit 11.3a].

The rights and responsibilities of the LAU faculty are detailed in the Academic Affairs policy, the Personnel policy’s faculty section and the Faculty Bylaws [Exhibit 11.1]. Along with faculty duties and responsibilities, these documents also detail the process by which the faculty as a whole can institute a review of an action by any school or council, and policies regarding faculty qualifications, appointments, promotion, benefits, evaluation, retirement, and employment termination. The university discusses the benefits available to all employee groups along with grievance procedures in the Personnel policy’s benefits section [Exhibit 11.1]. These policies were revised in March 2006.

The rights and responsibilities of non-teaching personnel at LAU are detailed in the Personnel policy's staff section [Exhibit 11.1].

This document, which governs working hours, wages, evaluation, discipline and termination, was also revised in March 2006.

APPRAISAL

ETHICAL BEHAVIORS IN MANAGING THE UNIVERSITY: The university is committed to dealing with its various constituencies in an open, forthright, and honest manner. LAU strives to exhibit the highest level of honesty in its relations with all stakeholder groups and has adopted a wide range of policies and procedures designed to ensure that the university's operations and communications are managed with the maximum degree of integrity and in full compliance with its legal obligations [Exhibit 11.12].

INTEGRITY IN RELATIONS WITH INTERNAL AND EXTERNAL CONSTITUENCIES: The university has in place appropriate policies and procedures regarding relationships between various university constituents. Action step 4 of *SP 05-10* focuses on strengthening intra-university relationships through enhancing governance and communication channels.

For the sake of transparency and fairness, the university has established a salary schedule for faculty according to academic rank and area of specialization [Exhibit 11.13]. Although the vast majority of information that the university disseminates is posted on the Web as well as discussed in general faculty meetings and distributed via e-mail, some lapses have occurred. In particular, the minutes from Council of Deans meetings as well as meetings between the president and various school faculties have not always been disseminated.

Information sharing within the university thus represents an area of vulnerability. While LAU has been proactive in its creation of policies and procedures regarding information sharing, the rationale behind them and their methods of implementation have not always been clearly explained to those concerned. One example is the faculty evaluation process. Before being instituted in spring 2005, the faculty evaluation process was thoroughly discussed by the Council of Deans. However, the process for submitting evaluation files was not adequately explained to the faculty, resulting in varying levels of understanding. Some faculty members were unable to grasp

the workings of the system or how they would be evaluated. The administration recognized this problem and in accordance with *SP 05-10* initiative 1.7, instituted orientation and mentoring programs for new faculty members [Exhibit 11.8] to provide information on a number of different policies and processes. This was broadened, on an individual school basis, to include workshops on issues such as University Research Council funding and promotion criteria that were open to both new and existing faculty members. Finally, the various schools have begun to develop formal reporting and evaluation guidelines that ensure transparency throughout the annual review process [Exhibit 11.7a].

New procedures for staff evaluations were also not clearly understood and, due to a lack of clear job descriptions, were sometimes difficult to conduct. In accordance with *SP 05-10* initiative 3.2, an external consulting group has begun the process of creating job descriptions for all university staff. [Exhibit 11.8].

The university administration has been active in combating plagiarism by obtaining a license for faculty to use *Turnitin*. Training sessions have been scheduled at the school level so that faculty members can become familiar with the capabilities of this new evaluative tool. It has been decided that all MA theses are to be subjected to *Turnitin* analysis. The university's decision to encourage its students to join the *Bicharaf* initiative has also been very successful. To date, LAU students have become the second largest population of students (among all educational institutions in Lebanon and the Middle East) to have enrolled voluntarily in this initiative.

There is, however, an additional area of concern relating to the protection of intellectual property that has yet to be addressed. At present, there is no formal policy regarding the protection of copyrighted material and as a result, faculty members may be violating copyright laws by distributing copies of materials in class. In addition, while the university has been securing licenses for all software used for administrative and instructional purposes, there is no process in effect which allows the university to check on whether non-licensed software may have been installed or downloaded by students or faculty members.

During the last two years, the university has taken a proactive approach to inclusion. A variety of initiatives were instituted by the new president to increase input in the decision-making process from all members of the LAU community. These have included a number of “retreats” for administrative officers as well as a variety of “open discussion” forums for non-administrative personnel. In particular, the creation of *SP 05-10* was designed to necessitate input from a broad spectrum of university personnel as is LAU’s pursuit of NEASC accreditation. The desire of the university to formally broaden input into the decision-making process resulted in the creation of the Faculty Senate and a Staff Advisory Council. During academic year 2007-08 student councils will also be elected.

ETHICAL APPROACHES TO THE PURSUIT AND DISSEMINATION OF KNOWLEDGE: The goal of maintaining excellence in both research and instruction is dependent on access to information and this is addressed in action step 1.6 of *SP 05-10* [Exhibit 11.8]. As part of this effort, the LAU libraries provide access to an increasing number of on-line databases and journals. Since access to these services is dependent on Internet availability, the university also provides excellent wireless Internet access to all members of the university community. To ensure that these services are used responsibly, computer policies have been established for both general and library usage.

As part of a continuing effort to maintain instructional quality and integrity in the assignment of grades, all faculty at LAU are required to submit comprehensive course files at the end of each semester. These provide information that the deans and chairs can use to evaluate the quality of teaching and the consistency of grade assignments.

CHARTER AND ACCREDITATION: The information provided by the university in regard to its affiliations, charter, and accreditation status is adequate and available for public inspection in the Academic Catalog and on the LAU website.

NON-DISCRIMINATORY POLICIES AND DIVERSITY: The LAU student body is becoming increasingly diverse as more students from outside Lebanon select LAU as their university of choice. The university has responded to this influx of international students by sponsoring national student clubs based on cultural themes and supporting

university-wide cultural events designed to promote cultural dialogue and understanding.

MANAGEMENT OF ACADEMIC, RESEARCH AND SERVICES COMPONENTS: Faculty members are ensured of equal access to research funding for travel, summer study, and sabbatical leaves. This information is provided on the LAU website and through the orientation process for new faculty members.

Our review of this area brought two areas of vulnerability to light, however. These relate to the use of human subjects in research and the university’s responsibilities towards its student interns. Regarding the first issue, there is no formal policy concerning the use of “human participants” and this, of course, is not limited to medical research. Even when the subjects are asked to participate in attitudinal, motivation, or psychological research, their rights as individuals must be guarded. The university also needs to provide better protection for its internship students who are working in off-campus locations.

SPONSORED CONFERENCES, INSTITUTES AND WORKSHOPS: The university has continued its tradition of aiding the development of Lebanon and the region by sponsoring a variety of projects, conferences, and institutes. These provide a venue for intellectual contribution by participants from Lebanon and beyond as well as a means for building resources for the development of the Middle East region as a whole.

RIGHTS, RESPONSIBILITIES, AND GRIEVANCES PROCEDURES: The university is striving to be open and forthright regarding its expectations of and dealings with all members of the LAU community and has established clear policies and procedures regarding the latter’s rights and responsibilities. The rights and responsibilities of the faculty are stated in appropriate policies and in the Faculty Bylaws which are available on the Internet.

The academic rights and responsibilities of the LAU student body are well-defined in the Student Code of Conduct. Finally, the rights and responsibilities of non-teaching personnel, along with information regarding working hours, wages, evaluation, discipline and termination are well detailed in the Personnel policy’s staff section.

PROJECTION

INTEGRITY IN RELATIONS WITH INTERNAL AND EXTERNAL CONSTITUENCIES: The university administration will continue its efforts to combat plagiarism by encouraging faculty to utilize the *Turnitin* program and other measures. A policy for the protection of intellectual property will be developed by September 2007.

ETHICAL APPROACHES TO THE PURSUIT AND DISSEMINATION OF KNOWLEDGE: As a part of its commitment to making information easily accessible to all faculty and to providing for excellence in teaching and research, the university will continue its efforts to implement action step 1.6 of *SP 05-10*.

The libraries are committed to providing print and online resources “adequate in quantity and appropriate in quality” with high levels of currency and relevancy. This commitment is reflected in *SP 05-10* which contains seven action steps relating to IT in teaching, learning and administration.

MANAGEMENT OF ACADEMIC, RESEARCH, AND SERVICE COMPONENTS: A policy addressing the use of human subjects in research is currently being discussed. It is the goal of the university to complete this process during the 2006-07 academic year and obtain UEC and Board approval for the new policy in September 2007. A similar time frame is envisioned for the development of a policy to protect the rights of LAU students who are participating in off-campus internships.

INSTITUTIONAL EFFECTIVENESS

As a part of the university’s commitment to maintaining institutional integrity, the administration and governing body take a proactive approach to educational management. A key component of this effort is the periodic evaluation of all policies and procedures. LAU has performed remarkably well in this area. As such, LAU views its new constitution and bylaws as living documents and these have been subsequently amended in 2004, 2005 and 2006. This review process also extends to the faculty bylaws and all of its administrative policies [**Exhibit 11.1**].

Exhibits

- 11.1 *LAU Manual*
<http://www.lau.edu.lb/administration/policies.html>
- 11.2 *Academic Catalog 2005-06*
- 11.3 *a. Student Code of Conduct*
http://studentaffairs.lau.edu.lb/Beirut/php_ver/offices/dean_off/content/code_conduct.html
b. Student Code of Ethics
- 11.4 “Bicharaf” Website
www.bicharaf.org
- 11.5 *Faculty Manual*
- 11.6 Minutes of the VPAA-Deans meeting of May 24 2005
- 11.7 *a. Faculty Evaluation Form*
b. Staff Performance Review
- 11.8 *Strategic Plan 2005-2010*
<http://strategicplanning.lau.edu.lb/>
- 11.9 *Law Pamphlet 9*
<http://www.counsel.nysed.gov/pamphlet9/home.html>
- 11.10 *The School of Pharmacy website*
<http://www.lau.edu.lb/academics/school-phar/>
- 11.11 *URC Rules and Procedures V2.0*
http://acad-admin.lau.edu.lb/councils/urc/URC_Rules_v2.0.pdf
- 11.12 General Council Interview
- 11.13 Sample Salary Schedule

MISSION STATEMENT, VALUES, VISION, AND GOALS

MISSION

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

VALUES

- In both planning for its future as well as conducting its ongoing daily activities, LAU seeks to act in a manner that is guided by a deep-rooted sense of shared ethical values and aspirations. Built upon this foundation, Lebanese American University:
- Draws its fundamental inspiration from the devotion of its Presbyterian Founders to always seek the Truth, respect human dignity, promote gender equality, and be inclusive;
- Provides educational opportunities as one university with multiple campuses, each with distinctive gifts and attributes;
- Commits to academic and service excellence throughout the institution;
- Demonstrates dignity and respect for and from the Board, faculty, staff and students in word and in deed;
- Celebrates the accomplishments and contributions of all members of the LAU community;
- Succeeds because its people take pride of ownership and are held accountable for their actions;
- Works together as an extended family community that reflects the highest ethical and moral standards;
- Enables individuals to find their own spiritual and personal fulfillment while ever sensitive to the changing global village in which they live;
- Promotes social connectedness of the students to the country of Lebanon; and encourages their commitment to social justice and democracy.

VISION

The Vision of Lebanese American University is driven by its mission and values. The Vision for LAU will be carried out through:

- Providing access to a superior education for diverse undergraduate and graduate students and lifelong learners;
- Attracting and retaining distinguished faculty who excel in teaching, research and community service;
- Enrolling and retaining academically qualified and diverse students;
- Embracing liberal arts in all curricula;
- Creating opportunities for rigorous research and the dissemination of knowledge;
- Developing a close-knit community that excels academically, is intellectually stimulating, and is religiously, ethnically and socio-economically diverse;
- Attracting and retaining a highly qualified staff committed to excellence in service;
- Fostering collaboration across the University in teaching, learning, research and service;
- Providing a state of the art infrastructure and support services that will enrich the student, faculty and staff experience;
- Developing world citizens with a deep sense of civic engagement;
- Promoting the values of peace, democracy and justice.

GOALS

The overarching goal of Lebanese American University is to function as “one University” with two campuses in an effective, efficient and nimble manner. The Strategic Goals are:

Goal 1

To drive LAU to become a world-class institution of higher education

Goal 2

To target enrollment to achieve academic objectives while properly nurturing and supporting students

Goal 3

To provide a service-centered environment that stimulates and facilitates: student growth and development; intellectual and professional development for faculty and staff; scholarly and creative endeavors for faculty, students and staff

Goal 4

To make LAU the higher education employer of choice in Lebanon by instilling a culture of ownership, empowerment, fairness, accountability, integrity, and reward for achievement

Goal 5

To strengthen relationships with the extended LAU community

Goal 6

To demonstrate leadership in providing state-of-the-art systems and infrastructure to properly support academic, student and administrative activities and initiatives

Goal 7

To use financial resources in a well-planned and highly effective manner.

From these strategic goals, eight strategic initiatives were developed and their action steps were developed. A diagram linking the mission, values, vision and strategic goals to the initiatives is given below.

Notes

[illegible]

[illegible]

Notes

NEASC Accreditation Committees

	Chairs	Committee Members
Steering Committee	A. Sfeir, VPAA E. Badr, AVPAP (co-chair)	Huda Abdo, Rima Ariss-Turk (Secretary), Soula Boustany, Salpie Djoundourian, Jim Finlay, Samer Habre, Camille Issa, Abdallah Al-Khal*, Emile Lamah, Roy Majdalani, Cedar Mansour, Nash'at Mansour, John McGill, Aida Naaman, Vatche Papazian, Elias Raad, Ketty Sarouphim, Mars Semaan
Standard/Sub-Standard	Chairs	Committee Members
1: Mission and Purposes 3: Organization and Governance	Cedar Mansour	Nahla Bacha, Elie Haddad, Board Member Jamil Iskandar, Michel Majdalani, Raed Mohsen
2: Planning and Evaluation	Abdallah Al Khal*	Youssef Abi Abdallah*, May Hamdan, John McGill, Walid Touma
4: The Academic Program	Huda Abdo Samer Habre (co-chair)	
Undergraduate Degree Programs General Education The Major or Concentration	Huda Abdo Samer Habre (co-chair)	Rima Ariss-Turk, Soula Boustany, Dima Dabbous-Sensenig, Rock Mehanna, Mazen Tabbara, Janine Zakka
Graduate Degree Programs	Elias Raad Nash'at Mansour (co-chair)	Costantine Daher, Iman Osta, Samer Saab, Paul Tabar
Integrity in the Award of Academic Credit	Salpie Djoundourian	Kristiaan Aercke, Farid Jureidini, Fouad Salibi*
Assessment of Student Learning	Ketty Sarouphim	Anwar Boumosleh, Shereen Nabhani, Iman Osta, Pierrette Zouein
5: Faculty	Camille Issa	Rima Bahous, Ghassan Dibeh, Haidar Harmanani, Ahmad Kabbani, Nabil Semaan*
6: Students	Mars Semaan Vatche Papazian (co-chair)	Ghada Abi Fares, Sami Garabedian, Antoine Lahoud, Laila Massara, Richard Mouawad**, Mona Nabhani, Mayssam Osman**, Elie Samia
7: Library and Other Information Resources	Aida Naaman	Fawz Abdallah, Cendrella Habre*, Nader Houella**, Ahmad Hourri, Marwan Rowayheb, Melissa Stockman*
8: Physical and Technological Resources	Roy Majdalani*	Joe Chbaya*, Maroun El-Daccache, Emile Hanna*, Joe Syriani*, Wadih Zaatar*
9: Financial Resources	Emile Lamah*	Charles Abou Rjeily*, Jean Chatila, Ghassan Jahshan*, Josiane Sreih,
10: Public Disclosure 11: Integrity	Jim Finlay	Magda Abu-Fadil, Irma Ghosn, Victor Khachan, Manal Yunis

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