

INTERIM REPORT

INSTITUTIONAL SELF STUDY 2009



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

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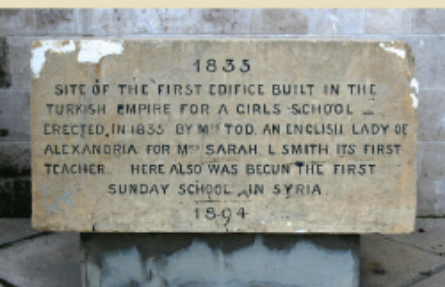
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LAU MILESTONES

1835

The engraving on this stone, found near the National Evangelical Church of Beirut, refers to the school for girls established in 1835 by American Presbyterian missionaries that was later to become LAU.



1927

The University became the American Junior College for Women.

1948-49

The College program was expanded into a University-level Institution & named Beirut College for Women (BCW)



1955

BCW was granted an Absolute Charter including the authority to grant BA/BS, AA and AAS degrees.



1973

The College accepted men into the AA programs, & changed its name to Beirut University College (BUC).

1974-75

Five BA/BS majors were opened to male students & in 1975, men were admitted to all majors offered.



The Board of Trustees resolved to create the branches at Byblos & Sidon & the Board of Regents amended the Charter to include the two branches

1985



The Board of Trustees decided to change the Institution into a University with 4 Schools; Arts & Science, Business, Engineering & Architecture & Pharmacy

1991



The Board of Regents approved the amended Charter changing the College to a University & adopted the new name, the Lebanese American University, with the authority to confer Masters & Professional Degrees.

1994



The Government granted LAU a license to operate a Medical School and a Nursing School

1999



NEASC granted LAU accreditation candidacy status.

Sept. 2007, the Board of Trustees approved the establishment of the School of Nursing.

2007



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The University of the State of New York
Education Department

LEBANESE AMERICAN UNIVERSITY

AMENDMENT OF CHARTER

This Instrument Witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York at their meeting of September 17, 1999,


An application having been made by and on behalf of the trustees of the Lebanese American University, for an amendment of its charter, it was

Voted, that the provisional charter of the Lebanese American University, located in the city, county, and state of New York, which was granted by action of the Board of Regents under the corporate name "Beirut College for Women" on April 21, 1950; which provisional charter was amended by Regents action on March 25, 1955 and, as so amended, made absolute; which absolute charter was amended by Regents action on January 28, 1966, January 24, 1973 to change the corporate name to "Beirut University College," to make the College coeducational and with respect to the number and method of election and terms of office of trustees and the distribution of assets upon dissolution, November 14, 1985 and July 22, 1994 to change the corporate name to "Lebanese American University," to permit the University to transfer its campus in Zouk Mosbeh (Louaizeh Branch) to new facilities in Byblos, to be known as the Byblos Campus, to permit the University to rename the Makassed Branch in Sidon to "Sidon Campus" and to add authority for the University to confer the degrees of Master of Science (M.S.) and Master of Arts (M.A.) at its Beirut Campus and of Bachelor of Arts (B.A.), Bachelor of Architecture (B.Arch.), Master of Science (M.S.) and Master of Arts (M.A.) at its Byblos Campus be, and the same hereby is, amended to add authority for the University to confer the degrees of Bachelor of Engineering (B.E.), Bachelor of Science in Pharmacy (B.S. in Pharm.) and Doctor of Pharmacy (Pharm.D.), all at its Byblos Campus.



Granted, September 17, 1999, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 22,802.


Chancellor


President of the University and
Commissioner of Education

I. PREFACE

On behalf of the Lebanese American University (LAU), we are honored to present to the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) this report in fulfillment of a requirement for full accreditation.

In conjunction with the establishment of the first five-year strategic plan in 2005, we at LAU decided to embark upon an accreditation journey which proved to be immensely beneficial to our institution. We approached the Commission on Institutions of Higher Education of NEASC, which responded positively to our request for accreditation eligibility. The NEASC eligibility visit to LAU took place in April, 2007, was crowned with success, gave us momentum to seek accreditation candidacy, and inspired our Accreditation Steering Committee. As a result, the Steering Committee, with the participation of the entire university community, completed an excellent self-study which led the Commission to grant us candidacy status in the fall of 2007. As we were making significant progress responding to the concerns raised in the visiting team's report to the Commission, and later articulated in the Commission's letter to the LAU President in November, 2007, we decided not to wait for five years to apply for full accreditation. Thus, we went back to the Commission and asked whether the interim report we were asked to submit to the Commission in Fall, 2009, could be considered, along with a response to our progress in meeting all the Commission's standards, an interim report/self-study for full accreditation. We were grateful for the Commission's positive response to our question.

We are happy to inform you that writing this interim report/self study has been rewarding. It is divided into two parts; the first meticulously addresses the concerns raised by the Commission in its letter to the LAU President on November 1, 2007: coordinating, integrating, and strengthening all university planning; developing the University's evaluation capacity; implementing new governance mechanisms for faculty, staff, and students; increasing full time faculty in all program areas; implementing the University's facilities plans for new and renovated space; establishing the medical school and, within it, the nursing program; and meeting the institution's goal of "one university." The second part of the interim report/self study addresses all the remaining standards of the Commission.

The interim report/self study was prepared by the Steering Committee, under the leadership of our Provost, Dr. Abdallah Sfeir. In preparing this report we were driven by a strong commitment to our mission, to academic excellence and excellence in everything we do, by inclusiveness that welcomes diversity, and by service to others without discrimination. We were inspired by our dedication to honesty, transparency, and open-mindedness. We addressed our weaknesses with courage and were proud of our strengths and achievements. These include being one university with two major campuses; integration of our planning; the progress made in the area of assessment, hiring of more full time faculty; faculty, staff, and student governance; and faculty work loads. We have established an institutional research office to make sure that we have a centralized set of data which will guide the decision-making progress. Our sense of direction is clear. We have become a learning organization, creative, and well on our way to becoming a cutting-edge institution in American higher education in the entire Middle East.

Our provost, Dr. Abdallah Sfeir, assisted by Dr. Elie Badr, meticulously and most capably shepherded the preparation of this important report. He will give you a full description of the process we followed in completing this self study.

On behalf of the entire University community, our Board of Trustees, our Board of International Advisors, students, faculty, and staff, I extend our profound gratitude to the Commission on Institutions of Higher Education (NEASC) for giving us the opportunity to apply for full accreditation and in the process to become a better institution. I also extend my thanks to the LAU community for coming together and preparing an honest, responsive, and responsible self study for your consideration. I hope you will be satisfied with the fruits of our labor.

Thank you

Joseph G. Jabbra, Ph.D.

President

II. INTRODUCTION

HISTORY OF LAU

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

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

The American school for girls established in 1924, which is considered the birth date of LAU, grew out of this early Presbyterian mission. In 1927 the American Junior College for Women (AJCW) became a separate institution and was transferred to Ras-Beirut.

The historical development and major milestones of the LAU's history are outlined inside the front cover. Despite this long chain of transformation, the Lebanese American University continues to derive its inspiration from, and pledges fidelity to its Presbyterian founders. The institution's changes of name reflecting the adoption of revised missions and program offerings, came partly as a normal development in line with the changing world of higher education, but were also often prompted by a changing local political and social conditions as they evolved from Ottoman times to the present day independent Lebanon.

By 1950, AJCW transformed into a four-year institution of higher learning and became Beirut College for Women (BCW). In 1955, the Board of Regents of the State University of New York chartered the college, and in 1970 the Bachelor's degree was recognized by the Lebanese government as equivalent to the *License*, (three-year university degree in today's European Bologna accords parlance). In 1974, and in order to grow enrollment enabling the offering of more programs and majors, the college became co-educational and was renamed Beirut University College (BUC).

The institution faced major challenges during the 1975-1990 Lebanese war, its enrolment plunging by over 80% in Fall 1976. However the institution came together and stubbornly faced the challenges with the help of benefactors and alumni. While the country was being dismembered and destroyed, BUC continued to provide young men and women with 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, a twenty-minute ride from Sidon on the newly built highway.

Up to the late eighties, program offerings were limited to majors in the Schools of Arts and Sciences and Business; the Schools of Engineering and Architecture, and Pharmacy were added in the early nineties. During most of this era, the University was under the leadership of Dr. Riyad Nassar who served as President from 1984 to 2004.

LAU's historic roots positioned it as the University of choice for women's education in Lebanon and the region. Faculty, staff and administration's caring attitude to students carried over to the present day, imparting a reputation of an institution that is student centered. This is further reaffirmed and reflected in LAU's mission, vision and values.

A major change in the student population occurred in the eighties with the substantial increase of Lebanese students. Whereas local 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. About two thirds of students receive their education mainly in French and Arabic before joining LAU. While they all have some knowledge of English, most have to join special pre-college remedial English language courses before they can fully enroll in the major of their choice. This specificity of LAU, not normally found in an American Institution operating in the US, has a high impact on enrollment and faculty profiles and statistics that are covered in the body of this report.

RECENT HISTORY; SETTING THE CONTEXT

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 a strategic plan through an inclusive and open process, led and conducted by a committee of designated faculty and staff of the University to provide opportunities for input and participation from virtually all members of the University community. The LAU Strategic Plan 2005-2010 was completed in the following eleven months, and approved by the Board of Trustees in September 2005. Much of the development of the University over the following four years was driven by (i) the Strategic Plan, (ii) the Board's decision to go ahead with plans to open a School of Medicine and a School of Nursing, and (iii) the work on accreditation that provided a solid framework on which to build.

LAU followed up on contact with NEASC initiated in 2003 while developing its strategic plan. 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. This was also an opportunity for Dr. Brittingham to understand what makes LAU tick, and *"whether the duck was a duck!"*

When LAU engaged in the process and submitted a report to the Commission of Institutions of Higher Education of the New England Association of Schools and Colleges (CIHE-NEASC) on how it meets the requirements for affiliation, much of the Strategic Plan was still essentially ink on paper. A team representing the Commission visited LAU in April 2006 to validate the Eligibility report. The team was composed of Dr. Richard Pattenau, then President of the University of Southern Maine, Dr. Charles Hadlock, Trustee Professor of Technology, Policy, and Decision Making, Bentley College, and Dr. Barbara Brittingham, Director, CIHE. Based on the University's report and that of the team, the Commission on Institutions of Higher Education concluded that LAU is eligible to apply for candidacy for accreditation.

Not surprisingly, the Commission focused on the capability of the University to transform its plans into action, suggesting to give particular attention to the institution's success, remaining challenges, and plans regarding:

- Implementation of the Strategic Plan.
- Implementation of the new governance model, following the election of Faculty Senate.
- Understanding what and how its students are learning and using the results for improvement.
- Establishment of the Medical School.
- Changing the teaching load from 4/4 to 3/3 with the accompanying need for additional full-time faculty and increased expectations for faculty scholarship.

Work on the self-study progressed in parallel with the application for eligibility, focusing essentially on the "Description" and using data for academic year 2005-2006 as a base. Special care was exercised to make the process as inclusive and participative as possible. Benefitting from the work on the Strategic Plan that took place in the previous year, wide consultations took place with various constituencies 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. This division of labor greatly facilitated the task of preparing the self-study. The steering committee met monthly on Saturdays, 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 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. Based on the NEASC standards and the advice of the Commission, 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.

The LAU Institutional Self Study was submitted in March 2007 [\[Exhibit II-1 Self-Study 2007\]](#). Specific findings and appraisals on how LAU meets, or falls short of meeting, the NEASC standards were covered in the body of the self-study under each of the 11 standards. Where needed, projected actions to remedy identified weaknesses or shortfalls were included in the projection section of each chapter. The Self Study also covered progress on the five specific areas specified in the Commission's response to the Application for Eligibility, and plans to address the remaining challenges.

The accreditation visit took place from April 15-18, 2007, with a four-person team chaired by Dr. Richard Freeland, President-Emeritus of Northeastern University and composed of Dr. Bruce Mallory, Provost of the University of New Hampshire, Mr. Robert Foose, Special Assistant to the President of Vermont Law School, and Dr. John Burns, Associate Academic Vice President at Boston College. The team also benefited from the assistance of Dr. Gerald Francis, Professor Emeritus of Mechanical Engineering at the University of Vermont, who could not participate in the visit but who also participated in the evaluation based on LAU's materials submitted to the commission. The visit included focused sessions with institutional representatives on each of the eleven NEASC standards, special additional sessions on governance and assessment, and open meetings for both faculty and students, as well as individual meetings arranged during the course of the visit.

The team submitted its findings to the Commission in July, and a copy was sent to the University for its input. President Jabbra sent his response and comments on the team's report shortly afterwards. In its report, the team thanked and acknowledged the University's leadership for "providing the impetus and drive for accreditation...giving unfailing attention to every stage of the candidacy, and inspiring the impressive efforts by his campus community".

The team showed great appreciation to the NEASC Self-Study Committees which labored diligently and competently over many months to prepare for the visit. The team's report mentions that "Every aspect of the work was well done... The Self-Study constitutes a comprehensive, thoughtful and remarkably candid characterization of LAU in relation to the NEASC standards. The backup documentation assembled in the work room was complete, well organized, and impressive testimony to the seriousness with which LAU is working to assure and enhance institutional quality".

Summarizing their impressions, team members stated that "LAU is in the midst of dramatic and far reaching institutional change. As the team got to know LAU, it became increasingly clear that Dr.

Jabbara, building on the work of his predecessor and with strong support from the University's Trustees, has launched LAU on a developmental process that is touching every aspect of life for faculty, staff and students. The breadth and depth of that change is captured most comprehensively in LAU's Strategic Plan, which contains a new statement of institutional mission, as well as the values that inform LAU's work and the vision that frames its purposes.

Members of the visiting team were deeply impressed by the extensiveness of the work undertaken by the LAU community through the Strategic Planning process. The student experience is being enhanced around the values of academic excellence in the classroom and student centeredness in the work of the entire institution. The intellectual environment is being intensified by heightening the emphasis on faculty scholarship and research. The administrative culture is being recast in the direction of greater openness, inclusiveness, and equity. These changes are all appropriate and fully consistent with LAU's overall goal of recognition as an accredited, American University.

The visiting team was also impressed by the enthusiasm and energy with which the LAU Community has embraced the challenge of turning general directions of change initiated by its leadership into new policies, practices and programs. The amount of work required to implement the Strategic Plan is immense, and it is being done and done well with good cheer and seriousness of purpose by many members of the Campus Community. Our open meetings with faculty, staff and students confirmed the impressions we formed in meetings with those closest to the Strategic Planning process: that the changes are being welcomed with enthusiasm. The level of energy at LAU is high. The spirit of positive engagement is evident."

In its reply, the University agreed fully with the team's assessment, found it to be factual, comprehensive, properly interpretive and providing good advice as to the issues that still need to be addressed by LAU. We were gratified to note the team's assessment that the institution fulfills standards one, six, seven, nine and eleven, and has made great strides and is well positioned to fulfill the remaining standards.

The Commission hosted Dr. Freeland and President Jabbara and listened to their presentations at its meeting of 21 September 2007. In that meeting the Commission recommended to the NEASC Board to grant LAU the Candidacy status commending "the University on the progress it has made toward fulfilling the Commission's Standards and its commitment to using the Standards as a framework for ongoing institutional improvement. The Commission also commends the University community on its strong sense of institutional mission and commitment to its students in a complex and challenging environment. Beyond its considerable endowment and other material resources, LAU enjoys strong and visionary leadership and dedicated faculty and staff serving a diverse and capable student body."

The Commission's decision also called on the University to submit a report for consideration in fall 2009, giving emphasis to the institution's success in:

1. Strengthening the University's planning, including the development and coordination of enrollment, facilities, academic, and financial planning with the strategic planning and the development of integrated planning in all departments;
2. Developing the University's evaluation capacity, with a particular focus on assessment of student learning outcomes in general education and the majors, and periodic program review;
3. Implementing the new governance mechanisms, especially the Faculty Senate and related faculty councils, as well as the development of staff and student governance;
4. Ensuring sufficient full-time faculty in all program areas;
5. Implementing the University's facilities plans for new and renovated spaces;
6. Implementing the medical school and, within it, the nursing program;
7. Meeting the institution's goal of 'one university';

Not surprisingly, the recommendations above overlap to a great extent with the advice given to the institution by the team that carried out the Eligibility visit, as well as the list of actions that were developed as a result of the Strategic Plan.

While the Strategic Plan, Eligibility and Candidacy processes were taking place, the institution was already engaged in addressing many of these issues, however, much of the progress was not

mentioned in the self-study as it was still mostly work in progress. This gave us assurance that, by the time the Commission will receive the Interim Report, the University would have made major strides and progress on the issues raised by the Commission and on meeting the Standards of the Association.

In Spring 2008, President Jabbra asked the Commission to consider LAU for initial accreditation upon assessing the results of LAU's evaluation visit of Fall 2009. The Commission accepted this request and asked the University to present a comprehensive report focusing on the seven areas listed earlier, but also providing an overall account on LAU's standing vis-à-vis the standards.

WHAT HAVE WE LEARNED?

Retrospectively, it is important to reaffirm again that the guidance offered to us by the CIHE staff to stress as much on the process as on the final written document has been extremely valuable. The accreditation process has impacted the University, its faculty and staff, in many ways, not all of them visible in the final Self-Study document.

In the previous self study, we described how the thinking of faculty and staff shifted from considering accreditation as being a pass/fail test to learning how self-evaluation and assessment can improve the way we carry our business. "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 process of debating, 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 replaced – most of the time – by candid and constructive observations.

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.

Throughout this work, the self-study 2007 and the current report has been a very rewarding learning experience to a large number of LAU faculty and staff. This culture that has started to spread in the University has made LAU a better learning institution. The Candidacy status has also permitted us to share with the work of the association, and view ourselves as partners with colleagues of other member institutions. The lessons learned from the process and this partnership will have long lasting impacts on LAU, and is crucial for fulfilling our mission to provide American type education outside of the US.

STRUCTURE OF THE PRESENT REPORT

The format and structure of the present document is unconventional since it is intended to be an interim report but also used by the accreditation team and the Commission to consider LAU for full accreditation. This format was adopted in consultation with the CIHE Director and staff.

The substantive part is covered in two chapters: Chapter III covers progress made on the seven areas highlighted by the Commission that were listed earlier, and Chapter IV covers progress on the projections that the University had committed to implement in its first Self-Study 2007, as well as the standing of the institution as regards the NEASC Standards.

The contents of chapter III essentially touch on each of the eleven standards covered in chapter IV. While kept at a minimum, some redundancy between the two chapters is nevertheless inevitable, and sometimes intentional for the sake of completeness. To this end, cross-referencing is used when appropriate.

Abdallah Sfeir, Chair of the Steering Committee

Elie Badr, Co-Chair of the Steering Committee

III. AREAS OF EMPHASIS

This chapter covers the progress made by LAU on the seven priority areas mentioned in the commission's report under the general headings of: (a) integrated planning, (b) evaluation and assessment, (c) governance, (d) full-time faculty, (e) facilities, (f) medical and nursing schools, and (g) "one university".

III-A. INTEGRATED PLANNING

The Commission advised the University to assess its success in "*Strengthening university planning, including the development and coordination of enrollment, facilities, academic and financial planning with strategic planning, and the development of integrated planning in all departments*"

Until recently, planning at Lebanese American University was largely decentralized. Individual departments developed their own plans with minimal interaction with other units. This began to change in 2004 with the recognition of the need for integrated planning and the launching of *Strategic Plan 2005-10* (SP 2005-10). The University can now demonstrate that it has implemented systems and policies, insuring that all constituents work in unison in planning future projects, be they academic, or related to facilities or finance. The investment in time and effort to build such a system, will be long lasting, and should provide a strong basis on which to build the next strategic plan without the need to rely heavily on external consultants as was the case five years ago.

Indeed, the University has now established well articulated and integrated plans in: Academia, Enrollment Management, Financial Aid, Facilities, Information Technology, Marketing, Development, and Finance. Most of these plans have been approved or about to be submitted to the approval of the Board of Trustees. Prior to this step, plans go through a meticulous preparation phase that involves all appropriate constituencies and are then submitted to the appropriate university council(s), to the Council of Deans, the University Planning Council, and the President's Cabinet. The University Budget Committee reviews the plans' estimated cost prior to recommending to the President and the Board of Trustees whenever needed. Such a system insures that "integrated planning" is taking place as has been requested by the visiting NEASC team.

III-A1. LAU STRATEGIC PLAN

After a year in development, *Strategic Plan 2005-10* was approved by the Board of Trustees in September 2005 [[Exhibit III-A-1: Strategic Plan 2005-10](#)]. The purpose of the plan is to guide the University as it attempts to achieve its goals, realize its vision, and fulfill its mission.

SP 2005-10 integrates the activities of all departments and areas at the University. The tasks necessary to achieve the higher goals of the University, as embodied in the plan, are integrated into the operational plans of the departments involved.

The implementation of SP 2005-10 has generally been successful [[Exhibit III-A-2: LAU Strategic Plan Schedule](#)]. In the first two years of its implementation, many initiatives and tasks were accomplished. For example, NEASC candidacy was achieved, the Faculty Senate and Staff Advisory Council were established, and a Financial and Fundraising Plan were developed.

III-A2. STRATEGIC ENROLLMENT PLAN

The Steering Committee for Enrollment Management was formed in 2007 to oversee the enrollment management process at LAU. Members included the Assistant Vice president for Academic Affairs (AVPAA), two Academic Deans, the two Student Development and Enrollment Management (SDEM) Deans, the Director of the Marketing and Communications (MARCOM) Department, the Assistant Vice president of Facilities, and the Associate Comptroller.

The schools' enrollment reports were completed in 2008, providing the enrollment projections and target figures necessary to shape the Strategic Enrollment Management (SEM) Plan. A draft proposal of a Strategic Enrollment Management (SEM) Plan, 2008-2013, was completed by the Steering

Committee in June 2008. A new Vice President for Student Development and Enrollment Management (VPSDEM) was hired in July 2008, and worked with the Steering Committee, Offices of Admissions and Financial Aid and other relevant constituencies to submit a revised draft SEM Plan in December 2008.

The proposed Strategic Enrollment Management (SEM) Plan recommends increasing overall LAU enrollment in a balanced and meaningful fashion, while raising admissions standards, broadening the pool of applicants, and diversifying the student body. The plan serves to enhance LAU's image and to increase student services and student satisfaction while further improving coordination between enrollment management and the academic units and the finance, advancement, facilities, and information technology offices. It contains six goals, and is presented as LAU's initial Strategic Enrollment Management Plan [[Exhibit III-A-3: Strategic Enrollment Management Plan](#)]:

1. Manage undergraduate enrollment so that it corresponds to schools' enrollment goals, while maintaining an overall 2% annual increase;
2. Leverage financial aid so that it helps achieve school enrollment goals;
3. Enroll more highly qualified students;
4. Enroll a more diverse student body;
5. Raise student satisfaction and increase student centeredness; and
6. Ensure that enrollment management is integrated across LAU.

Whereas the SEM plan may not be revolutionary or innovative, it is the first time LAU attempts at looking at enrollment from a strategic point of view with careful consideration to its resources and school enrollment targets by program. Moreover, the financial aid program was previously fully need-based only so it had no impact on quality of student intake. Financial aid was allocated after admission of students and did not target promising candidates. The SEM plan calls on the financial aid program to leverage enrollment in campus/programs with unfilled capacity. The Strategic Enrollment Management (SEM) Plan will be presented to the Board of Trustees in September 2009 for approval.

III-A3. ACADEMIC PLAN:

NEASC Standard 2 – “Planning and Evaluation” is addressed in *SP 2005-10* under 1.2.7.2. Each school shall develop a five-year academic plan by September 2008. To assist in achieving this, the Council of Deans created a document titled: “White Paper on Producing Academic Plans for Schools at LAU” [[Exhibit III-A-4: White Paper on Producing Academic Plans for Schools at LAU](#)]. This document is a uniform guide for the creation of academic plans for all the schools of the University. According to the document, all schools are to develop academic plans that:

1. Reflect the mission statements of LAU and the concerned school;
2. Reflect the information included in the NEASC candidacy report;
3. Align with the Strategic Enrollment Management (SEM) Plan, specifically taking advantage of targeted recruitment, leveraging financial aid, and strengthening advising;
4. Pay close attention to professional accreditation requirements;
5. Develop optimum course offerings;
6. Describe faculty recruitment initiatives;
7. State needed facilities;
8. Seek to enhance student advising;
9. Provide adequate staffing;
10. Propose new majors/minors;
11. Discuss how to better market the school; and
12. Strategize how to acquire resources

These plans have been completed on schedule [[Exhibit III-A-5 Academic Plan-Pharmacy](#); [Exhibit III-A-6: Academic Plan-Arts and Sciences](#); [Exhibit III-A-7: Academic Plan-Business](#); [Exhibit III-A-8: Academic Plan-Engineering](#); [Exhibit III-A-9: Vision For a New Medical School](#)] In the cases of schools present on both campuses, planning was undertaken with full coordination between Beirut and Byblos. Based on these plans, the Council of Deans has recently developed the first draft of an overarching academic

plan for the University [Exhibit III-A-10 Academic Plan-University].

These academic plans came chronologically rather late. This would normally not be the case, however, the choice was made to defer the academic planning until other parts of the puzzle are assembled, namely the implementation of university faculty governance, and the establishment of governance within schools through School Bylaws. Once these steps that are central to the Strategic Plan have been completed, it became possible to bring the faculty together in their respective units, and engage them in planning the future of their schools.

III-A4. FACILITIES PLAN

The Facilities Management (FM) Department is well aware of the need to integrate its plans with the requirements of all university entities and tremendous effort has been made towards achieving this goal. New management approaches have been introduced starting with the creation of master plans for the Byblos [Exhibit III-A-11: Byblos Master Plan] and Beirut campuses, implementation of a new capital projects management procedure which calls for the creation of steering committees for each capital project, and last but not least, by actively participating in the various planning committees formed across all the University departments and governing bodies.

In September 2007, the FM Department embarked on the mission of preparing master plans for the development of the two campuses. The teams working on the master plans started by gathering needed data from all the different departments in order to integrate them into a central planning document that would address the different requirements and projections of the University for the foreseeable future. A key element of the master plan process is the Master Plan Technical Committee chaired by the Vice President for Human Resources and University Services (VPHRUS) and including architects and engineers from the FM Department as well as two faculty members from the School of Engineering and Architecture. This committee reports to the Master Plan Steering Committee chaired by President and composed of the Provost, Vice President for Human Resources and University Services (VPHRUS), Vice President for Finance (VPF), Vice President for Student Development and Enrollment Management (VPSDEM), General Counsel, Dean of Engineering and Architecture, Dean of Students, Assistant Vice president for Facilities Management (AVPFM) and Assistant Vice President for Information Technology (AVPIT). The first draft of the Byblos Campus Master Plan was presented to and approved by the Board of Trustees at its September 2008 meeting. The Beirut Campus Master Plan is currently under preparation and the first draft is due to be presented to the Board of Trustees in March 2009 [Exhibit III-A-12: Beirut Master Plan].

To be able to properly manage, coordinate and report on the immense construction developments that LAU has pledged to complete within a tight time frame, the FM Department has developed a capital projects management procedure to oversee and direct each particular project from its inception phase until its completion. Consequently 13 Capital Projects Steering Committees were formed, each chaired by the VPHRUS and including the following members:

- Vice President for Finance (or assignee),
- Assistant Vice president for Facilities Management,
- Assistant Vice President for Information Technology,
- Program Manager and Contacts Administration Director and
- end-users

The formation of steering committees that include all involved parties has facilitated planning, coordination and integration of the projects' designs with the particular needs of the end-users and in line with approved master plans and capital plans. The existence of the steering committees has also accelerated decision making regarding projects, in part by setting up processes for better communication between different stakeholders and the upper-level administration throughout the life of the project's execution. In addition, the FM Department holds regular meetings and workshops within its divisions to coordinate responsibilities and to report to and connect with the higher administration through the VPHRUS.

III-A5. INFORMATION TECHNOLOGY PLAN

Using the updated five-year university-wide SP 2005-10 (including the NEASC projection part of the

Self Study 2007) as its foundation, the IT Department's one-year and three-year plans [[Exhibit III-A-13: Information Technology Three-Year Plan](#)] effectively manage and plan for the University's technological resource needs, with the exception of the Academic Computing Centers. The plans are driven by the needs of the University, current IT standards, core infrastructure services, budget constraints [[Exhibit III-A-14: Information Technology Proposed Capital Budget](#)], internal/external audit requirements and recommendations, personnel considerations, organizational arrangements, and are on par with the fast changing information technology sector [[Exhibit III-A-15: Information Technology Board Report March 2009](#)].

In addition to being a proactive department, IT has also been a reactive one, responding to the emergency needs of the University any time they should arise. The three-year plan is updated annually based on constituent needs channeled directly to the IT Department or through the various councils and committees including the University Planning Council, the University Library and Information Resources Council, the Banner Steering Committee, the IT Academic Advisory Committee, and the IT Administrative Advisory Committee. For example, the IT plans are integrated with the Facilities Management plans through the Master Plan Steering Committee, and through all the respective capital project steering committees including the Medical School Steering Committee. The IT plans are continuously updated with the various requirements of the Schools of Medicine and Nursing including software, infrastructure and services for the temporary location (flex space) and the permanent buildings.

Planning for academic computing facilities is done at the school level and budgets are 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.

The foundation of the IT plans are the short-term and long-term plans of the departments that address IT Application and Solutions, IT Data Security and IT Infrastructure and Support. These three IT departments are heavily involved in the planning process through their respective directors (DITIS, DITAS and DITS) and are headed by the Assistant Vice President for Information Technology and Chief information Officer (AVPIT-CIO).

University-level infrastructure, administrative systems, and academic systems require support, maintenance and replacement when their respective life cycles end. The estimated timelines of these life cycles are reflected in the long-term plans. An integral part of information technology planning is to define the overall direction of all administrative and academic applications as well as the process and methodology to be used in future replacements based on the needs and requirements of university constituents as outlined in university plans and LAU's strategic plan. The IT short-term and long-term plans are submitted yearly for feedback and approval to the VPHRUS and then to the University Budget Committee (UBC).

The IT plans' overarching goals are:

1. Utilizing the latest information technology to enhance teaching, learning and research
2. Using information technology as a strategic tool for the implementation of change and more effective running of the University

While the IT Plan may not be unique and innovative, IT has helped tremendously getting the two campuses together as one university through the technology and services it provides. IT plans are also bound by the limited infrastructure available in the country.

III-A6. MARKETING PLAN

The Marketing and Communications Department was established in September 2007, fulfilling a strategic objective to coordinate all aspects of communication, image, and awareness activities for LAU through one office.

To develop a marketing plan that responds to most of the needs expressed by the University's stakeholders, the Marketing and Communications Department (MARCOM) has:

1. Conducted an extensive literature review of *SP 2005-10*, self assessment studies and reports from various LAU sub-entities;

2. Held one-on-one meetings with the Offices of Student Development and Enrollment Management, University Advancement, Academic Affairs and Human Resources, among others; and
3. Reviewed successful case studies of marketing plans of other universities.

Now that the Strategic Enrollment Management Plan is complete, a marketing strategy can be developed that is in line with the University's main goals. [\[Exhibit III-A-16: Marketing and Communications Plan\]](#)

Furthermore, the absence of an institutional research department until fall 2008, which could pilot marketing efforts and provide basic evidence and data to monitor the impact of the University's public relations and marketing efforts, was an obstacle in the development of a comprehensive and well-detailed marketing work plan.

III-A7. DEVELOPMENT (FUNDRAISING) PLAN

It has become a trend for all institutions of higher education, especially those in North America, to increasingly depend on financial support from their alumni, friends, foundations, and the business community to balance the operating budget, and to invest in new projects and future plans. Following this trend, LAU embarked on a comprehensive fundraising campaign called "The Legacy and the Promise: LAU Campaign for Excellence" [\[Exhibit III-A-17: Comprehensive Campaign Plan\]](#).

The campaign's objectives are integrated with other university plans. To support the University's academic plan, the fundraising campaign backs LAU's commitment to academic excellence. The Development Office is working on raising enough funds to allow the University: to hire outstanding professors through endowing academic chairs, to secure grants for research, and to receive donations for sophisticated labs and smart classrooms. The Development Office also seeks to boost fruitful partnerships between academia and industry.

Supporting the Strategic Enrollment Management Plan and Financial Aid Plan is another key objective of the fundraising campaign. The campaign aims to help provide resources for less affluent, bright students from across Lebanon. Also, the campaign aims to secure more benefactors who will provide scholarships, in the form of restricted or unrestricted grants. Moreover, funds raised by the campaign will help relieve the University's operating budget from depending only on tuition fees.

Furthermore, the fundraising campaign aims at assisting the University in the implementation of its Facilities Master Plans on both campuses, by securing necessary funds for campus expansion, renovation of existing buildings, and construction of new and much-needed facilities, to respond to the increase in student enrollment, and to continuously provide for the quality of our academic programs.

Through its fundraising campaign the University plans, building on current practices, to create a well-structured development office with trained and experienced staff able to carry on with ongoing and future fundraising. In addition, the campaign aims at promoting a new culture among LAU's internal constituencies, friends, supporters, alumni, and parents to recognize the importance of fundraising and philanthropic giving.

The original financial goal of the campaign was to raise \$40 million to enhance three key areas of the University: academic support, student support, and facilities development. As a result of almost meeting the full goal early in the campaign (\$36 million was raised by the beginning of the ' Campaign Public Phase') LAU decided to raise the total goal to \$65 million to be raised by the end of the 2014 academic year.

III-A8. FINANCIAL PLAN

As per Strategic Initiative 9 (Section 9.2) of *SP 2005-10*, the Finance Department is required to develop an overarching university-wide financial plan that integrates all academic, enrollment, fundraising and facilities plans. The initiative commenced in the third quarter of 2008 and has a projected completion date of the end of the first quarter of 2009 [\[Exhibit III-A-18: Financial Plan\]](#).

A five-year financial plan had already been created by the Finance Department in 2006, and has since been updated and fine-tuned in response to changing circumstances and progress on other strategic

initiatives. Starting the second half of 2008, the world financial markets and economies witnessed severe challenges that are unprecedented since the great depression. Internally, LAU has moved in strides towards more integrated planning that resulted in developing the first comprehensive campaign of \$65 million, initiating the first Strategic Enrollment Management Plan coupled with an enhanced Financial Aid Plan, and creating Facilities Master Plans for both campuses in Beirut and Byblos. This is not to mention the clinical practice and clinical teaching facilities that have been secured as well to offer a first class medical education.

A new Financial Plan became inevitable in light of the changing circumstances highlighted above. This Plan integrates all LAU's plans, be it academic, student related, fundraising and facilities within an overall growth strategy. This plan addresses in an integrated and overarching fashion the following constituent elements:

- Protection and growth of LAU's endowment within the present market conditions
- Overall growth strategy in the student body
- Regional and professional accreditation
- Initiation of the School of Medicine and the School of Nursing
- Clinical practice and clinical teaching facilities
- LAU's Facilities Master Plan and the corresponding revised capital budget

The main objective for this revised Financial Plan remains "to make sure that the financial stability and strong financial position of LAU are maintained". It demonstrates that LAU's integrated plans will be implemented, while maintaining available for the University high levels of liquidity and financial resources necessary to preserve the highest educational standards and to face any future adversities.

III-A9. PLANNING SUMMARY

Strategic Plan 2005-10 provides overall direction to the University. In content, the plan calls for many of the things that are fundamental to a successful university. Specifically, *SP 2005-10* requires LAU to develop long-range, integrated plans in all areas, and to achieve accreditation. In essence, *SP 2005-10* is "a plan to plan" at the macro scale, but also includes a number of actions to be undertaken in specific areas.

The SEM Plan was developed using inputs from other university plans, in draft form. Now that the SEM Plan is completed, the other long-range university plans, such as the comprehensive Academic Plan, the Facilities Master Plan, and the Financial Plan, can be finalized. All long-range university plans should be completed by September 2009.

This said, the first SP 2005-2010 had its weaknesses and this is normal for a first trial at attempting comprehensive planning efforts. One main issue was that the governance sharing of the University was not conducive to have a participative process including all constituencies. SP 2005-2010 addressed this issue and as a result, all major internal governance structures have been re-established. As a result, the current planning initiatives will provide a much stronger and solid base for the next strategic plan. A case in point is the school academic plans which have been developed and benefitted from the program reviews that are taking place. These plans set school enrollment targets used by the Strategic Enrollment Plan. Also, the University academic plan was mainly based on the school plans and was not developed as a top down initiative by the academic leadership.

III-A10. PROJECTIONS

Strategic Plan 2005-10 provides overall direction for LAU and helps LAU fulfill its mission. The plan took approximately one year to develop, and was approved by the LAU Board of Trustees in September 2005.

In spite of LAU's best efforts, *SP 2005-10* was not developed in the most effective and participative manner. There are several reasons for this. First, the plan was developed very quickly. By all accounts, strategic plans for large organizations take longer than one year to develop. Second, the plan was the first formal strategic plan that LAU had ever developed, and therefore, much organizational learning had to occur. Third the governance sharing structure in place at the time did not permit more inclusiveness and participation from all constituencies.

Improving the process of developing the strategic plan, the “re-engineering” of the strategic planning process, began in fall 2007. A group of four members from the Strategic Plan Oversight Committee (SPOC) undertook this task. The team members are the former chairperson of the Strategic Plan Steering Committee, who guided the development of *SP 2005-10*; the chairperson of the Strategic Plan Oversight Committee (SPOC), which monitors the implementation of the current strategic plan; and two faculty members from the School of Business who either teach strategic planning and/or have extensive experience in developing strategic plans.

The Committee concluded that, re-engineering the strategic planning process involves three phases, which parallel the NEASC accreditation process. First, the process by which *SP 2005-10* was developed (the “As-Is” state) was analyzed. Second, a “To-Be” vision or projection of how the next strategic plan, *Strategic Plan 2011-16*, should be created was developed. Third, how the new strategic planning process (the “To-Be” state) is to be implemented resulting in the creation of *Strategic Plan 2011-16*.

As of March 2008, the analysis of the current state, the process by which *Strategic Plan 2005-10* was developed, has been completed [[Exhibit III-A-19: 2005-10 Strategic Plan Development Process](#)]. This involved collecting data, creating a process flow chart in Microsoft Visio, and capturing metrics. Currently, the committee is creating the “To-Be” vision or projection of how *Strategic Plan 2011-16* will be created. The general approach has been identified – a balanced score card approach will be used – and the major tasks have been identified. Still to be accomplished are the approval of the approach by the President’s Cabinet, and the identification of the detailed tasks needed to develop the strategic plan and what approach will be used to integrate the plans developed by the various university constituencies. Given the time required to develop a strategic plan, the new process for developing the next plan should be completed no later than the end of 2010. This will permit the creation of *Strategic Plan 2011-16* in such a way as to ensure continuity with the current plan.

The Beirut Master Plan is expected to be completed in December 2009 and will be submitted for approval by the BOT in its final form in March 2010

III-B. EVALUATION AND ASSESSMENT

The Commission asked the University to describe its progress in “*Developing the University’s evaluation capacity, with a particular focus on assessment of student learning outcomes in general education and the majors, and periodic program review*”

In its institutional self-study 2007, the University made various commitments to strengthen its evaluation capacity and assessment of its institutional effectiveness. These commitments ranged from the very broad to the very specific: from establishing general processes for the creation of standards to actually measuring student learning at the specific course level. In support of this latter commitment, the University has established the Center for Program and Learning Assessment (CPLA) with significant support from The Ford Foundation. The mission of CPLA is to provide professional development and support to faculty in their assessment and evaluation efforts at both the program and student learning levels. Likewise the institution also committed to have all programs reviewed with the help of external senior faculty on a 5-year cycle. So far thirteen programs have been reviewed, and the input of such reviews has been considered, or will be considered as part of the school academic plans.

Other specific areas in which commitments have been made to improve the University’s evaluation and improvement capacity include human resources with the establishment of the Job Assessment Committee (JAC), governance sharing with the establishment of ad-hoc committees, etc. The status of the work thus far accomplished and other assessment and improvement initiatives are discussed below. When applicable, standardized assessment tools and benchmarking are being progressively introduced and used such as the National Survey of Student Engagement (NSSE) and the Faculty Survey on Student Engagement (FSSE).

III-B.I. MISSION AND PURPOSE

The University has been successful in clearly communicating its mission statement to its constituents and the general public. Moreover, it has been able to demonstrate to the concerned entities that most of its policies are mission driven. The University has developed a mechanism for revising its mission

statement. During its meeting of March 27 and 28, 2008, the Board of Trustees resolved that it will review the Mission Statement every three years, and that whenever there is a need to do so, the administration may bring to the Board a recommendation to change the Mission Statement. [\[Exhibits III-B-1: Strategic Plan 2005-10 and Exhibit III-B-2: Minutes of Board Meeting \(Confidential. Available at the Office of the General Counsel\)\]](#)

III-B2. PLANNING AND EVALUATION

The implementation of *Strategic Plan 2005-10* represents a major turning point in the history of LAU. The plan is comprehensive and embodies the aspirations of all university constituents. Now that implementation is substantially completed, the University can pride itself for demonstrating its capacity in planning and implementation as well as its ability to plan, implement and monitor measures to improve its institutional effectiveness. In order to keep track of the accomplishments of *Strategic Plan 2005-10* (SP), the University has developed a system to document implementation. All vice presidents are expected to file online reports once a month that report on the implementation of the SP in their respective areas. The Strategic Plan Oversight Committee (SPOC) then reviews the reports and updates the SP task schedule. Final accountability for the on-time completion of tasks relating to the SP lies with the President.

Tasks are being implemented across all ten initiatives which are listed in Table III-B-1. It is worthwhile noting that the *SP 2005-2010* had a major impact on the planning culture of the University. Combined, the nine initiatives had a tremendous impact on the operation of the whole university. Moreover, major planning efforts were initiated by the SP Plan, such as the SEM Plan, Financial Plan, Marketing Plan, etc... The SP Plan also led to other planning efforts which were not specifically called for by the SP. Cases in point are the school plans and the University academic plan.

As far as the development of evaluation capacity is concerned, several SP initiatives address evaluation. For instance, Initiative 1, Action Step 1.3 requires the establishment of a procedure for periodic academic program review. Upon the request of the Council of Deans (CD), schools have developed their own guidelines for program review and thus far thirteen programs across three schools have been reviewed; with several more scheduled for review in 2009-10. The program review is initiated by preparing a comprehensive self-study that the chairs of departments present to the dean, who in turn prepares his or her assessment of the program and submits it to an external reviewer. Upon the receipt of the comments from the external reviewer and based on the self-assessment, the department chair presents a proposal for an enhancement plan to the dean. The plan includes actions for program enhancement, a description of resources needed to accomplish the plan and a timeline.

LAU operates a number of institutes and centers that are an outreach arm to the community, providing services in the form of workshops, consultancies and training in various areas. Apart from the Institute of Women Studies in the Arab World (IWSAW), the Center for Lebanese Heritage, and the University Enterprise Office, all other institutes are under the jurisdiction of a faculty director reporting to the school dean. According to university policies, each institute is to be reviewed on a three year cycle to assess its operations, accomplishments and relevance. The most recent review was carried out by the Council of Deans (CD) in August, 2009. The review was based on the intended mission of the institute and its activities for the past three years. At the time of completing this report, and based on the input of the respective Deans, the Provost is about to submit his findings and recommendations to the President. [\[Exhibit III-B-42: CD Recommendations Regarding School Institutes\]](#)

Initiative 3, Action Step 3.2 requires that an employee performance evaluation process be established. This task has been accomplished and the new appraisal system was implemented as of 2008-09. The system is based on the Job Classification and Compensation Study that the Human Resources Departments prepared, in collaboration with local and external consultants. Using the findings of a market survey that reviewed the salaries and the benefits of 26 benchmarked jobs with 9,684 employees distributed over 13 institutions, the plan developed a new grade, salary and employment structure, and provided employees with a long overdue career path.

The enrollment management initiative of *SP 2005-10* required every school to take a comprehensive look at the status of student enrollment in each degree/program offered in an attempt to align enrollment with the school's long-term academic plans, present and planned resources including faculty and facilities. The result of this work formed the foundation of the Strategic Enrollment Management (SEM) Plan that was produced by the Office of Vice President of Student Development

and Enrollment Management. Implementation of the plan has started with the enrollment cycle of Fall 2009. While not all elements of the plan are implemented, a substantial part has, such as implementation of deadlines, capping business enrollment in Beirut, using standardized tests, etc. And while early markers are positive, it is too early to provide a comprehensive assessment of the outcomes.

[Exhibit III-B-3: Strategic Enrollment Management Plan: Executive Summary, February 2009.]

Table III-B-1. SP 2005-10 initiatives

Initiative	Description
Initiative 1	Promote excellence in teaching and research
Initiative 2	Develop an enrollment management plan
Initiative 3	Implement a human resource environment that properly supports employees in fulfilling their responsibilities and aspirations
Initiative 4	Establish shared governance among faculty, staff and students
Initiative 5	Use information technology as a strategic tool for the implementation of change
Initiative 6	Create a marketing function that coordinates communication, image and awareness activities, and assists in planning academic programs
Initiative 7	Increase outreach to alumni through a PRIDE program that stresses the value and importance of alumni as key members of the University community
Initiative 8	Develop a plan for increasing fundraising that supports revenue diversification and reduces LAU's reliance on tuition
Initiative 9	Develop facilities and financial master plans
Initiative 10	Establish the LAU Medical School

III-B3. ORGANIZATION AND GOVERNANCE

A. BOARD OF TRUSTEES: The University has an active Board of Trustees (BOT) that monitors the operations of the University, and insures compliance with policies and directives set by the BOT, in fulfillment of the University's mission. The full Board meets twice per year and has eight standing committees. The standing committees of the Board meet throughout the year, or when the need arises. The Executive Committee of the Board, made up of the chairs of the standing committees, meets monthly throughout the year, or more often when the need arises and make recommendations to the full Board.

To evaluate its own performance and assess its effectiveness, the BOT has established a self-evaluation questionnaire that it circulates to its members during the annual meeting. The University general counsel then analyzes the responses and submits a findings report to the chairman of the Board. **[Exhibit III-B-2: Minutes of Board meetings (Confidential. Available at the Office of the General Counsel)]**

B. FACULTY GOVERNANCE: Faculty governance is covered in section IIIC. This section also addresses assessment of faculty governance and the findings of the committee set up for this task. Assessment is not covered in this section to avoid redundancy.

C. STAFF GOVERNANCE: As in the case of faculty governance, staff governance and its assessment are addressed at length in section IIIC.

D. STUDENT GOVERNANCE: Student governance is addressed at length in section IIIC. However, it is important to note that a comprehensive assessment of student governance is expected to take place next academic year to allow enough time to evaluate the performance of three consecutive years of operations.

E. SCHOOL GOVERNANCE: All schools have developed their by-laws and started implementation as of academic year 2008-09. **[Exhibit III-B-4: School By-laws]**.

F. STANDING COMMITTEE ON POLICIES: The University made a commitment to periodic evaluation of all policies and procedures in SP 2005-10. Subsequently, a Standing Committee on Policies **[Exhibit III-B-5: Standing Committee on Policies document]** was established with the mandate to review all new policies as well as amendments, changes and additions to existing policies. The committee ensures that all policies are in conformity with the University's mission, governing documents, and other applicable university codes and policies. This committee's mandate also includes developing procedures for implementing existing policies. On May 15, 2008, the President's Cabinet (PC) approved the mandate

of the Committee on Policies that started its operations since, and is serving as a clearing house for policy changes and amendments prior to submission to the board.

III-B4. ACADEMIC PROGRAMS

A. ASSESSMENT OF STUDENT LEARNING

The self-study 2007 committed LAU to developing and articulating specific learning outcomes for all degree and certificate programs as well as the development of learning assessment measures at the program level for a select number of programs including the liberal arts core curriculum. The former was accomplished and the 2008-09 Academic Catalog lists the specific learning outcomes for all the programs offered by the University. Noting that a number of minors did not have even broad objectives, the CD decided to discontinue these minors and only maintain those that have specific goals and learning outcomes namely: Islamic Art and Architecture, Computer Graphics; Packaging; Graphic Design; Actuarial Science and Sociology. It also asked schools to recommend new minors with clear objectives, learning outcomes, and designated sequence of required and elective courses. The approval process for minors is the same one followed for approving new undergraduate programs. [\[Exhibits III-B-6 and III-B-7: Academic Catalog 2008-2009; Minutes of the Council of Deans\]](#)

As for the development of learning assessment measures, given the diverse nature of the programs offered at the University, not all schools are ready or equipped to embark on assessment efforts at the same time and/or rate. Thus, outcome based assessment measures are being undertaken at the program level for all programs in the School of Engineering and the School of Pharmacy as well as in the Computer Science Program in the School of Arts and Sciences. The methodology developed for the assessment of these programs will then be used as examples for other programs. It should be noted that introducing this new culture of assessment using specific measurements and rubrics has been met with some resistance and skepticism on the part of some faculty. Some faculty believe that the proposed methods are without merit or that the value added is not high enough to warrant investing in new, tedious, and not necessarily improved methods of assessment. Significant effort is being invested to make believers out of the skeptics.

The establishment of the Center for Program and Learning Assessment is a central piece of the learning assessment strategy adopted by the University. In its first year of operation, the CPLA hosted two intensive workshops on Teaching Learning and Outcome Assessment this year. A total of 35 faculty attended, of which 20 were from LAU and the remaining were invited participants from higher education institutions in Lebanon and the region, namely the Lebanese University, Balamand University, Beirut Arab University, Jordan University of Science and Technology, University of Damascus, and Dar El Hikma University in Saudi Arabia. External attendance was part of the requirements of the Ford foundation grant, and is in effect helping position LAU as a leader in the area. The first workshop took place in December 2008 and was offered by Dr. Andrea Leskes, an international leader in higher education and author of assessment material published by the Association of American Colleges and Universities AACU. A follow-up workshop took place in April 2009 and was offered by Dr Gloria Rogers, Associate Executive Director of Professional Services and consultant to Accreditation Board for Engineering and Technology (ABET) on the implementation of the new outcomes-based accreditation criteria.

Dr Rogers was also asked to assess the level of preparedness of faculty that have already engaged in this activity. Her remarks quoted below were well above our expectations considering the recent launch of this activity. Dr Rogers states in her report:

"First, I would like to offer a general impression. As you know, I conducted two workshops while at LAU, a one-day workshop in Byblos for some of the Engineering and Computer Science faculty and a one and a half day on the Beirut campus for the Liberal Arts faculty as well as some other international attendees. I was very impressed with the enthusiasm and commitment to learn and implement the principles that were discussed. It is clear that there are already many things going on at the classroom level to understand and improve student learning which can be built upon for program assessment

..... Based on what I saw during my visit, I am convinced that LAU can position itself to be a model institution for student learning assessment and continuous program improvement and be seen as a leader not only regionally, but internationally.

.....This will not happen unless mechanisms can be put in place that support these efforts in a long-term, sustainable manner. This will require a commitment of resources and vocal, public support from academic and institutional leaders. “

These remarks, as well as other input received from program evaluators, have shed more light on areas the University needs to address, and give special attention to, first and foremost of which is the continuous institutional commitment to support the CPLA should the grant not be renewed. While this initial effort has helped convert some of the skeptics, it is now clear that this initiative will take time to impact all faculty in all programs. This is clearly a long-term project where engagement of faculty is going to build up progressively as we start observing results in the classroom. A consistent and proactive set of measures need to be planned and executed including among others incentives that will help convince and engage faculty. The conference that the CPLA will be holding in November will certainly tell us much on classroom experience of faculty that have attended the workshops.

THE SCHOOL OF ENGINEERING

The Engineering School has developed and approved a framework for program review and improvement that is based on the ABET/EC 2000 model [Exhibit III-B-8: Program Review and Improvement Document (May 2007)]. The system consists of two “loops”: (1) the constituents’ loop and (2) the program loop. The constituents’ loop requires that all constituents be engaged in defining, evaluating and reviewing program educational objectives. The program loop, on the other hand, consists of defining, evaluating and reviewing program educational objectives in order to maintain continuous development. At the core of each loop is a common station that requires assessing and evaluating the achievement of Program Educational Objectives (PEO), Program Outcomes (PO), and Course Learning Outcomes (CLO). Individual departments within the school were then given mandates to design PEOs and POs for their programs and CLOs for the courses offered in the programs. During academic year 2007-2008, two programs in the school, the industrial and the civil engineering programs respectively, have gone through a systematic review process. The process involved preparing a self study based on ABET guidelines and initiating preliminary site visits for their programs. During this year (2008-2009), two more programs were reviewed, namely, the electrical and computer engineering programs. Below are examples of the review process.

INDUSTRIAL ENGINEERING PROGRAM: The Industrial Engineering (INE) Program started a process for assessing and evaluating its work in September 2006 and ended in May 2008 with the development of PEOs and POs according to which the program will be assessed and evaluated for achievement. A similar process led to the development and adoption of CLOs. In addition, the department developed a process for the continuous evaluation of the outcomes of individual courses and of the overall program outcomes. The formal review of the program revealed that the outcomes-based assessment adopted for the overall program has progressed well in demonstrating achievement of the ABET criteria for industrial engineering. In preparing the self study, the INE Department administered an alumni survey for the first time. Questionnaires were sent to 70 Alumni and the response rate was 34% which was considered an acceptable rate for the first cycle. Forty-four percent of those who responded to the survey graduated three to six years ago while 48% graduate fewer than three years ago. The response to surveys sent to 16 employers was very low, however: only 1 out of the 16 surveyed responded. Given the low response rate, the results were not included in the current assessment cycle. However, it is worth mentioning that the feedback from this single employer was very good. The response noted that all six Program Objectives were extremely important in the employer’s line of work and that our students were very to extremely well-prepared to meet these objectives [Exhibit III-B-9: INE Self Study Report; and Exhibit III-B-10 INE Review Report]

CIVIL ENGINEERING PROGRAM: The Self Study prepared by the Civil Engineering (CIE) Program indicates clearly the program’s PEOs, POs, and the CLOs. Using these as its benchmarks, the CIE Department embarked on a process to review and evaluate the core courses in its program. This assessment process aims at evaluating the purpose of the core courses and the role they play in the overall program as well as how well they meet their own CLOs. The process was implemented for the first time in spring 2008 and will continue in future semesters. The goals of the assessment and evaluation process included:

- Defining student learning goals as well as the outcome goals of the program;
- Gathering direct or in-direct evidence about how well students are meeting those goals;

- Analyzing and interpreting information and evidence to determine what insights the evidence gathered about student learning; and
- Using the assessment findings to improve teaching and make informed decisions about curricular issues.

As part of the assessment, alumni were surveyed to see if the program outcomes and program educational objectives were met and if so to what extent. In addition, they were asked if these outcomes have been relevant to their careers. The response rate to the survey was 24% or 27 out of 112 respondents. When asked about how well LAU prepared them to apply knowledge of math, science and engineering, 70% responded by saying very well and 17% responded by saying extremely well. When asked about how relevant this application of knowledge was in their careers, the response came as 43% very relevant and 17% extremely relevant. When asked whether or not they would recommend LAU to a friend or the child of a friend who is considering attending the Civil Engineering Program, the responses were as follows: 54% said yes, without reservation; 35% said yes, with some reservation and 12%, yes with strong reservations. Employers were also surveyed to check the relevance of the PEOs and POs and to what extent they are met. As was the case with the Industrial Engineering Program employer survey, the response rate was too low to assess. [\[Exhibit III-B-11: CIE Self Study Report; and Exhibit III-B-12 CIE Review Report\]](#)

As a result of the program reviews, the outside reviewer reports and the learning assessment cycles described above, the School of Engineering and Architecture redesigned the curricula for all the programs that were reviewed in the past two years (Electrical, Computer, Civil and Industrial). The new curricula were approved by the Council of Deans in its meeting of August 18, 2009 [\[Exhibit III-B-44 Redesigned Engineering Curricula\]](#).

THE SCHOOL OF ARTS AND SCIENCES

COMPUTER SCIENCE PROGRAM: The Computer Science (CS) and Mathematics Divisions have designed a comprehensive program assessment plan that could potentially lead to ABET accreditation in 2011. After reviewing the plan in March 2008, the School of Arts and Sciences decided to initiate formal learning assessment in the Computer Science program within the ABET framework. A steering committee was created to lead the process. The CS Department in Byblos conducted a pilot assessment for three courses including the capstone project course. The assessment included evaluation of the capstone project as well as student portfolios, oral presentations and oral examinations. Based on the assessment results, several recommendations were made to the departmental assessment committee regarding improving outcomes [\[Exhibit III-B-13: Various documents collected from the CSM Division\]](#). As part of the assessment system, the Computer Science program (as in the case of many programs) created the Computer Science Advisory Council (CSAC). The CSAC objective is to provide the Computer Science program with dynamic and continuous feedback through interaction with practicing professionals and senior academicians. The CSAC is also concerned with matters of strategic directions and philosophy realignment [\[Exhibit III-B-45 First Meeting of the CSAC Document\]](#)

LIBERAL ARTS CORE CURRICULUM: The University has made a commitment to develop outcome based assessment measures for the Liberal Arts Core (LAC) curriculum. A LAC committee has been formed to develop such measures. The committee is still in the process of finalizing its criteria. Thus far, however, they have identified a set of measurable learning outcomes and indicators. While no comprehensive assessment is being conducted at this stage, a pilot study on the assessment of English writing skills and the skill progression over the course of study at LAU using a panel of 100 students was initiated in spring 2009.

The mission of the CPLA mentioned earlier is to provide professional development and support to faculty in their assessment and evaluation efforts at both program and student learning levels. Faculty from LAU as well as other institutions will benefit from the Center as it will provide them with a platform to engage in developing and advancing assessment methodologies for general education objectives such as critical thinking, social responsibility and self-learning, as well as for other program specific objectives. The Center will also train and support faculty to develop pedagogical mechanisms that foster student engagement in learning, self-assessment and defining and testing learning outcomes, using advanced technologies and active learning. The Center will work closely with LAC discipline coordinators in order to promote assessable learning outcomes. [\[Exhibit III-B-14: Measurable learning](#)

THE SCHOOL OF PHARMACY

The School of Pharmacy has established an assessment committee, the responsibility of which is to collaborate with the school committees, chairs, director, and dean to ensure the continuity of and to further develop the assessment process in the school. The assessment committee has identified several areas in need of assessment processes: admissions, governance, teaching effectiveness, student learning, curriculum, facilities, and the school's strategic plan. For admissions the school keeps a record of the number of students who apply, enroll, and graduate on a continuous basis. In the area of governance, the school has a routine evaluation process for the dean, assistant dean, and chair. Recently a survey was done in which students also evaluated the governance of the school.

Faculty members are evaluated using the annual faculty activity report, as well as the faculty evaluation report. This year both student and faculty bodies were surveyed regarding the performance of the faculty; teaching effectiveness is assessed by students taking the course at the end of the academic semester, as well as by a peer faculty that sits in for one lecture and reviews the course syllabus and materials. Reviews are used to improve course delivery, and also used in part to recommend faculty merit raises.

Regarding student learning outcomes, a new tool was recently added that matches the competencies required for pharmacy students with the courses taught at the School of Pharmacy. Student learning outcomes are assessed at multiple points using a variety of methods. At the course level the school uses exams, presentations, case studies, reports, and assignments. The exams evaluate student learning using diverse techniques such as multiple choice, written answers, calculation, etc. Student learning is also assessed using a student portfolio that addresses the learning process as students progress in the program. Students also participate in evaluating themselves as part of their portfolio.

The Pharmacy Practice Department uses specific evaluation forms to assess student learning. Various indicators are used to grade case discussions, journal club discussions, research projects, and oral presentations. They also have midpoint and final evaluations for each student each month during their clinical training in the hospital. Student feedback is also solicited using various evaluation forms to assess faculty performance and their clinical learning experience.

As for the overall curriculum, it has been redesigned recently based on the findings of a number of evaluation tools, including student focus groups and exit surveys. This year the curriculum committee surveyed the faculty regarding curriculum issues.

The following was learned from focus groups, exit and faculty surveys:

1. The exit surveys revealed there is a need to adjust the credit hours of some courses. As a result the number of credit hours of certain courses was decreased while that of others was increased. Additionally, few courses were merged to eliminate repetition.
2. Focus groups highlighted the importance of offering professional pharmacy electives. Thus the curriculum has included 6 credit hours of professional electives over the entire professional program. This is also in line of the Accreditation Council for Pharmacy Education (ACPE) standards and guidelines.
3. Faculty as well as focus groups and the ACPE standards showed that the course offerings must be offered sequentially; i.e., students will not be allowed to take higher year courses before completing courses that must be taken in the preceding year.

The school also has kept track of its student performance on two external exams: the colloquium done by the Ministry of Public Health, and the NAPLEX Board Certification Exam in the US.

This year the School of Pharmacy ran a survey to evaluate its facilities. This survey was filled out by students and faculty and there are plans to include alumni in the future. And finally this year the school developed a strategic plan and to ensure that the implementation of this plan is done properly an assessment process was also put forward.

The School of Pharmacy has submitted its second Self-Study for accreditation to the Accreditation Council for Pharmaceutical Education (ACPE) in early spring 2009. The comprehensive evaluation of the School took place as planned in the LAU New York offices from the 1st to the 4th of June where

the Dean, Assistant Dean, and Department Chairs met with the delegation of ACPE comprising:

Dr. George R. Spratto, Ph.D., Member, ACPE Board of Director

Dr. S. William Zito, Ph.D., Professor, Pharmaceutical Sciences, St. John's University College of Pharmacy and Allied Health Professions

Dr. Ann Lin, Pharm.D., Dean, College of Notre Dame of Maryland School of Pharmacy

Dr. Paul Boisseau, BSP, ScD (Hon), Partitionner

Dr. Gregory Boyer, Ph.D., Assistant Executive Director, Professional Degree Program Accreditation, ACPE

Dr. Jeffrey Wadelin, Ph.D., Associate Executive Director, and Director, Professional Degree Program Accreditation, Accreditation Council for Pharmacy Education

The meetings centered on the Self-Study [\[Exhibit III-B-4: Pharmacy School Self-Study\]](#) as well as other exhibits and supporting materials, documents, pictures, and films of students and faculty in various settings including clinical practice outside the University. Additional meetings with faculty and students took place through video conferencing. At the conclusion of the visit, the team also met with the President's Cabinet, and presented a summary of their findings. The final written report of the team has not yet been submitted to the School, the following summary is based on the presentation made by the team to the Dean and in a separate meeting to the President's Cabinet.

ACPE Accreditation is based on assessing the School's performance vis-à-vis thirty standards covering the mission, organization and administration, curriculum, students, faculty and staff, facilities, and resources. The evaluation uses a rubric's notation system whereby each standard is evaluated as "meets", "needs improvement", and "does not meet". Additional comments and advice are also provided to assist the School in meeting its goals on each standard.

The School received satisfactory evaluations on all but two standards. It received "did not meet", on the standard that deals with Pharm.D. students travelling to the US. But based on a previous ACPE decision, LAU still has until fall 2010 to fulfill this standard that requires all final year Pharm.D. students to carry out four clinical rotations -around one semester- in the US. This standard was added to ACPE policies three years ago, but the association agreed then to grandfather the school until fall 2010. One other standard relating to regional accreditation the School was assessed as "needs improvement", and this was expected to be the case as we are still in the process of getting full membership with NEASC.

A number of recommendations were also given relating to additional positions that need to be added to the academic management of the School such as an Associate Dean. The School was also commended and praised for the way it is implementing the Introductory Experiential Learning Experiences (IPPE), and said that such a practice can serve as a model to other Schools.

At the conclusion of the meeting, the accreditation team informed the University that the accreditation of the School is extended until January 2010 which is the customary time for review and accreditation action based upon an evaluation team reports.

B. PROGRAM REVIEWS

The University has committed to the implementation of systematic program review on a regular basis as per *Strategic Plan 2005-10*. Thirteen programs were reviewed to date. All reviewed programs prepared self studies to present to the external reviewers. To date, there are no specific criteria for the selection of external reviewers. In the case of the MBA and the Executive MBA programs, the names and the credentials of the external reviewers were presented to the New York Board of Regents of the University of the State of New York for clearance purposes because these programs were reviewed as part of the registration process with the Board of Regents. One recommended name was not given clearance due to a conflict of interest. However, it should be noted that all those who were invited to review programs are well known in their respective fields. Table III-B-2 lists the programs that have been reviewed as well as the reviewers' names, ranks and affiliations.

Reviewer reports were generally positive and included a series of recommendations to improve upon various aspects of the programs. These reports were considered by the various departments who prepared and submitted enhancement plans for implementing the proposed changes. In some cases the program enhancement actions were integrated into the school plan initiatives. [\[Exhibit III-B-16: Schools Academic Plans\]](#); and [\[Exhibit III-B-17: Program Self-Studies\]](#). Some of the initiatives included in the

Academic Plan result directly from the reviewers reports. Indeed, in the case of engineering and business, these reports included a substantive material that helped departments determine a preliminary gap analysis for accreditation. More specifically, and as a result of this, the School of Business has decided to focus on EQUIS accreditation as a first phase prior to AACSB.

More generally, the review process itself turned out to be very educative exercise to faculty and department chairs as this was the first time such an endeavor has taken place. Reflecting on the department's programs, offerings, learning outcomes, and resources, has impacted very positively on the way resources are allocated, and reinforced the "planning drive budgeting" concept that the University is implementing at a more micro scale.

The University has also committed to conduct a periodic review of the Liberal Arts Core curriculum. Since the Liberal Arts Core curriculum was adopted only in fall 2007, it has yet to be tested.

Table III-B-2. Program Review Overview

Program	Reviewer name	Reviewer rank	Affiliation	Year of review
MBA	Walid Busaba	Associate Professor	Bank of Montreal; University of Western Ontario	2007-08
MA in Education	Lawrence Aleamoni	Professor	University of Arizona	2007-08
EMBA	Mohamad Islam	Associate Professor and Chairman, Department of Economics	Saint Louis University	2007-08
MA in Comparative Literature	Djelal Kadir	The Edwin Erle Sparks Professor of Comparative Literature	Pennsylvania State University	2007-08
MS in Biology	Kenneth Burtis	Dean and Professor of Genetics	University of California--Davis	2007-08
BE in Civil Engineering	Dennis Truax	James T. White Chair and Professor, Department of Civil and Environmental Engineering	Mississippi State University	2007-08
BE in Industrial Engineering	John Birge	Jerry W. and Carol Lee Levin Professor of Operations Management	University of Chicago	2007-08
BA in Psychology	Cecilia Essau	Professor	Roehampton University	2008-09
BA in Political Science/International Affairs	Dennis Sullivan	Professor	Northeastern University	2008-09
BS in Chemistry	Mike Zaworotko	Professor	University of South Florida	2008-09
BS in Business Studies	Joseph Sinkey Jr.	Hiles Professor (retired)	University of Georgia	2008-09
BE Computer Engineering	Gregory Heileman	Professor and Associate Chair	University of New Mexico	2008-09
BE in Electrical Engineering	Gregory Heileman	Professor and Associate Chair	University of New Mexico	2008-09

C. GRADUATE PROGRAM

LAU's self-study 2007 commits to developing procedures to enhance the quality of graduate programs as regards faculty and enrollment and more particularly the quality of MA and MS theses. The University Graduate Council (UGC) is in charge of making recommendations on such matters. Thus far, the changes that have been recommended and implemented include the public announcement of

every thesis defense 15 days in advance as well as the creation of a handbook for graduate studies. The handbook has been developed to serve as a template for all advisors and ensure uniformity across disciplines. The Department of Education has already developed its own student manual.

In regards to informal evaluation of the quality of the graduate programs at LAU, the general attitude of faculty is that the process of thesis supervision lacks quality control. Too many theses continue to be riddled with mistakes and lack originality. [Exhibit III-B-18: UGS Thesis and Project Format; and Exhibit III-B-19: Guide to Project or Thesis]. The UGC did not meet as frequently in 2007-08 and the dean for graduate studies has not yet been appointed thus causing implementation delays on this initiative.

D. TRANSFER OF CREDIT

The self-study 2007 commits to review and modify the current practice of the transfer of credit. The University Admissions Council (UAC) and the Council of Deans (CD) have worked together on the transfer of credit system and have developed a new, improved approach that will be effective starting academic year 2009-10. The Council of Deans has worked on the procedural aspects of the process of transfer of credit and the following decision was made.

“Students holding a BA/BS degree who are transferring to LAU from institutions of higher learning that require a Liberal Arts core will have their Liberal Arts courses waived, except for the English requirements where LAU regulations shall apply. The School of Arts & Sciences will decide with regard to the Liberal Arts courses of BA/BS students transferring from other institutions whose curriculum does not include a Liberal Arts core.”

[Exhibit III-B-20: Minutes of CD March 10 2009; and Exhibit III-B-21: Undergraduate Academic Rules and Regulations].

III-B5. FACULTY

A. PART-TIME FACULTY PERFORMANCE: To address a weakness highlighted in the self-study 2007, LAU has established a comprehensive procedure for supervising and coordinating part-time faculty work, including recruitment, orientation, mentoring and evaluation. Each school has a part-time-faculty manual given to part-time faculty during the orientation session. Schools adopted a systematic recruitment procedure for hiring part-time faculty in spring 2006. Mentoring of part-time faculty is done by the chair of the department and full-time faculty course coordinators in the case of multi-section courses where part-timers are involved in teaching. This mentoring focuses primarily on teaching practices, and on academic rules and regulations. Evaluation of part-time faculty is done through student course evaluation forms in addition to the annual evaluation of faculty by the respective chair and dean. Schools have plans to have a more rigorous system for monitoring part-time faculty by department in the future. LAU distinguishes between part-time faculty and adjunct faculty although both normally carry a part-time teaching load. Whereas part-time faculty may also hold teaching positions in other institutions, and/or may be elementary English teachers in charge of remedial pre-freshmen language courses, adjunct Faculty are selected among distinguished and reputed professionals who can bring a wealth of hands-on knowledge and expertise to the classroom. The adjunct faculty category was created in order to provide qualified professionals more incentives to participate in teaching. Specific qualifications for appointments of Adjunct Faculty are defined by the Schools. [Exhibit III-B-22: School part-time faculty manuals; Exhibit III-B-23: PT Recruitment Procedure; and Exhibit III-B-24: examples of student course evaluation forms].

B. FACULTY WORKLOAD: Reduction of faculty load from 4/4 to 3/3 was decided by the administration in order to provide release time for faculty to engage in research. Monitoring teaching, research, and service of Assistant Professors to make sure that they are on track for promotion, takes place through a midterm review at the end of the third year of service conducted by a committee of peers in each school. The 2007 self-study committed to assess the situation as regards associate and full professors workload reduction, and how it affects their scholarly output, at the end of the transitional period which ended during this academic year (2008-2009). In August 2009 the Council of Deans addressed this issue and concluded that faculty in these ranks are not always using this teaching release time to engage in scholarly research. It subsequently recommended to the President that teaching release time not be automatically applied to faculty in these ranks as explained in section IV-5.

C. FACULTY ORIENTATION: An annual orientation to all newly recruited full-time faculty has been

implemented as of Fall 2005. During this session, the President, Provost, Vice-Presidents welcome new faculty, provide them with material about the University and make presentations covering the history of LAU, mission, values and vision, governing policies and procedures, as well as other information relating to their role at the University and their rights and duties. A representative of the Faculty Senate participated in the orientation session this year and will continue to do so. Other orientation sessions also take place within schools, and new faculty are also assigned a senior colleague to mentor them during their first year at the University. This orientation system is regularly assessed through a questionnaire sent to all new faculty to get their feedback at the end of the first term of service.

The Council of Deans examines yearly the outcome of the assessment of the University orientation, school orientation and mentoring, and makes the appropriate recommendations for improvement. Despite the relatively limited number of new faculty who have gone through orientation since its inception, results have helped improve the system, and fine tune the presentations in response to faculty input.

So far, most faculty have expressed satisfaction with orientation, and most comments have been useful to make improvements. This activity has helped faculty get up to speed in new environment, and in a new function for those appointees who are fresh graduates and have not held faculty positions prior to joining LAU. Furthermore, considering that by 2011 less than 50% of all faculty will have spent more than five years at the University, orientation also helps provide a seamless integration of new recruits within the University faculty body. [\[Exhibit III-B-25: Orientation Evaluation form and Results\]](#).

III-B6. STUDENTS

A. PERFORMANCE: The self-study 2007 commits LAU to establishing a system for assessing student performance as compared with admission qualifications and criteria. This commitment was initiated because of allegations (mainly by faculty) that LAU may have been admitting students who are not up to the proper standard. The Strategic Enrollment Management (SEM) Plan prepared by the Office of the Vice President for Student Development and Enrollment Management (VPSDEM) addresses this issue and sets the strategic goal of enrolling more highly qualified first time full-time students. Raising admissions standards, in addition to targeting top students, is one of the means that will be used to achieve this goal. While the University has always administered its own entrance exams, there have always been requests to rely on standardized exams such as the SAT and TOEFL. The SEM Plan allows for gradual adoption of such standardized tests, though TOEFL has always been accepted in lieu of the English Entrance Exam. Starting fall 2009, SAT I will progressively replace the Sophomore Entrance Exam (SEE) and will be used as one of the admission criteria across the University. During a transition period to last until the end of the admissions period in spring 2010, there will be tentative admissions scores for the SAT I for all schools. During this transition period, schools will gather data in order to finalize SAT I requirement scores for admissions in the different majors. The SEM Plan proposes the establishment of internal SAT acceptance scores. For example, the School of Engineering and Architecture has already established its own internal guidelines for admission to the various programs it offers. In fact, the proposal for changes in the admissions procedure originated from the School of Engineering and Architecture. The University is planning to benchmark exam scores with other universities at some point in the future when the data gathered becomes significant. [\[Exhibit III-B-3: Strategic Enrollment Management Plan Executive Summary; and Exhibit III-B-26: Procedure for Admissions to Undergraduate Programs in the School of Engineering and Architecture\]](#).

Identifying weak students, providing them with remedial support, and tracking the progress of such students have been goals that the University is in the process of achieving. Many processes now exist to help students with such needs. For instance, on each campus the University has a Cooperative Learning Center to which weak students are referred, usually by their academic advisors and the Guidance Office. The center is supervised by a faculty advisor and run by peer tutors with high GPAs who are on financial aid.

Progress reports are commonly used by faculty to help identify students who are either performing poorly or are not attending class regularly as required. The Guidance Office acts promptly upon receiving progress reports submitted by faculty. The coordinator of academic advising contacts the student, discusses the situation, and informs the instructor of the outcome. Students who need psychological help are referred to the campus counselor, while those who need help with their

courses are referred to the Cooperative Learning Center for tutoring. The Guidance Office in Beirut receives around 500 reports per semester; whereas, the Byblos Office receives around 80 per semester.

The Guidance Office has established a prevention plan that reaches out to students whose cumulative GPA ranges from 2.0 to 2.2 in an attempt to minimize the number of students that could face probation. These students are informed systematically about academic rules and procedures in order to help them avoid probation. In her February 2009 presentation to the Board, the VPSDEM reported that in fall 2008, in Beirut, 109 students out of 294 who were on probation were advised (37% compared to 36% in spring 2008), compared to 117 out of 138 in Byblos (85% compared to 74% in Spring 2008). On a case by case basis these students are advised to work with the coop-learning center in order to improve their academic standing, change major or reduce their credit load.

In addition, throughout the semester the progress of around 70 students is monitored based on requests by their parents. The follow up consists of contacting the student's instructors on a bi-weekly basis to obtain information about the academic progress of the student. The students' parents are informed about the progress of their sons/daughters either by meeting with them at the Guidance Office or by e-mail and phone. Such practices are not authorized in the US as they contravene confidentiality laws. This is not the case in Lebanon, where parents who pay the tuition expect to be continuously informed, and the opposite is considered as a sign of no care on the part of the University. *[Exhibit III-B-27: Presentation on Student Development and Enrollment Management (Dr. Elise Salem, VPSDEM)]*.

B. SERVICES: The Offices of Admissions, Financial Aid, the Registrars', Guidance, the Residence Halls and athletics have developed systems for assessing the services they provide to students. In the case of the Admissions Offices, assessment of productivity is measured by changes in recruitment efforts. For instance, the number of schools visited and fairs participated in (until February 13, 2009) compared to the same period last year has increased to 90 schools from 60 and to 40 local fairs from 26. The number of international fairs LAU will participate in during 2009-2010 will increase from two (Syria and Jordan) to five (adding Sharjah, Dubai and Kuwait). The undergraduate admissions numbers have changed as a result of the recruitment efforts. Between fall 2007-08 and fall 2008-09, the percentage of total applications has gone from 62.7% to 66.3%, and the percentage of those who enrolled from the total accepted has gone up from 70.7% to 72.8%.

A comprehensive Financial Aid Plan *[Exhibit III-B-43: Financial Aid and Scholarship Plan]* is complete and will be presented to the BOT in September 2009 meeting. The proposed plan is responsive to the enrollment goals of the schools, explicit in its philosophy to recruit academically strong students, attentive to diversifying LAU's overall student body, and consistent in its overall goal of providing access to qualified students without regard to family financial circumstances. The Financial Aid Plan proposes an award matrix that places students on a grid according to both financial need and academic merit.

In order to evaluate their own performance, the Offices of the Deans of Students in collaboration with the Office of Institutional Research and Assessment have amended the exit questionnaire administered to graduating students to include specific questions about most student services and academic departments. Beginning in July 2009, one questionnaire will be distributed on both Campuses to graduating students when they come to pick up their cap and gown for graduation. Student services are also planning to develop a questionnaire for current students as well as a process to conduct focus groups with current students on student service issues. Table III-B-3 summarizes the responses of past graduating students regarding their satisfaction with the overall level of service provided by various student service offices. The percentages presented are the sum of "Satisfied" and "Very Satisfied". We were able to present two years worth of data for Byblos because the data are comparable. In Beirut the survey instrument changed in 2008 and the responses obtained are not directly comparable with the previous one. The responses indicate that LAU students are, on average, satisfied with most services. Financial Aid is one area that students are less satisfied with, perhaps reflecting insufficient funds for distribution. Only 37% of the Beirut campus students and 50% of Byblos campus students graduating in 2007 were satisfied or very satisfied with the Financial Aid services offered on both campuses. We note that the percentage has gone up significantly in the 2008 survey in Byblos.

Table III-B-3: Summary Results from the 2007 and 2008 Exit Questionnaires: Satisfaction of students with overall level of service for various student service offices

Student Office	"Satisfied" and "Very Satisfied" (%)		
	2007 Beirut	2007 Byblos	2008 Byblos
Admissions	70.48	85.77	86.11
Financial Aid	37.10	50.63	68.51
Guidance	72.68	87.03	87.04
Athletics	57.24	57.74	55.55
Registrar	64.23	87.03	82.41
Business	74.24	85.36	85.19

Sources: Graduate Exit Survey 2007; Graduate Exit Survey 2008

[Exhibits III-B-28: Graduate Exit Survey 2007; Exhibit III-B-29: Graduate Exit Survey 2008-Beirut; Exhibit III-B-30: Graduate Exit Survey 2008-Byblos; and Exhibit III-B-31: New exit questionnaire 2008].

C. SATISFACTION

MEASURING STUDENT SATISFACTION WITH THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE): The NSSE was conducted first in 2006 with a response rate of 27%; it was conducted again in 2007 with a response rate of 23% and 2008 with a response rate of 20%. It should be noted that the average response rates were 37%, 36% and 33% for all NSSE institutions in 2006, 2007 and 2008, respectively. NSSE will be conducted again in 2009 and the NSSE results presented by the assistant provost for academic programs to the CD. The CD will then act on the survey's findings.

1. The NSSE asks questions across five different categories:
2. Level of academic challenge or LAC;
3. Active and collaborative learning or ACL;
4. Student faculty interaction or SFI;
5. Enriching educational experiences or EEE; and
6. Supportive campus environment or SCE

Tables III-B-4 and III-B-5 compare the responses of first and senior year students at LAU with that of the average responses of first and senior year students of all NSSE institutions. The responses of first year students in the LAC category are lower than that of the average NSSE institution in 2006 and 2007; the responses are identical in 2008. The level of academic challenge as perceived by LAU senior year students is not different from that of the NSSE institutions in 2006 and 2007. However, in 2008, the average response of LAU students is higher on the LAC questions, indicating perhaps that the level of academic challenge at LAU is higher than the peer institutions.

Regarding the active and collaborative learning category (ACL), LAU scores systematically higher than the average of NSSE institutions for both first and senior year students. The reverse is true for student-faculty interaction. Compared with other NSSE institutions, LAU students believe that faculty are not as accessible. Both first and senior year students at LAU indicate that their educational experience at LAU is not as enriching as students in other NSSE institutions believe. On the other hand, students at LAU indicate that they have a relatively more supportive campus environment than students in peer institutions.

Table III-B-4: NSSE Responses of First Year Students

Category	2006		2007		2008	
	LAU	NSSE	LAU	NSSE	LAU	NSSE
LAC	51.4	53.6	50.5	52.8	53.8	53.9
ACL	43.5	43.0	43.8	42.1	44.9	43.1
SFI	29.7	34.1	31.2	33.7	33.8	35.2
EEE	26.7	28.0	25.2	27.6	26.9	28.1
SCE	61.0	61.7	63.4	61.3	66.9	62.3

Table III-B-5: NSSE Responses of Senior Year Students

Category	2006		2007		2008	
	LAU	NSSE	LAU	NSSE	LAU	NSSE
LAC	57.0	57.4	56.5	56.4	59.3	57.5
ACL	50.6	52.1	52.6	51.2	56.2	51.7
SFI	37.1	44.7	38.4	43.0	40.2	44.1
EEE	35.1	43.1	36.8	41.4	38.2	42.3
SCE	59.5	59.4	64.6	58.3	62.0	59.2

The 2006 NSSE findings indicate that 46% of sophomore year students would probably and 46 % would definitely attend LAU if they could start over again. Moreover, 41% of senior year students would probably and 42 % would definitely attend LAU if they could start over again.

The 2007 NSSE findings indicate that 34% of sophomore year students would probably and 56 % would definitely attend LAU if they could start over again. In addition, 38% of senior year students would probably and 48 % would definitely attend LAU if they could start over again. These numbers are almost identical to the percentages reported in the Graduate Exit Survey of 2007 that LAU conducted: 39.24% responded by saying that they would probably choose LAU if they could start over again and 47.3% responded by saying they would absolutely choose LAU.

The 2008 NSSE findings indicate that 38% of sophomore year students would probably and 54 % would definitely attend LAU if they could start over again. Moreover, 36% of senior year students would probably and 50 % would definitely attend LAU if they could start over again.

Thus, we observe an increase in the category of “definitely attend LAU” which indicates that there is an overall improvement in student satisfaction as they progress through their university careers. [\[Exhibit III-B-32: NSSE power point presentations prepared by Dr. Elie Badr; and Exhibit III-B-28: Graduate Exit Survey 2007\].](#)

It is clear for the above presented data that LAU has made a tremendous progress over the years under the Level of Academic Challenge and the Active and Collaborative Learning categories. LAU needs to improve its standing under the Student Faculty Interaction and Enriching Educational Experience. The reason for the low score under Student Faculty Interaction is attributed to the fact that LAU is still relying heavily on part time faculty and this is being dealt with by the aggressive hiring plan of full time faculty (see section III-D).

MEASURING STUDENT SATISFACTION WITH EXIT SURVEYS: The Graduate Exit Surveys have become a regular instrument that the University uses to measure student satisfaction with the University's academic and non-academic services as reported in the Services Section above.

It is important to note that there had been differences across campuses in administering the surveys. In Beirut, the survey is filled out prior to commencement; in Byblos, the survey was filled out when the student comes to pick up the degree, which is after the commencement. The 2007 survey used the same survey instrument and as such can be used as a benchmark for future comparisons. Table III-B-3 above presents the satisfaction of students with the overall services provided by the various student service offices and the numbers indicated that, in general, the students are well satisfied. As far as academics is concerned, when students were asked about their academic experience at LAU, 22.21% responded by saying it was “good”, 41.08% responded by saying “very good” and 28.65% responded with “excellent”. While this seems to indicate that the level of satisfaction of students is very high the questionnaire is flawed as it does not include a “not good” category that needs to be included in future instruments. [\[Exhibit III-B-28: Graduate Exit Survey 2007\].](#)

EXTRACURRICULAR ACTIVITIES: The University does not have a system in place for the assessment of extracurricular activities. The survey results presented in Table III-B-3 indicate that Athletic Services on both campuses receive the lowest approval ratings as less than 60% of the students responded being “satisfied” or “very satisfied”. This rating is due to the lack of proper athletic facilities and confirms NSSE results.

III-B7. LIBRARY AND OTHER INFORMATION RESOURCES

Library self-evaluation is conducted throughout the year using various means including regular staff meetings, reports, surveys, and actions triggered by suggestion box comments. The Olib system also

provides a variety of automated data outputs on library use. The library staff committees conduct monthly meetings to study complaints, report on changes, and conduct self-evaluation. Repeatedly there have been requests to have the libraries open longer hours and Sundays during exams.

Semi-annual and annual reports are prepared and submitted to the Provost Office. Each library department prepares its own statistics on circulation and underutilization of certain databases. Notifications are sent to the deans and/or faculty to either discontinue the database or encourage faculty to use it more consistently.

A formal evaluative survey was conducted in 2006 to assess library services at LAU. Both students and faculty were asked to respond to survey questionnaires. A report presenting the findings was prepared and submitted to the University Library and Information Resources Council (ULIRC). The report does not make any recommendations, it just presents findings, however. Based on the results of the surveys, the ULIRC made recommendations to improve the system. The council also decided that it will conduct a yearly survey to evaluate library and IT services. Currently, the council is in the process of drafting the needed questionnaires.

As a result of current evaluations, and starting Spring 2009, both Beirut and Byblos libraries have extended opening hours and will from now on open on Sundays and holidays during final exam periods. On these days Beirut library will open from 10:00 to 6:00 and the Byblos Library from 10:00 to 2:00.

Librarians have started offering voluntary training sessions to all students in replacement of the one-credit LRT course that was cancelled (Refer to the section on End-user education in IV-7).

III-B8. PHYSICAL AND TECHNOLOGICAL RESOURCES

A. INFORMATION TECHNOLOGY: The IT Department evaluates its work through repeated surveys; for example, end-user feedback is obtained through regular surveys. A survey regarding library and IT services was sent to students, faculty and staff in March 2006. The survey results indicate that 70% of the faculty and staff felt that the level of technology available to support teaching and learning at LAU was good or excellent. The results also revealed that while most faculty and students felt that the computing facilities were technologically fit, 80% of students and 92% of faculty believed that computing labs were insufficient. Therefore, a new computing facility was inaugurated in Beirut in spring 2009. Moreover, 91% of faculty and staff rated the general IT environment as good to excellent and 88% rated IT support as good to excellent; whereas only 65% of students rated IT support as good to excellent.

In October 2007, the IT Support Manager met with each Director and chair on both campuses to gather information regarding IT support issues, concerns and needs. In February and June 2008 an IT Skill Survey was sent to students, faculty and staff. The survey was designed to determine the current level of basic computer skills among the three groups. Regular feedback is also drawn from the IT HelpDesk through the comments from callers and through individual IT HelpDesk tickets which request that the end user changes the status to indicate his/her satisfaction. While satisfaction is routinely quite high, changes in services are made by the IT department based on feedback, comments and survey results as necessary. [\[Exhibit III-B-33: Information Resources and Services Appraisal\]](#)

B. FACILITIES MANAGEMENT: Facilities Management has conducted a survey to evaluate and gauge end-users' assessment of its performance and service levels as well as to measure end users satisfaction level with respect to services provided and projects completed. Analysis of the results is currently being conducted in order to address end-users' feedbacks and comments.

The systematic feedback of constituents regarding the performance of the Facilities Management (FM) Department will be automatically solicited and generated with the adoption of the new Maintenance and Operation software that will be acquired fall 2009 which includes a user feedback system. This will significantly augment the informal feedback given by FM users who are involved in supervising facilities projects through their participation in steering committees. [\[Exhibit III-B-34: Capital Projects Management Procedures document; Exhibit III-B-35: Miscellaneous Projects Management Procedures document; and Exhibit III-B-36: Sample Campus Operations and Maintenance Service Request form\]](#).

LAB AND STORAGE FACILITIES: The University recruited a safety engineer in May 2008 who will help develop and implement safety plans and policies for labs and storage facilities. This position replaced

the University Safety Management Committee, which no longer exists. The draft report of the safety engineer [Exhibit III-B-37: Safety and Emergency Reports], which includes recommendations to upgrade facilities, how to respond to major safety problems and what committees need to be formed, will be submitted to the administration for endorsement. Safety procedures are also to be developed.

III-B9. FINANCIAL RESOURCES

The University is committed to maintaining a stable and healthy financial status. The operating and capital budgets are prepared annually and approved by the Board of Trustees (BOT). The BOT exercises considerable oversight over the University's financial operations through three Board committees: the Investment Committee, Planning and Administrative Committee, and the Audit Committee. The Internal Audit Department is active and reports regularly to the Board's Audit Committee all audit findings in accordance with an audit plan that is approved by the committee. In addition, the unqualified positive opinions expressed by LAU's external auditors, KPMG, on a continuous basis provide added assurance to the soundness of LAU's financial position and the integrity of its financial management and operations.

III-B10. PUBLIC DISCLOSURE

The self-study 2007 commits LAU to creating a process that ensures that all printed materials related to the academic operations are scrutinized for accuracy and consistency with the Academic Catalog. The University has not fully delivered on this commitment yet but is planning to hire a managing editor to oversee the quality of publications. Currently, all publications are centralized through MARCOM (Marketing and Communication Department), which is in charge of ensuring the quality of printed material.

III-B11. INTEGRITY

LAU has developed a public relations policy [Exhibit III-B-38: Media and Public relations policy] to ensure that all communications with internal and external constituencies are scrutinized for accuracy and consistency with the University's mission and vision.

III-B12. PROJECTIONS

The newly established Office of Institutional Research and Assessment seeks to continuously provide the University community with accurate and timely information to support decision making and institutional effectiveness efforts. Specifically the office will play an active role in:

- Develop and maintain a lexicon of terms and census dates to serve as a basis to collect and centralize data from all units
- Maintaining a compendium of statistics on students, faculty and staff.
- Compiling and disseminating historical data on admissions, enrollment, degrees conferred, and retention and graduation rates considered important performance indicators of effectiveness and essential components for the preparation of an annual University Fact Book.
- Compiling and disseminating data for external and internal reporting as needed.
- Compiling and disseminating data for institutional self-study and for institution and discipline accreditation including benchmarking.
- Facilitating assessment and reassessment of programs and plans by ensuring the articulation of measurable objectives and goals and systematically gathering evidence of performance.
- Constructing and analyzing student and alumni surveys.
- Evaluating selected performance indicators for the University's strategic plans

The University will consider the results of the faculty governance assessment as regards operations of the senate and faculty councils and senate-administration relations covered in III-C1, and instigate the necessary changes in faculty governance as appropriate..

The Liberal Arts Learning Assessment Committee will conduct a longitudinal pilot study to assess if the following two learning outcomes: (1) assessing competence in written English, and (2) assessing

competence in oral communication in English are met after the successful completion of Liberal Arts Core (LAC). The pilot study comprises 100 new LAU students starting spring 2009 and lasting until the chosen target group completes all required LAC courses. Students will be interviewed to assess their competence in oral communication in English and their first writing samples will be collected and assessed. Faculty teaching LAC courses will also assess students' oral and written language and faculty will submit an electronic copy of students' work (pertaining to the chosen learning outcomes) to the committee (the committee will do a second reading of the students' work). The committee will keep track of each student and interview each one of them again when they finish the LAC courses. Once this is done, the committee will follow the same procedure in tackling the other learning outcomes.

The School of Engineering and Architecture will be seeking ABET accreditation for all its five programs in engineering. The request for accreditation will be submitted by the end of January 2010 and all self studies will be submitted to ABET before the July 1, 2010 deadline. The evaluation visit by the ABET team will be scheduled between September-December 2010 while the programs are in session. The dean has formed an ABET steering committee that has been meeting on a weekly basis since January 2009. The committee has developed a time schedule for activities to be completed during spring 2009 [Exhibit III-B-39: ABET Time Schedule].

At the core of all activities is the cycle of continuous quality improvement where results from the assessment of student learning are used as a feedback loop to improve the delivery of the programs. The school has adopted the 11 student outcomes of ABET Criterion 3 which are outcomes (a) to (k) [Exhibit III-B-40: ABET Criteria]. As well, the school has adopted a three-year assessment cycle for the student outcomes, allowing for two cycles of improvement per ABET visit which is every six years. For the purpose of assessment the school has adopted direct and indirect methods of assessment. Direct assessment methods include local standardized testing (to be developed) for the technical outcomes and scoring rubrics (currently being developed) for the non-technical outcomes. As for the indirect assessment methods, the school has already developed and deployed alumni, employer, and exit surveys. The school will enlist the services of Educational Benchmarking Inc. (EBI) to assess and benchmark (versus peer institutions in the U.S.) its engineering programs through standardized alumni surveys, employer surveys, and exit surveys. The department faculty have been heavily involved in the development of the assessment process for each program with cross coordination between departments when it is deemed effective and beneficial.

As a part of its commitment to learning assessment, all departments in the School of Arts and Sciences will be developing assessment plans during academic year 2009-10. The school will assess all programs by the year 2013.

The Department of Computer Science and Mathematics in Byblos started implementing learning assessment at the program level as of spring 2008. The department has already developed key performance indicators for each program outcome, and rubrics to measure them. During fall 2008 and up to spring 2010, the department will be collecting data and evidence of learning in classes, and will be assessing all courses. Furthermore, the program intends to assess its objectives by consulting all its constituencies.

The SDEM unit plans for assessment of its services on multiple levels. Besides conducting regular student exit surveys, the SDEM unit is now in the final stages of developing a new Student Satisfaction Survey that asks students about student activities, career services, counseling services, health services, and academic advising services. The deans of students attended the National Association of Student Personnel Administrators (NASPA) annual conference for Student Affairs Administrators in Higher Education, which also has multiple forums on student assessment that LAU will be adopting into planning for the upcoming few years.

III-C. GOVERNANCE

This section reports on the University progress in *"Implementing the new governance mechanisms, especially the Faculty Senate and related faculty councils, as well as the development of staff and student governance"*

Governance sharing is a major heading of the SP 2005-2010, and with the completion and approval of all School Bylaws, LAU faculty governance started four years ago is now complete. Likewise staff and

student governance bylaws have been completed and implemented. The new governance structures of the institution was designed from the ground up to: (i) foster participation of, and interaction between, all constituencies, (ii) bring the two campuses together as one university, and (iii) create faculty communities that are centered around their schools and disciplines rather than the campus they work in.

As explained earlier, and after three years of operations, a committee was set up to assess the faculty governance system and its implementation. The assessment was overall very positive, and much of the recommendations have to do with the implementation.

III-C1. FACULTY GOVERNANCE

In its September 2005 meeting, the Board of Trustees approved the establishment of a Faculty Senate based on a proposed constitution. This document was later amended in the September 2007 meeting of the BOT [Exhibit III-C-1: Senate Constitution and Senate Bylaws]. The first Faculty Senate was elected in spring 2006. According to the Senate's Constitution, the Senate is comprised of 34 faculty members, four of which are seats reserved for instructors/lecturers. All seats are equally allocated between the Beirut and Byblos campuses. According to its constitution, the Senate is vested with recommendatory powers on a wide spectrum of issues: Policy matters relating to academic programs (and all related subjects), policy matters related to academic and admission standards, research standards, and faculty status and promotion. The Senate's input is also sought on the University operating budget and the University academic calendar.

The first Senate spent a considerable amount of time reviewing a first version of the new Faculty Bylaws that were developed by an ad-hoc committee set up by the President. In particular, the new bylaws involved restructuring all university councils, adding new ones (e.g. the University Planning Council) and removing others (e.g. the University Executive Council). The tasks of each council were revisited, as were their membership and methods of operation [Exhibit III-C-2: Faculty Bylaws]. In addition to the President's Cabinet and four university councils (University Planning Council, the Council of Deans, the Student Affairs Council, and the Campus Life Council), the amended Faculty Bylaws mandate eight faculty councils in total. The structure of the newly created councils consists of two senators and one elected faculty member (and in some cases one alternate) representing each distinct school, except for the Medical School until it is fully operational. Students (with voting power) are also represented on some of these councils such as the University Planning Council.

Recommendations for policy changes can be initiated either at the Senate level or in councils. If falling within the jurisdiction of a standing council, the practice has been that recommendations are forwarded through the Senate representatives to the appropriate council. Otherwise, recommendations are either communicated in writing to the Provost or to the President [Exhibit III-C-3: Letter to President and Provost]. Recommendations to the Provost are academic in nature and are usually discussed in meetings of the Council of Deans (CD). When needed, Senate executives are invited to the CD meetings for further input. Senate recommendations that are non-academic in nature are communicated in writing to the President who may seek inputs of the President's Cabinet (PC) and/or the Council of Deans. Senate Chairs and Vice-Chair are also occasionally invited to meet with the PC as well as the CD to share with discussions on issues of concern to faculty. In either case, a letter signed jointly by the President and the Provost and summarizing the CD and PC decisions is communicated to the Senate Chairperson [Exhibit III-C-4: Letter from President].

During academic year 2007-08, all schools developed their own bylaws [Exhibit III-C-5: Bylaws of Schools]. These were reviewed by the Council of Deans and later approved by the President's Cabinet. Since the beginning of fall 2008, all schools have progressively started to operate according to these bylaws, promoting further autonomy on school specific matters, such as planning, curriculum, resources, and admissions.

The new faculty and school bylaws and the recently established Faculty Senate have completely overhauled the previous governance system regarding academic and faculty affairs. The Senate in particular was formed with the intent to improve and expand faculty governance: Senators are elected by the constituents of their respective schools (except for instructors/lectures who are elected at the campus level). A strategic shift in philosophy has also been observed regarding the councils. Whereas in the past, council members were chosen by the Vice President for Academic Affairs (now changed to Provost) in consultation with the academic deans and faculty representatives and then voted on in a

general faculty meeting at the beginning of the academic year, members of current councils (whether at the Senate level or school level) are elected by their respective constituencies. In the new governance system, councils are recommendatory bodies on policies. In practice faculty meetings have become essentially informative, where the President, Provost, Vice Presidents, and the Senate Chair report on major new developments and update faculty on board decisions. Some faculty members have expressed nostalgia for the time when debates/discussions and voting took place during general faculty meetings. Whereas this has not taken place since the implementation of the senate, the new faculty bylaws allow for any issue to be debated publicly in faculty meetings, and not only within the bounds of senate or councils.

Since its inception, two Senate elections have been held to replace senators whose terms had ended. In both cases, all seats – except campus seats – were uncontested and in both cases not enough faculty members ran, resulting in vacant seats and forcing Senate executives to call for a second round of elections to fill them. It is worth mentioning that the majority of senators in the professorial ranks are relatively newly hired assistant professors. Many of the more senior faculty, and more particularly department chairs, who have more knowledge, interest and engagement in institutional issues hold administrative posts forbidding them, according to the Senate constitution, to be senators.

The relationship between the Faculty Senate and other university governing bodies has not always been problem free. For instance, in spring of 2008, the CD and the President approved the 2008-09 university calendar without seeking the Senate's recommendation. Also in 2008-09, the University decided to launch the School of Architecture and Design and was granted approval by the BOT in its March 2008 meeting. This decision was taken without seeking the Senate's viewpoint, contrary to the spirit of the Senate's constitution. In yet another instance, in 2007 the Faculty Welfare and Promotion Council (FWPC) submitted to the VPAA (Now Provost), without coordination with the Senate, a document proposing a complete overhaul of the faculty promotion criteria – an issue that is of particular interest and concern to the faculty at large. The Council of Deans sent the proposal to the Senate for examination, however. After long deliberation, the Senate resolved to reject it and recommended that individual schools develop their own criteria for tenure and promotion, a proposal that was later adopted by the CD and approved by the President.

The difficulties encountered in the implementation of the new governance structure and the new assessment culture that has started to prevail at LAU prompted the Provost, in consultation with the PC and CD, to set up an ad-hoc committee with the special mandate to evaluate the “various aspects of the operations of the Senate and faculty councils” since the adoption of the new faculty bylaws by the BOT in September 2007. The committee consisted of the Chair of the Senate, the Chair of the Faculty Welfare and Promotion Council, two faculty members from the Senate, and the Assistant Provost for Faculty Affairs. In its final report to the Provost [\[Exhibit III-C-6: Report of the Governance Assessment Committee\]](#), the report identified the following areas where improvement is needed for a more effective shared governance system:

On improving Senate-Council and Senate-Administration relationships:

1. Strengthening Senate representation on university councils
2. Fostering council coordination with the Senate
3. Ensuring council feedback on Senate proposals / resolutions
4. Posting council minutes on the Senate website
5. Department chairs' and assistant deans' eligibility for Senate membership
6. Improving the flow of information between the Senate and schools/Accountability
7. Improving the flow of information between the Senate and the faculty body/Accountability
8. Streamlining the internal workings of the Senate

On improving faculty council:

1. Increasing membership on university councils
2. Ensuring that members understand council mandate
3. Clarifying council mandate
4. Conducting meetings of university councils
5. Improving flow of information between councils and schools/Accountability

The Provost has submitted to the President a copy of this report with the inputs and recommendations from the Council of Deans and the senate. This document provides perspective on the faculty governance system from both the point of view of faculty as well as administration, and should provide a basis for discussion to reach consensus on appropriate measures to implement. However, an opinion that is shared by most, is that the system in itself is generally adequate, but that improvement can mostly take place through better practice. Furthermore, the impact of implementation of school bylaws and the establishment of school councils, will also provide more avenues for participative governance to faculty who would naturally have more engagement as the level of their respective schools.

School Bylaws were not assessed since the implementation of these bylaws took effect only during academic year 2008-09. It is to be noted however that the process by which these bylaws were developed was not clearly communicated to the faculty; this concern was most significant for faculty members in the School of Arts and Sciences.

III-C2. STUDENT GOVERNANCE

Prior to academic year 2007-08, student governance was limited to the election of ten students by the student body of each campus to represent students on some campus councils and committees. Elected student representatives did not meet as a council nor did they meet with their counterparts on the other campus. The coming together of the student representatives of both campuses was restricted to once or twice a year in order to attend leadership training workshops organized by the Student Development and Enrollment Management (SDEM) staff. Action step 4.3 of *Strategic Plan 2005-10* called for the creation of student councils that will act as forums for dialogue among students and with faculty and staff while providing opportunities for the development of ethical behavior and leadership skills. Thus, during academic year 2006-07, SDEM officers carefully chose a group of students with whom to work closely in writing the bylaws for the long awaited student councils. Numerous meetings and a two-day off-campus retreat culminated in a document that was approved by the pertinent university councils. In its Summer 2007 meeting, the BOT approved the final version of the student councils bylaws [http://studentaffairs.lau.edu.lb/guidance_office/student_rep.html, *Exhibit III-C-7: Bylaws of the Student Councils*], and in December 2007 the first student councils of Lebanese American University were elected on both campuses (the delay in the elections was due to the unstable security situation in Lebanon).

According to the bylaws, student councils fall into one of two categories: campus councils and university councils. The campus councils (one for each campus) each consist of 12 students with equal school representation, and the University Student Council is composed of 10 members (five from each campus) elected from the campus councils. Graduate students, who never before had any form of representation, were also called upon to be part of student governance. A plan to establish a Founding Graduate Student Committee with the mandate to propose bylaws for a Graduate Student Committee was cancelled however as a result of the deteriorating security situation in the previous months.

The University Student Council and the campus councils were formed with the aim to integrate students within the shared governance culture that is starting to grow roots in the general LAU culture. As such, students are now voting members on some university and campus councils (e.g. the University Curriculum Council, the Admissions Council, and the University Council for Financial Aid). Students are also represented in the Strategic Plan Oversight Committee (SPOC). In addition, these councils are intended to: establish a liaison between the students on the one hand and faculty, staff and the administration on the other; establish proper channels for communicating campus/university issues to the whole student body; enhance campus life through organizing extracurricular activities not covered by the campus clubs; establish ad-hoc committees to study specific student issues; and more generally promote and advance the welfare of the LAU student population.

Since the Student Council Bylaws have been approved by the BOT, two elections have taken place, one in December 2007 and the other in November 2008. The extent to which the councils have served their stated purpose was assessed through focus group meetings that took place in November 2008 (prior to the second elections), and also through a questionnaire administered electronically to all LAU students after the elections. The first focus group consisted of the elected members of the University and Campus Student Councils whereas the second consisted of presidents of student clubs.

Specific questions were prepared for each focus group [Exhibit III-C-8: Questions to Student Focus Groups]. The following strengths and weaknesses were identified by members of the student councils [Exhibit III-C-9: Student Governance Report]:

1. Current student representation is more organized and more effective than it was previously (some members did not even know that there had been prior student representation). More specifically, the voting privilege on Campus/University Councils was highly valued. Some noted however that representation should be split among departments rather than schools. Also there was a general concern over the politicization of student elections.
2. There was general satisfaction with the training received after being elected but suggested that training should actually take place before elections and that booster sessions may be beneficial afterwards.
3. The support received from the student affairs administrators (Vice President for Student Development and Enrolment Management, the Deans of Students and the Directors of Guidance) was well recognized; students identified the need for better support from the academic deans of the different school, however.
4. Many council members admitted the need to be more knowledgeable of the bylaws and all agreed that better communication needs to be established with the student body at large.

Presidents of student clubs also identified areas that need to be addressed in order to improve the student governance system at LAU [Exhibit III-C-9: Student Governance Report]:

1. All presidents unanimously agreed that they did not sense any change following the introduction of the student councils. They stated however that the present structure of the student councils may serve the students better if it is freed of political influence and if proper communication with the student bodies is established.
2. Most of the Presidents showed interest in running for membership of the student councils but requested leadership training sessions.
3. As to the relationship of the student councils with the student clubs, most admitted that they were not knowledgeable of the council bylaws that organize this relationship and some suggested that student clubs be represented in the councils.

A survey by online questionnaire took place after the student elections of November 2008 and was sent to all LAU students [Exhibit III-C-10: Student Online Questionnaire and Results]. Although the outcome of this one-time questionnaire can only be reliable if administered over consecutive years, its results are in line with the observations collected from the student focus groups. Results from the 498 responses revealed that more than half (around 60%) knew that LAU had its first student councils elected in the previous year; however almost 75% did not sense any positive change as a result of the elections and around 70% were not aware of any student council activities or initiatives. In addition, only 38% were interested in running for membership on the council. The reasons given by those who were interested in running were split between serving the student body at large (55.6%), their department and/or their school (36.4%), themselves (4.3%) and their political parties (3.7%). The students who were not enthusiastic about running for a seat in the council were discouraged mainly because they thought the process was politically manipulated (64.4%). It should be noted that university student governance in Lebanon, as in many other countries, has long been tied to national level politics, unlike university student governance in the United States where students have often spearheaded public major changes in public opinions. Furthermore, students joining LAU have little past experience in student governance as our high schools do not foster such participative governance practices.

III-C3. STAFF GOVERNANCE

In accordance with action step 4.2 of *Strategic Plan 2005-10*, the University elected the first Staff Advisory Council (SAC) in fall of 2006. According to its bylaws [Exhibit III-C-11: SAC Bylaws], the purpose of the Staff Advisory Council is to allow staff to participate in the governance of LAU, further its mission and contribute to its success. The council is composed of staff members from all entities, divisions and departments of the University (13 elected staff members and two HR directors as ex-officio members). The council has an advisory role regarding administration policies of concern to staff. Being a new advisory entity, the mission of the first elected SAC was mainly to institutionalize the council, and its main objective was to provide a communication vehicle between the administration

and LAU staff. Other objectives addressed by the SAC during its first year of operation included staff development, staff appreciation, staff working environment and training.

Elections of the first SAC were held in November 2006 [\[Exhibit III-C-12: Elections procedure and distribution of members for SAC\]](#) and upon the recommendation of the administration, its term was extended for another year for the purpose of strengthening and clarifying further the council's role. The past chair of the council (2006-08) identified the following as accomplishments:

1. Membership of the SAC Chair and Vice Chair in the newly established University Planning Council side-by-side with the President, the Vice Presidents and their assistants, all deans as well as the Chair and the Vice Chair of the Faculty Senate, and the Vice President of the University Student Council.
2. Successful participation in the strategic planning progress report presentation series to the LAU staff.
3. The establishment of the SAC Website.

The extension of the term of the first SAC helped its members pursue recommendations and projects [\[Exhibit III-C-13: SAC Recommendations\]](#) that had already been initiated but not yet completed, such as the Staff Questionnaire, a document that is available online as well as in hard copy format and in Arabic. The results of the questionnaire [\[Exhibit III-C-14: Staff Questionnaire and Questionnaire Results\]](#) highlight staff concerns and will be used to prioritize SAC's work for some years to come.

To assess the success of the Staff Advisory Council in its stated role and purpose, A Staff Advisory Council Evaluation Committee was formed. The Committee held focus group meetings with SAC members and with randomly chosen staff members of the University. The meetings showed that there is a lack of understanding of the mission of the council, and that the advisory role of SAC seems to fall short of staff expectations. The SAC Evaluation Committee recommended the following to improve the role of staff in university governance [\[Exhibit III-C-15: Staff Governance Evaluation Report\]](#):

1. SAC should amend its bylaws to align its mandate with LAU's mission.
2. A general Staff meeting should be held to make sure that all staff members clearly understand the real role and mandate of SAC.
3. SAC needs to organize a pre-set meeting schedule so that all involved parties are aware about the specific meeting times and dates throughout the year.
4. The administration need to have a formal line of communication with SAC and respond to SAC's recommendations in writing in a transparent and prudent manner.
5. SAC should establish a communication tool through which it can effectively communicate with its constituency in an effective and timely manner.
6. The administration in cooperation with SAC need to establish the practice of new staff orientation sessions during which newly recruited staff are fully informed of the University rules and regulations and the role of SAC. Thus assuring that new staff members are aware of their responsibilities and duties, benefits and rights. Emphasis should also be placed on career development and advancement.

III-C4. INSTITUTIONAL EFFECTIVENESS

The initiative taken by the President's Cabinet to assess the new faculty bylaws is a clear signal from the administration that it is keen on taking the necessary steps at the right times for improving LAU's governance structure. Similar initiatives to assess the Student University Council as well as the Staff Advisory Council can only strengthen this stance. The report of the ad hoc committee charged with evaluating the Senate and faculty councils and the focus group meetings with students and staff constitute the ground work for an ongoing process of improvement of the governance structure at the University. Effective measures must be undertaken to improve communications between members of the Faculty Senate, the student councils and the Staff Advisory Council. The support exhibited by the President, the Provost and the VPs in the recent past lends significant credibility to the belief that all issues can be resolved in a spirit of respect and trust that are key to any successful governance sharing endeavor.

III-C5. PROJECTIONS

The University will strengthen the culture of shared governance through building effective communication channels between the President's Council and Council of Deans on the one hand and the various governing bodies on the other.

Actions will be undertaken in 2009-2010 to improve faculty governance based on the results of the faculty governance assessment study. Furthermore and as mentioned in the academic plan, LAU will develop and strengthen academic management, school governance and faculty engagement; and foster academic leadership. Specifically LAU will:

Commit to periodic reviews of school bylaws, school specific academic rules & regulations, admission criteria, specific guidelines for faculty promotion by discipline, faculty bylaws with the aim of progressively enhancing faculty engagement and shared governance within schools and through the Senate and University Councils;

Support and enhance positive collegial interactions among faculty at the departmental, school and University levels;

Similar assessment measures will be done on the role and functionality of the student councils. In light of the recommendations of the SAC Evaluation Committee, actions will also be taken to improve the role of Staff Advisory Council.

III-D. FULL-TIME FACULTY

The Commission's candidacy letter asked LAU to report on its progress for "Ensuring Sufficient Full-Time Faculty in All Program Areas"

LAU has added an average of 10% to its faculty per year since 2005. In 2010 it is estimated that only half the faculty would have been at LAU more than six years. Such a growth is remarkable, however, recruitment of full-time faculty in the school of business remains a challenge, and for this reason the University has adopted a proactive strategy consisting in supporting select applicants through their Ph.D. on condition they will return and serve at LAU. Anticipating the same difficulty for the school of nursing, a similar program has been established and implemented.

III-DI. FACULTY RECRUITMENT AND RETENTION

The numbers in Table III-D-I clearly indicate that LAU has put significant energy and resources toward the recruitment of new faculty members and has been actively advertising for new faculty positions in all areas, especially in the School of Business. Unfortunately, the numbers in the School of Business seem to indicate that while there are a huge number of applicants, recruitment either fails to attract a qualified pool of applicants or fails to convince qualified applicants to join LAU. The picture is different in the School of Pharmacy, where the pool of applicants is relatively small, yet they seem to be well qualified and are successfully recruited. Also, there is a large pool of applicants for positions in the School of Engineering and Architecture and the school is able to recruit new and qualified applicants.

Table III-D-I: New Full Time Faculty Recruitment⁺

School	AY05-06			AY 06-07			AY 07-08		
	Advertised	Applied	Joined	Advertised	Applied	Joined	Advertised	Applied	Joined
A & S (Be/By)	12/7	161/77	7/3	12/4	186/63	5/1	17/5	335/90	9/3
Bus. (Be/By)	8	96	3/0	8	87	3/0	9	129	2/0
Eng. & Arch.	8	123	4	6	96	2	4	136	2
Pharmacy	3	33	3	4	11	6	3	19	4
Medicine*			2			2			1+2 [#]
Total	38	490	22	34	443	19	38	709	23

+ Recruitment occurred during the indicated AY and Faculty joined LAU the following AY.

Faculty who joined in summer 2008

* Faculty recruited in order to create the School of Medicine and prior to recruitment drive.

Faced with this considerable difficulty in recruiting new faculty in the School of Business, the administration has embarked on a bold campaign to sponsor highly promising LAU students to pursue Ph.D. degrees in Business at US and Canadian universities, after which they would be obligated to join LAU as faculty for a set number of years. The University has budgeted \$250,000 annually to finance this plan and to sponsor 12 students over the life of the plan [Exhibit III-D-1: Ph.D. Student Sponsoring Program in Business].

The number of full-time faculty (Tables III-D-2 and III-D-3) has exhibited a net increase from 176 in fall 2005 to 205 in fall 2008, which translates into a little bit over a 16% increase. This is a very laudable percentage increase and is in the spirit of the strategic plan initiative of increasing the full-time faculty ratio to total FTE. Over the past three years, the attrition rate (Table III-D-4) due to resignation of faculty has varied from 0% in academic year 2005-06 to 3.5 % in academic year 2007-08, whereas the successful recruitment rate has been more or less steady at 11%, despite the political and security instability in the country from 2005 onward.

Table III-D-2: Full-Time Faculty Distribution by Rank and Gender

RANK	2005			2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Professor	10	1	11	13	1	14	14	3	17	15	2	17
Associate Professor	38	10	48	39	12	51	44	11	55	39	12	51
Assistant Professor	36	33	69	39	32	71	43	36	79	43	40	83
Lecturer	5	3	8	9	5	14	8	6	14	8	7	15
Instructor	14	23	37	15	21	36	16	18	34	15	22	37
Assistant Instructor	2	1	3	1	1	2	1	1	2	1	1	2
TOTAL	105	71	176	116	72	188	126	75	201	121	84	205

Table III-D-3: Overall Faculty Head Count

Academic Year	Beirut	Byblos	Total
2005-06	105	71	176
2006-07	118	70	188
2007-08	126	75	201
2008-09	121	84	205

Table III-D-4: Overall Recruitment and Attrition Results

Academic Year	New Faculty	Not Renewed at End of Term	End of Term as Visiting Professor	Resigned	Retired	Total Attrition
2004-05	20	-	-	-	2	2
2005-06	22	1	2	2	3	8
2006-07	19	1	-	5	4	10
2007-08	23	1	2	7	-	10

III-D2. FACULTY FULL-TIME RATIOS

Table III-D-5 clearly indicates that the percentage of credits taught by full-time faculty is decreasing even though that the number of full-time faculty has increased by more than 15%. The main reasons underlying this phenomenon seem to be the reduction in the teaching load for full-time faculty from 12 to 9 credits per semester which brought about a one time drop observed in 2005-2006. The slight drop since is due to the increase in the number of students from just over six thousand in academic year 2005-06 to over seven thousand in academic year 2008-09. Both factors are not only negating the numerical increase in full-time faculty but also caused the full-time ratio to decrease substantially between fall 2008 versus fall 2005. Whereas this drop is of 5% according to the table, this figure is

somewhat doubtful and the data for Fall 2005 in Byblos seems to be erroneous; an increase of 20% in credits offered between Fall 05 and Spring 06 is very unlikely.

The ratio of credits taught by full-time faculty versus the number of credits taught by part-time faculty is approximately 60% in Byblos and approximately 40% in Beirut with an overall average of around 50%. The declared goal of full-time teaching included in *Strategic Plan 2005-10*, Initiative Step 1.1 is 70%. The University has reserved a pool of faculty lines for the next three years in order to reach this goal. These faculty lines are distributed among schools on a yearly basis. The complete data for programs and areas is provided in [\[Exhibit III-D-2: Full time-Part time Faculty Load \]](#).

Table III-D-5: University Progression of Credits Taught per Semester by Full-Time vs. Part-Time Faculty

Credits Taught by Full-Time (FT) and Part-Time (PT) Faculty												
Campus	Byblos				Beirut				University			
Semester	PT	FT	Total	%FT	PT	FT	Total	%FT	PT	FT	Total	%FT
Fall 2005	344	700	1044	67%	1119	948	2067	46%	1463	1648	3111	53%
Spring 2006	524	713	1237	58%	1232	888	2120	42%	1756	1601	3357	48%
Fall 2006	512	709	1221	58%	1162	849	2011	42%	1674	1557	3231	48%
Spring 2007	430	729	1158	63%	1249	906	2155	42%	1679	1635	3313	49%
Fall 2007	361	785	1146	69%	1366	947	2313	41%	1727	1732	3458	50%
Spring 2008	426	833	1259	66%	1396	881	2277	39%	1823	1714	3537	48%
Fall 2008	480	873	1353	65%	1583	1001	2584	39%	2062	1874	3936	48%

Table III-D-6 clearly indicates that the situation in the School of Business (SoB) is worse – at 32% for fall 2008 – than what was reported for fall 2005 (46%). As a matter of fact, the situation in the SoB on the Beirut campus is what is driving the ratio down (39% for fall 2005 versus a 25% for fall 2008 for the two campuses combined). The low ratios have thus far remained despite the administration freezing enrollment in the SoB on the Beirut Campus for academic year 2008-09. As noted above in Table III-D-1, the seriousness of the situation has pushed the administration to devise a plan to sponsor twelve Ph.D. students in business on the condition that they join LAU after the completion of their degrees. Two sponsored students have already been selected and as they are currently enrolled in a Business PhD in the US, they are expected to complete their studies and join LAU in two years time. As for next Fall, six new Business faculty will join LAU. This increase should translate into an estimated increase of 54 credits taught by full-timers and improve the total university ratio from 32 to 38%. This year's recruitment has certainly been helped by the significant job losses in the financial industries worldwide that resulted in Business Ph.D. degree holders seeking more secure employment opportunities at academic institutions such as LAU.

With the PhD sponsoring program, additional recruitment, and the implementation of the enrollment management plan that limits enrollment in Beirut, the school of business expects to bring the full-time to total credits taught to near 50%. Note that substantial increase in enrollment in Byblos can be absorbed with the present teaching load as most courses and sections are under-enrolled and can take more students.

Table III-D-6: School of Business Progression of Credits Taught per Semester by Full-Time vs. Part-Time Faculty

Credits Taught by Full Time (FT) and Part Time (PT) Faculty												
School of Business (SoB)												
Campus	Byblos				Beirut				University			
Semester	PT	FT	Total	%FT	PT	FT	Total	%FT	PT	FT	Total	%FT
Fall 2005	35	108	143	76%	356	228	584	39%	390	336	726	46%
Spring 2006	106	155	261	59%	215	162	377	43%	321	317	638	50%
Fall 2006	47	101	148	68%	438	172	610	28%	485	273	758	36%
Spring 2007	35	110	145	76%	447	172	619	28%	482	282	764	37%
Fall 2007	51	120	171	70%	566	205	771	27%	617	325	942	35%
Spring 2008	42	105	147	71%	542	192	734	26%	584	297	881	34%
Fall 2008	45	102	147	69%	570	191	761	25%	615	293	908	32%

The data for programs and areas other than the SoB presented in *Exhibit III-D-2* indicate that the full-time versus part-time ratio situation is much more stable and promising. For example, the norm in the art-related areas displays the same trend as there would be at any typical US institution where the standard operating procedure is to hire professional part-time faculty to bring into the classroom their real life experiences.

An area that might raise some concern is the ratio for English courses taught by part-time versus full-time faculty. Table III-D-7 displays the different levels of English credits taught by part-time and full-time faculty members. Given the fact that a majority of the English courses are pre-freshmen remedial courses [*Exhibit III-D-3: Full time-Part time Faculty Load-English Courses*], the administration will consider developing a plan that would create a university-related entity that would be in charge of teaching pre-freshmen English courses. In this way, the ratio for the regular university-level English courses would not be affected negatively by the relatively high ratio of part-time to full-time teaching in the remedial English courses. The overall number of university-level English courses taught by full-time faculty has been around 70% over the last three years, which is in line with the level set by *Strategic Plan 2005-10*. The employment of part-time faculty to teach pre-freshmen English courses is also negatively affecting the percentages of the overall credits taught in the department as displayed in Table III-D-7.

Table III-D-7: Progression of English Credits Taught per Semester by Full-Time vs. Part-Time Faculty

LEVEL	Fall05			Fall06			Fall07			Fall08		
	PT	FT	%FT	PT	FT	%FT	PT	FT	%FT	PT	FT	%FT
Pre-FR	165	68	29	265	86	25	193	87	31	381	174	31
FR-SE	102	162	61	84	201	71	87	186	68	93	225	71
ALL	267	230	46	349	287	45	280	273	49	474	399	46
% Pre-FR	47			55			51			64		

Additional discussion of issues related to ensuring sufficient full-time faculty in all program areas is included under section IV-5 later in the report.

III-D3. PROJECTIONS

At the time of writing this report 6 faculty members have accepted LAU's offers and will be joining the School of Business in fall 2009, and it is hoped that this year's successful recruitment will continue in 2910. The implementation of the sponsored Ph.D. program will also help in increasing the number of full time faculty.

The recruitment and retention of faculty in the School of Medicine (SoM) would benefit from the University having control over its own hospital. The ranks of the full time faculty at the SOM are

projected to increase dramatically following implementation of the clinical program and medical practice plan; these will be derived in part from the Founding Faculty track in which more than 106 qualified physicians are already appointed.

III-E. FACILITIES

This section covers progress on “*Implementing the University’s facilities plans for new and renovated spaces*”

The University is making great strides in improving facilities and has launched a major construction plan totaling \$234 Millions over seven years. Since the last Self-Study of 2007, a total additional surface of 25000 square meters [268960 square feet], i.e. an equivalent of 35 % were added through the completion of the works of Dorm B, the use of Dorm A as temporary academic facility in Byblos, and the rental of Capital Suites near the Beirut campus. More area will be added shortly after the scheduled NEASC visit with the completion of the Frem building. Likewise, a number of projects have been completed to improve facilities on both campuses. Many projects are in-process and are listed under “Projections” at the end of section IIIE.

III-E1. THE MASTER PLANS

A Master Plan Steering Committee (MPSC) chaired by the President has been formed to oversee the in-house preparation of master plans for both the Beirut and Byblos campuses. Similarly, a Master Plan Technical Committee (MPTC) grouping Facilities Management (FM) Department engineers and architects along with two faculty members from the School of Architecture and chaired by the Vice President for Human Resources and University Services (VPHRUS) has been formed with the assignment of completing the master plans. The MPTC completed the Byblos campus Master Plan [Exhibit IV-8-14: Master Plan – Byblos], which was approved by the BOT in March 2009. The Byblos Master Plan has divided the campus into different zones: the Research Zone, Schools Zone, Sports Zone, Dorms Zone, Plants Zone, Student Center and Multi-media, Library Zone, Engineering workshops Zone, Administrative Zone, Library Zone, etc... In each of these zones, reserved expansion spaces have been identified for new constructions to cater for the growing needs of the University.

A similar Master Plan for the Beirut Campus is currently being developed by the same team following the same techniques and in accordance with the process followed for the Byblos Master Plan; Beirut Campus Master Plan is scheduled for completion by spring 2010.

III-E2. MANAGEMENT AND PLANNING

During the course of academic year 2007-08, the FM Department submitted a new document, “Capital Projects Management Procedures,” [Exhibit IV- 8-15: Capital Projects Management Procedures] to properly manage and control the University Capital Construction Plan. The new procedures were approved by the President’s Cabinet in fall 2007. The new procedures envisage the forming of a special steering committee for each particular capital project where all related entities are represented: VPHRUS, FM Department, IT Department, Finance Department and end-users. Each steering committee is responsible for its project from initiation until completion and delivery.

In another area, the FM Department has initiated pre-qualification processes for consultants and contractors interested in LAU projects.

The FM Department has appointed a Technical Monitoring Officer [Exhibit IV-8-23: Technical Monitoring Office – Presentation] assigned to oversee the design, execution and commissioning of new facilities in compliance with internationally recognized Safety, Fire, Environmental and Building Codes. In addition, all design, execution and commissioning of new facilities reflect adherence to National Fire Protection Association (NFPA), Americans with Disabilities Act (ADA), American Concrete Institute Code (ACI) and British Standard (BS).

A Safety Engineer was hired to prepare a safety plan, implement the Emergency Response Plan prepared by the University Safety Committee and to guide and train the University Emergency Response Team. Progress towards achieving these goals is noticed and work is being developed under the supervision of the two directors of Campus Operations & Maintenance divisions (CO&M) in both

campuses [Exhibit IV-8-21-a: Emergency Response Implementation Plan (Draft)]

III-E3. BEIRUT PROJECTS

In Beirut, a major capital project was recently initiated: the Beirut Infrastructures Project, which addresses the upgrading of power supply from the *Electricité du Liban (EDL)* and the redundant emergency powerhouse capacities, are in their final design stages. The same project attends also to the complete renovation, refurbishing and upgrading of the main Data Center located in the basement of Faculty Apartments Building.

The Orme Gray building is being totally renovated to house Dorms in its west wing and offices in the east wing. This renovation project enhances existing safety systems, sanitary facilities, air conditioning and signage systems as well as uplifting of the mechanical room. The completed Dorms side has been allocated for girls, whereas the offices side has been assigned for different schools in need of additional faculty and administrative offices.

During 2008 a public road encircling the Library and Business school buildings was completed and opened for traffic, clearing the way for annexing a 30 m long section of a public road which was dividing the campus into two parts and separating the Library and Business buildings from the main campus. A project to landscape the annexed road is under design and is due for execution in 2010.

A building nearby campus was rented in 2006 to house the men's dorms in 9 floors and faculty apartments in the upper two floors. Operation and maintenance of this facility is being performed by the CO&M Division.

The major renovation plan, which was previously planned for the older Beirut buildings, has been re-evaluated due to the inability of several older buildings, such as Nicol Hall and Sage Hall, to withstand significant structural renovations. The new major renovation plan calls for immediate structural strengthening where needed, and the implementation of a space re-allocation plan [Exhibit IV-8-17c: *Beirut Campus Space Re-allocation Plan*].

Similarly, a Deferred Maintenance Plan [Exhibit IV-8-19- a, b: *Deferred maintenance lists for a)Beirut and b)Byblos campuses*] has been prepared for all old and new buildings to properly maintain and upgrade existing facilities as well as to provide better services, improved campus ambience and well-maintained and properly landscaped University grounds.

The project to resolve building permit and building violations has begun [Exhibit IV-8-24- a, b: *Summary on Building Violations in Beirut Lot 1014; Beirut Campus Violations Plan*]. The project is in the data collection phase, whereby the necessary drawings and documents of all Beirut campus facilities are being collected and compiled. Then these documents will be submitted to the municipal offices for resolution.

III-E4. BYBLOS PROJECTS

The Dorms B Building was completely renovated in compliance with all required building and safety codes and is currently fully occupied by students. The building includes both single and double occupancy rooms and is equipped with modern up-to-date equipment and furniture. The building's operations and maintenance is monitored by the central Building Management System and connected to an integral fire alarm and sprinkler systems. The building is also equipped with a computerized access control system controlled and monitored on a 24-hour basis.

The design of the Medical and Nursing Schools' building has been completed, and construction is due to start in August 2009 while completion is set for September 2011. Meanwhile, the Facilities Management Department constructed a temporary Flex Space for the Medical School in three floors of Block A Building. This space which will cater to the needs of the first class of medical students includes offices, classrooms, case method room, a multi-disciplinary lab and a floor for the anatomy lab, osteology and for two examination rooms. The Flex Space is completely furnished and equipped with all needed multi-media equipment as well as all needed medical equipment and was designed in accordance to prevailing Codes and Standards used in other construction projects.

The original Gebran Library design is being revised in light of current trends in library design. The redesign makes greater use of virtual and electronic library services. Also, the redesign provides for an information commons, cyber cafes and other new features, as described in the Master Plan. Also

under consideration, is reducing the size of the library from the originally proposed 15,000 square meters (150,000 sq. ft) to 7,000 square meters (70,000 sq. ft.).

A major 19,000 m² (190,000 sq. ft) Underground Parking for 625 cars has been designed and is scheduled for execution starting Summer 2009; Completion of the first phase comprising concrete works and elevation finishing works is due within 18 months of starting date. The project includes in its lower basement a major bomb shelter of 1,000 m² (10,000 sq. ft.).

The design of the Engineering Labs Building has been initiated as envisaged in the Master Plan and is due for completion in 2010. The project comes in response to the requirements of the School of Engineering to establish a special building to group and house all its laboratories in one central facility.

The 5,240 m² (52,400 sq. ft.) Frem Civic Center which houses offices, classrooms, labs, University institutes, lecture halls and a multi-purpose hall is under construction and is due for completion by Fall 2009.

During 2008 the construction works on the 1.7 Km (1.1 mile) two-way road (LAU Drive) have been completed. The road connects the Byblos Campus to the Byblos city and has been inaugurated in August 2008, and is since been heavily used.

A sports center for outdoor and indoor activities is listed in the Master Plan and has been scheduled for design during 2010-2011. Execution is planned to be performed by phases between 2012 and 2015.

The Space Re-Allocation Plan addressing the space requirements of the different schools and divisions of the Byblos campus is under preparation. In response to the growing space needs of the Schools, the Block A building was turned temporarily into an office building and the Faculty offices of the Schools of Arts & Science, School of Pharmacy and the School of Medicine as well as other administrative functions such as IT, Facilities Management, Human Resources, Business Services and Finance offices have been grouped in this building. Also, a new 500 sq. m² (5,000 sq. ft.) computer center was located in Block A. To meet the increased power demand of the fully occupied building, its power networks and UPS systems were upgraded accordingly.

III-E5. SMART CLASSROOMS PROJECT

The FM Department has completed all infrastructure works related to the Smart Classrooms Project in 50 classrooms and lecture halls on both campuses. This first phase of this project that is partially funded through the US American Schools and Hospitals Abroad (ASHA) grant is set to be completed during the fall of 2009.

III-E6. CAPITAL BUDGET

In light of the development of a Facilities Master Plan for Byblos campus that was approved by the Board of Trustees in March 2009, and the preliminary Master Plan of Beirut campus that was presented to the Board in the same meeting, a revised capital budget was developed which incorporates the projects to be executed within the coming 5 to 7 years in addition to forecasting the related sources of financing.

Capital Budget (7 years)	(000)
Construction and Renovation	\$ 199,646
Equipment and Furniture	\$ 35,000
Total Capital Budget	\$ 234, 646

Sources of Funds	
Available Funds	\$ 72,835
Fund Raising	\$ 57,995
Internally Generated Funds (7 years)	\$ 103,816
Total Sources	\$ 234,646

The revised financial plan portrays in detail how the above 7 year capital budget, can be financed through a mixture of internally and externally generated funds, without liquidating any of the plant funds invested in LAU's long term investment pool. At the same time, the said plan demonstrates that LAU will have sufficient funds left to implement future projects.

III-E7. PROJECTIONS

The Beirut Master Plan will be completed during academic year 2009-10. In addition, the design of the new building that will mainly house the Arts and Science school programs on lot 3752 will be ready by 2011. Construction of this building will start soon after with a completion date projected for 2015. However, renovations and space re-allocation on the Beirut campus that started in 2008-09 will be completed in 2013. Renovations will affect a number of buildings.

The renovation of the Learning and Research Center (LRC) building is being studied. Under consideration is having the building centralize student services and activities. In this building would be Admissions, Registrar, Guidance, Counseling, and Financial Aid.

A "Miscellaneous Projects Management Procedures" [\[Exhibit IV-8-16: Miscellaneous Projects Management Procedures \(Draft\)\]](#) has been prepared and submitted for approval.

To improve service satisfaction, better space management and ensure proper documentation, tracking and reporting on all requests, the Facilities Management Department initiated the process of purchasing an integrated Maintenance and Space Management software [\[Exhibit IV-8-18: Draft RFP of Enterprise Asset Management software system\]](#). Implementation is planned to be completed by the end of 2009.

The newly hired safety engineer is responsible for preparing a University Safety Plan [\[Exhibit IV-8-21-a: Emergency Response Implementation Plan \(Draft\)\]](#) and for overseeing its execution. The University Safety Plan is expected to be completed in early 2010.

The Beirut Infrastructures Project is also focusing on the need to upgrade the campus main Data Center and Telecom Room located in the Faculty Apartment Building on the Beirut campus; the upgrade is scheduled to be completed in 2010.

As for the Byblos campus, construction of the School of Medicine is due to start in 2009 with a projected completion date of academic year 2011-12. It is worth mentioning that the School of Nursing will occupy parts of the first and second floors of this building. In addition the Frem Civic Center which is currently under construction will be completed by the end of 2009. Once completed, this building will alleviate some of the problems associated with classroom scheduling and faculty office space.

The design of the Engineering Laboratory building will also start in 2009-10 and will be fully constructed by 2012-13. The Gebran Library is also projected to be built by 2015 while construction of the Byblos Sports Center housing indoor courts and outdoor sports arenas will start in 2012 with a completion date scheduled for 2015. Finally the construction of the underground parking space to accommodate around 600 cars will start in 2009.

The infrastructure project which involves major upgrading of the physical plant will be located in a centralized area as described in the Master Plan. Construction works for the infrastructure projects are scheduled to begin in Fall 2009 following design completion. Excavations in the plant area have already started to prepare the grounds for the related construction works which will follow. The project includes central water-cooled chillers, a central emergency power plant (9 MVA), a solid-waste collection area, a central waste water treatment plant, and a water well. The utility distribution networks will run in an underground tunnel crossing the campus grounds and connected to all existing and new buildings.

The revised Capital Budget [\[Exhibit IV-8-2- a, b: 7 Year Capital Expenditure Plan: a\) Beirut; b\) Byblos\]](#) will support the requirements of the new Master Plan. To improve facilities budgeting and planning in the future, the FM Department is preparing a document called the "Capital Budget Preparation Guidelines," which will be completed in May 2010.

III-F. MEDICAL AND NURSING SCHOOLS

III-F.I. PREAMBLE

When the candidacy visit took place, the Medical and Nursing Schools had just been approved by the Board of Trustees of LAU. This section covers progress on *“Implementing the medical school and, within it, the nursing program”* as requested by the Commission. Although the Commission’s request refers to a nursing program within the Medical School, the University plans call for the establishment of two separate schools. The Nursing School will be housed within the new Medical School building, and the two schools will share some other common facilities such as the simulation lab.

III-F.I.1 SCHOOL OF MEDICINE: Harvard Medical International (HMI) and LAU have entered into a long-term relationship focused on the development of the LAU School of Medicine, a state-of-the-art academic medical institution based in Byblos. The new school will feature an innovative American-style curriculum designed to bring the best in medical education to the most pressing health care challenges facing the people of Lebanon and the surrounding region. The start of instruction at the LAU Medical School is fall 2009. [\[Exhibit III-F-1: HMI Final Report: and Exhibit III-F-2: LAU Medical School and Hospital Project; Vision for a New Medical School\]](#).

In order to advance the implementation of the Medical School, a “Medical School Task Force” was formed with the following members: Provost (Chair), Vice President of Human Resources and University Services, the Founding Dean, General Counsel, and Assistant Vice President for Finance. The Task Force also invites the assistant deans of the school of medicine to meetings concerned with their areas of responsibility.

An International Advisory Council (IAC) was established to assist in the delivery and maintenance of a high quality medical education at LAU,. Each of the eight council members has a distinguished record of accomplishments in the field of medicine. In the absence of AMA accreditation, the purpose of the IAC is to provide advice and feedback to the founding dean and faculty on all aspects of the Medical School’s teaching program, curriculum, research program, clinical program and quality assurance.

The first meeting of the IAC took place in January 2009 in New York, and was attended by:

- Dr Lynn Eckhert, Director of Academic Programs, Partners Harvard Medical International; Professor, Graduate School of Nursing, University of Massachusetts
- Mr Micahel Horgan, Chief Executive Officer, Royal College of Surgeons in Ireland
- Dr Jean Robillard, Vice President for Medical Affairs, Carver College of Medicine, University of Iowa
- Dr Raymond Sawaya, Professor and Anne C. Brooks & Anthony D. Bullock III; Distinguished Chair in Neurosurgery, Director Brain Tumor Center, University of Texas M. D. Anderson Cancer Center; Professor and Chairman, Dept. of Neurosurgery, Baylor College of Medicine
- Dr Mohamed Sayegh, Warren E. Grupe and John P. Merrill Chair in Transplantation Medicine, Professor of Medicine and Pediatrics, Harvard Medical School; Director, Transplantation, Research Center, Renal Division, Brigham and Women’s Hospital & Children’s Hospital, Boston
- Dr Ajay K. Singh, Brigham and Women's Hospital, Associate Professor of Medicine, Harvard Medical School; Chief Academic Officer, Harvard Dubai Foundation, Dubai, UAE.
- Dr Geirge E. Thibault, President, Josiah Macy Jr. Foundation, New York
- Dr Myron L. Weisfeldt, William Osler Professor of Medicine, Director Department of Medicine, Johns Hopkins Medical Institutions

In addition to the School Dean Dr Kamal Badr and Assistant Deans. The IAC meeting reviewed the current state of development of the school, and participants were impressed with the strategic vision and plans presented by the school team. They endorsed the interdisciplinary approach to health professions training, and the adoption of the Institute of Medicine of the National Academy of Sciences “Health Profession Education: A bridge to quality” as a basis for creating interdisciplinary training at LAU. The IAC also made a number of recommendations on the curriculum, teaching program, research, and clinical program. [\[Exhibit III-F-3: International Advisory Council; and Exhibit III-F-4: NY IAC](#)

[proceedings and recommendations](#)].

III-F1.2 SCHOOL OF NURSING: The development of the School of Nursing is in its early stages. Progress for the establishment of the school is on track according to the time plan and feasibility study approved in the September 2008 meeting of the Board of Trustees [\[Exhibit III-F-5: School of Nursing Feasibility\]](#):

- The search for Dean of the school has been completed and the chosen candidate is due to arrive on campus by end of September 2009.
- The pre-operating budget of the school has been integrated into the operational budget of the University for 2008-09, 2009-10, and 2010-11.
- The design and space allocation of the School of Nursing was reviewed along with that of the School of Medicine since both schools will be in the same building and share some common facilities. The School of Nursing is due to launch its operations in Fall 2010.
- Two graduate students sponsored by LAU are currently pursuing PhD programs in the US in preparation to join the faculty upon completion of their degrees.
- Recruitment of other faculty will be launched as soon as the dean joins campus.
- The school has been named after Alice Ramez Chagoury through a \$3.5 Million grant.

III-F2. MISSION AND PURPOSES

The mission, vision and learning objectives of the Medical School are published in the LAU 2008-09 Academic Catalog and on the LAU Website. [\[Exhibit III-F-6: LAU 2008-09 Academic Catalog; and Exhibit III-F-7: LAU School of Medicine Mission and Vision\]](#).

III-F3. ORGANIZATIONAL STRUCTURE AND SYSTEM OF GOVERNANCE

A School Advisory Council was formed with the following members: the dean and the three assistant deans. The council meets on a biweekly basis to discuss strategic issues and makes recommendations to the dean. School Bylaws and a governance structure defining the relationships among academic departments and clinical centers and programs were developed. The document describing the school bylaws and governance structure will be available by fall 2009.

The integration of the school into the organizational structure and governance of LAU has mainly been through the dean serving as a member of the Council of Deans. Currently, the school has no representation on any of the LAU councils. This situation is being addressed by the dean and is expected to improve with the appointment of increasing numbers of full-time faculty. In particular, representation on the University Graduate Council and/or on the University Curriculum Council warrants immediate attention. Representation on the LAU Senate is currently under consideration.

The policy for faculty appointments in the school is approved by the Council of Deans [\[Exhibit III-F-8: Appointments to the faculty\]](#).

III-F4. ACADEMIC PROGRAM

The premedical and medical curricula are being developed in collaboration with Harvard Medical International to offer students an American-style medical education.

IIIF4.1 QUALITY ASSURANCE: The Medical School program has been developed in cooperation with Harvard Medical International to assure quality. The program is consistent with the mission of the school as demonstrated by the learning objectives. The program is based largely on the recent trends in medical education in the US. The major aspects of such programs are small group case-based learning; early clinical experience; the utilization of assessment methods appropriate to the competencies taught; internationally accepted competencies and capabilities for medical graduates; an outcome-based curriculum and the presence of themes creating a horizontally and vertically integrated medical curriculum.

IIIF4.2 PREMEDICAL CURRICULUM: A premedical curriculum was adopted which includes courses in biology, chemistry, physics, and mathematics. Two modifications were made; a chapter on the Application of Physics in Medicine was added to the physics course and the Chemistry course requirements were modified to allow Chemistry majors to meet the premed requirements. These courses are already offered at LAU, and will constitute the 'required science core courses'. In

addition, Harvard Medical International endorsed the dean's vision for the presence of a required humanities core courses. It was agreed that these courses would constitute 15 credits to be completed in the junior and senior years.

A standing committee for the pre-med program, composed of the chairs of the Natural Sciences Departments on the two campuses and the assistant dean for education at the School of Medicine, has been established. This committee oversees the implementation of the pre-med program and recommends improvements to the dean.

IIIF4.3 MEDICAL CURRICULUM: The Medical School curriculum has been adopted in coordination with Harvard Medical International and the International Advisory Council. It embraces systems-based learning for the pre-clinical years, following an introductory 'foundation block' during the first three months of Medicine I. The structural framework for the medical curriculum has been defined, as have the teaching methods and technologies to be employed, and the sequencing of pre-clinical teaching blocks.

The curriculum is distinct from the traditional lecture-based curriculum followed in other medical schools in Lebanon in that it is: (a) integrated, (b) systems-based, (c) relies on problem solving for learning (Problem-Based Learning), (d) promotes self-directed learning, and (e) includes early clinical exposure. The school learning objectives will be achieved through a four-year medical curriculum to be delivered according to four themes: (I) Basic and Clinical Science, (II) Clinical Competence, (III) Professional and Behavioral, and (IV) Social Medicine and Public Health. The curriculum for the all modules to be delivered to the inaugural class of Med I students as of September 1, 2009 has been written by the faculty and external consultants and its hour-by-hour schedule, method of instruction, instructors, and detailed learning objectives defined.

The methods of instruction will include: (a) lectures, (b) problem-based learning, (c) laboratory work, (d) simulations, (e) tutorials, (f) case studies, (g) self-directed learning, and (h) clinical experience with real as well as standardized patients (i.e., an individual who is trained to act as a real patient in order to simulate a set of symptoms and problems). [\[Exhibit III-F-9: Medical Curriculum Timeline and Weekly Learning Objectives\]](#).

Integration of the academic program into the LAU operational environment will be accomplished by: (1) preparing course syllabi, (2) developing a student contract sheet, (3) adding course offerings for fall 2009 to the Banner system, (4) providing the appropriate information on the medical program in the Academic Catalog for academic year 2009-10 that is similar to that of other schools and that includes a student schedule of courses and course descriptions.

IIIF4.4 MEDICAL SCHOOL ACCREDITATION STANDARDS: The Liaison Committee on Medical Education (LCME) is the principal accrediting body for medical education in the U.S. The U.S. Department of Education considers the LCME to be the only authority for accrediting programs leading to an MD degree. Other agencies and bodies involved in accreditation of medical education include the American Medical Association (AMA), the Association of American Medical Colleges (AAMC), and the Accreditation Council for Graduate Medical Education (ACGME). Unfortunately, none of these associations/bodies accredits medical schools outside the US. It is our intention at the LAU SOM to adopt the accreditation standards of LCME, in the hope that formal accreditation will be achieved with one of above bodies if and when they begin to bestow such accreditation to schools outside the US. We will adopt ACGME standards for our Graduate Medical Education program. Assessment of our compliance with these standards will be in large part tested by the results of our student performance on the United States Medical Licensing Examination (USMLE) steps I,II, and III, as well as consultation/evaluation visits by NEASC or other agencies.

IIIF4.5 ACADEMIC COLLABORATION: The school has begun to collaborate with American medical schools in compliance with the goals of its vision to provide students and faculty with opportunities for training and scientific cooperation.

University of Iowa, Carver College of Medicine: Following two visits by the dean to the University of Iowa Carver School of Medicine and the consideration and approval of the Task Force for the School of Medicine, an MOU was proposed by UI for collaboration between the two schools in teaching, research, and clinical domains. Dr. Adel Afifi, professor of neurology at the University of Iowa and an international authority in the teaching of anatomy and histology, has agreed to support LAU in these areas by spending periods of time at LAU during academic year 2008-09. Dr. Afifi has also accepted an

appointment as adjunct professor at LAU. [\[Exhibit III-F-10: Letter of Agreement: UI Healthcare\]](#).

Northeastern University: A series of academic initiatives and exchange of faculty and senior staff visits between Northeastern and LAU resulted in an agreement to consider the establishment of a strategic academic alliance between the two institutions.

III-F5. RESEARCH

IIIF5.1 Translational Research Program: Significant progress has been achieved towards positioning LAU as a regional center for clinical and translational research; the program is projected to be completed by the end of spring 2010. An agreement has been finalized with the Rafic Hariri University Hospital (RHUH), the most prominent, well-equipped and recently opened government hospital in Lebanon. The LAU School of Medicine will oversee the academic and administrative development of the Hariri hospital's Clinical Research Center and its Human Genetics Laboratory. The assistant dean for research was appointed the director of this laboratory. In addition, LAU will have the authority to establish post-graduate fellowship programs in clinical medicine and clinical research at the Hariri Hospital as well as appoint qualified faculty from that institution to its ranks.

IIIF5.2 RESEARCH PROGRAM: LAU has become the uncontested leader in human genetic and proteomic research in Lebanon, and likely regionally, with the recruitment of the assistant dean for research, who brings with him to LAU about US\$1.6 million in equipment, research material, and personnel support as well as the Genographic Project Headquarters for the Middle East and North Africa. In addition to this, LAU's School of Arts and Sciences recently received from ASHA an award of \$500,000 for the purchase of equipment for research in proteomics.

The newly established LAU Institute for Human Genetics constitutes a hub for human genetics research and education and constitutes a strong foundation for further research in multiple disciplines. The institute will involve faculty members from three schools: Medicine, Arts and Sciences, and Pharmacy. The mission of the institute is to develop and foster excellence in human genetic research and education, and provide a bridge between basic and clinical sciences particularly as they relate to understanding and treating human diseases.

The Board of Trustees approved in September 2007 the establishment of the Committee for Human Subjects in Research. This committee is now functional with the assistant dean for research as chair.

III-F6. STUDENTS

An inter-faculty committee (Arts and Sciences and Medical Schools) has been formed to advise premedical students. The joint committee will also oversee the well-being and guide the progress of pre-med students at LAU as they prepare themselves for competing to enter the school.

The admission requirements for the premedical and medical programs have been approved by the Council of Deans. The requirements have been communicated to the relevant offices of LAU and are posted on the LAU Website. [\[Exhibit III-F-11: LAU School of Medicine Admission\]](#) For academic year 2009-10, the tuition fee is \$23,500. Students enrolled in a certain academic year will pay the same yearly tuition fee for the four years of medical studies. A financial aid program that includes scholarships and loans is available for students. Scholarships will be based on merit and need. Announcements regarding financial aid programs are posted on the web address provided above.

The Inaugural Class: Ninety seven applications were received for admission to the inaugural class of 24 students matriculating in September 2009, of whom 57 were interviewed by the Admission Committee. A Guideline Document governing criteria for admission was adopted by the committee [\[Exhibit III-F-12: Admission Criteria Guidelines\]](#). The profiles and metrics of the inaugural are already available.

III-F7. CLINICAL AFFILIATIONS/TRAINING SITES

Several hospitals and health care facilities in Lebanon have been assessed for their suitability as training sites and clinical affiliates for the School of Medicine. Site visits by the dean, as well as meetings with senior leadership and/or owners were conducted with the following centers: Clemenceau Medical Center (Beirut), Mount Lebanon Hospital (Sin el-Fil), Sacre Coeur Hospital (Beirut), Batroun Public Hospital (administered by the Lebanese Social Security administration), St. Martine Hospital—Jbeil

(meetings with owners only; no site visit), Middle East Health Institute (Bsaleem), Rafic Hariri University Hospital (Beirut), Centre Hospitalier du Nord (Zghorta), Clinics of United Medical Group at Beirut, Dawra and Tripoli, and Bellevue Medical Hospital (Hazmieh), Keserwan Medical Center (Keserwan), Consulting Clinics Beirut (Beirut), Clinique du Levant Hospital (Sin el-Fil). As a result, agreements were signed with two centers in Beirut.

UNIVERSITY MEDICAL CENTER-RIZK HOSPITAL: On June 30, 2009 an LAU controlled health services company completed the purchase of Rizk Hospital in the heart of Beirut. To this end, an LAU-controlled health services company, Medical Care Holding, has been established to form a LAU healthcare delivery network, Medical Care Land and Medical Care Management Co., which will manage all LAU-related clinical practice. With the acquisition of an LAU affiliated medical center, this delivery network will have three components: the medical center owned and operated by LAU affiliated company, those organizations already affiliated with LAU (CMC and RHUH-see below), and those organizations that have yet to be included in the network locally and regionally. This will provide LAU medical students, residents in-training, and fellows with broad medical exposure and patient case-mix for their training; faculty physicians with multiple practice venues; and for the participating entities, the opportunity to benefit from the economies of scale and gain sharing as well as to enhance their technical and competitive performance. Furthermore, such a healthcare network would also allow the University, over time, to increase the number of doctors it can train and create better opportunities to recruit and retain top-trained doctors in Lebanon and the region.

CLEMENCEAU MEDICAL CENTER: On July 17, 2007, LAU and Clemenceau Medical Center (CMC) signed an Agreement by which LAU designated CMC as one of its principal teaching and clinical research hospitals, and both agreed to work on recruiting clinical faculty who will practice at CMC.

RAFIC HARIRI UNIVERSITY HOSPITAL: This is the largest government run university medical center in Lebanon, providing medical care to an ever-increasing population of needy patients. RHUH's main strength is in providing: a full range of high quality primary as well as highly specialized health care; education and training to medical students, house staff, nurses and other health care professionals; and the opportunity for basic and clinical research.

III-F8. HUMAN RESOURCES

Between May and December 2007, three assistant deans were recruited. All three are outstanding professionals in their respective expertise as judged by the interview process, their past accomplishments, and the input of Harvard Medical International.

IIIF8.1 HIRING RECORD: The hiring record for faculty and staff in the school of medicine is presented in the following two tables.

Table III-F-1: Hiring record for Faculty in the School of Medicine

Date at LAU	Faculty Name	Job Title	Appointment
December, 2006	Dr. Kamal Badr	Founding Dean	Full-Time
April, 2007	Dr. Pierre Zalloua	Assistant Dean for Research	Full-Time (0.5 FTE)
September, 2007	Dr. Zeinat Hijazi	Assistant Dean for Medical Education	Full-Time
July, 2008	Dr. Tony Zreik	Assistant Dean for Clinical Affairs	Full-Time
July, 2008	Dr. Sola Bahous	Faculty in Pharmacology	Full-Time
October, 2008	Dr. Maya Khairallah	Faculty in Biochemistry	Full-Time (0.5 FTE)
May, 2008	Dr. Selim Nasser	Faculty in Histology/Pathology	Full-Time
September, 2009	Dr. Mona Haidar	Faculty in Social Medicine	Full-Time
September, 2008	Dr. Anna Farra	Faculty in Microbiology-Infectious Diseases	Full-Time
August, 2008- July 31, 2010	Dr. Mary Deeb	Senior Consultant in Epidemiology and Biostatistics	Part-Time
October, 2008- September 1, 2009	Dr. Nadia Asmar	Consultant in General Medicine	Part- Time Full-Time as of Oct.09
June, 2008- May 31, 2009	Dr. Malko Dunya	Consultant in Anatomy	Part- Time Full-Time as of Oct.09
January, 2009- June 30, 2009	Dr. Carole Dagher	Consultant in Pathology	Part- Time Full-Time as of Oct.09

Table III-F-2: Hiring record for Staff in the School of Medicine

Date at LAU	Staff Name	Job Title
March, 2007	Nathalie Zananiri	Technical Staff / Clinical Coordinator
June, 2007	Roula Faour	Academic Assistant / Office of the Dean / Budget
May, 2008	May Timani	Academic Assistant / Medical Education Office
April, 2008	Dora Mouallem	Academic Assistant / Research Office
July, 2008	Zeina Abdallah	Technical Staff / Website and Communication Coordinator (Part-time)
October 22, 2008	Hadil Attieh	Academic Assistant / Clinical Affairs Office

IIIF8.2 BIOGRAPHICAL SKETCHES FOR KEY PERSONNEL: Brief biographical sketches for the founding dean and each of the three assistant deans at the School of Medicine are posted on the web. [\[Exhibit III-F-13: LAU School of Medicine Deans Office\]](#).

IIIF8.3 FOUNDING FACULTY: The University approved the school request to create a transitional appointment category designated as "Founding Faculty". Under this designation, physicians were offered appointments at the University in accordance with a Memorandum of Appointment signed by the President [\[Exhibit III-F-14: Memorandum of Appointment\]](#). Out of over 300 applicants, 106 were appointed to this track, most of whom are Board certified and have a record of publications which would qualify them for appointment to one of the full-time faculty tracks described in the school Bylaws.

III-F9. LIBRARY AND OTHER INFORMATION RESOURCES

Currently, and until the establishment of the Medical Library, the existing LAU Libraries are working

on behalf of the Medical School to provide resources that support the school's academic curriculum and research needs. The libraries serve as the primary gateway for the delivery of outstanding health information resources to the School of Medicine and its clinical partners, through embracing technology as a research tool.

The LAU Information Technology (IT) Department is actively involved in providing the resources requested by the School of Medicine. The following three categories of resources will be furnished in the new building: (1) IT infrastructure, (2) IT equipment and (3) software applications.

IIIF9.1 LIBRARY RESOURCES: The library resources related to the medical and nursing programs include the following: (a) books: a total of 8930 volumes of which 5953 are located on the Byblos campus (mainly the core collection) and 2977 located on the Beirut campus (paramedical); (b) e-books: 3254 titles through *ebRARY* and 280 titles through SpringerLink; and (c) periodicals: a total 69 titles with 62 on the Byblos campus and 7 on the Beirut campus.

As of January 2009 the School of Medicine subscribed to the following databases: Wiley-Blackwell Medical & Nursing Collection; Cell Press Journal; and four collections from Elsevier's Science Direct, namely: (a) Biochemistry, Genetics and Molecular Biology, (b) Health Sciences, (c) Immunology and Microbiology, (d) Pharmacology, Toxicology and Pharmaceuticals; Images.MD; Scopus; and UpToDate.

In addition to the above mentioned resources, the libraries have subscriptions to several databases that will also be used by the school, such as: AccessMedicine, Annual Reviews, Cochrane Library, MDConsult, and SpringerLink.

IIIF9.2 INFORMATION TECHNOLOGY RESOURCES: The school IT infrastructure will include: (a) a gigabit switching data network, (b) complete wireless coverage including data and voice, (c) a complete IP Telephony system, (d) high end multimedia systems, (e) a digital signage system, (f) IP CCTV system, and (g) a secure Smart ID access control system integrated with LAU's existing system.

The school Data Center will have: (a) high availability (a redundant network, servers, UPS, and AC), (b) full security (access control, CCTV, firewalls, and an intrusion detection system), (c) a state-of-the-art high capacity, high speed, redundant Storage Area Network (SAN) for video and data to store years' worth of sessions and information, and (d) a 24/7 monitoring system. The school's Smart Rooms will include: (a) a Gross Anatomy Lab, (b) an Exam Room (standardized patient), (c) an Observation Room, (d) a Media Room, (e) a Control Room for OR, (f) a Simulation Procedure OR, (g) a Simulation Bay, (h) a Case Method Room, (i) a classroom, and (j) multimedia recording and video on demand as well as archiving technology.

The school will rely on the LAU academic and administrative software systems, i.e., the Banner Student Information System, Blackboard Learning Management System CE (WebCT), University Portal, and a Course Evaluation System (*eXploration/BLUE*).

The school medical applications will include: (a) Human System Explorer, (b) Primal Pictures, (c) Virtual Microscopy (Aperio), and (d) ePocrates Medical Dictionary and Rx. **[Exhibit III-F-15: IT Report on Medical School Resources]**.

III-F10. PHYSICAL AND TECHNOLOGICAL RESOURCES

The Medical School will be housed in a dedicated building to be constructed on the grounds of the Byblos campus. The layout of floor plans is currently being finalized. The time frame for the execution of this facility is still under review, as steps to remedy for some design delays are being addressed. The most recent update on the design schedule of the project shows that the final tender documents are due to be submitted by May 2009 and that execution is scheduled to commence by Summer 2009.

A steering committee to oversee the construction of the Medical School has been formed with the following members: the Vice President of Human Resources and University Services (chair), Vice President for Finance, Founding Dean, Assistant Vice President for Facilities Management, and Director of Project Management and Contract Administration.

Since the start of instruction is scheduled for fall 2009, a temporary flex space was provided in the Dorms A building to accommodate the Med I students. The flex space houses: (a) offices, (b) classrooms, (d) a multi-disciplinary lab, (e) a case method room and (f) a fully equipped anatomy lab.

The flex space execution was awarded to a contractor, and this facility was completed in summer 2009. [\[Exhibit III-F-16: Floor plans for the School of Medicine Building; and Exhibit III-F-17: Floor plans for the temporary flex space\]](#).

III-F11. FINANCIAL RESOURCES

The financial resources of the Medical School are monitored according to the same process as all other LAU schools. The budget process is outlined in the University budgets document provided by the Office of the Vice President of Finance. [\[Exhibit III-F-18: University Budgets: Roles, Responsibilities and Procedure\]](#).

Being an integral part of the LAU budget since academic year 2007-08, the budget of the Medical School is developed, approved, monitored and reviewed annually. As with all other schools at LAU, the Medical School has developed a three-year Operating Budget and a five-year Capital Budget. The establishment of the Medical School has had no adverse impact on the financial planning and resources of other schools as evidenced by the current budgets of the other schools. [\[Exhibit III-F-19: Summary of budgets for the past three years\]](#).

IIIF12. SCHOOL ADVANCEMENT

The main purpose of school advancement is to develop and maintain relations between the school and its key external constituents. This will be achieved through marketing and development.

IIIF12.1 MARKETING PLAN: Preliminary meetings have been conducted with the dean to start developing a comprehensive marketing plan for the School of Medicine. The next step is to meet with the Medical School team to brainstorm about the main areas of expertise and excellence they would like to highlight. At this stage the following has been completed: a brochure for the groundbreaking ceremony, branding materials for the groundbreaking ceremony (banners, posters, etc.), and a fundraising brochure. A comprehensive brochure to be used for recruitment of students and faculty is being drafted as is an interactive Website for the school. A general promotional film about LAU where the School of Medicine is highlighted has been produced and the production of a special promotional film about the School of Medicine is currently in progress.

IIIF12.2 DEVELOPMENT PLAN: The largest single donation in the history of LAU in the amount of \$10 million was given to name the school the "LAU Gilbert and Rose-Marie Chagoury School of Medicine." A substantial amount of funds has been obtained for the construction and completion of the new building that will house the Medical and Nursing Schools. Fundraising plans will be developed for the remaining needs in the coming year.

IIIF13. PROJECTIONS:

The medical school will commence teaching for the inaugural class of 28 students on September 1, 2009, and increase the size of the incoming class to 32, 48 and then 64 over the subsequent three years. The flex space facilities was completed as planned in June 2009 and will accommodate the first two classes for 2009 and 2010. By September 2011, the new medical school building designed to accommodate 64 students will be ready for occupancy. Faculty and staff recruitment will continue to progress and is projected to remain well within the approved budget. The acquisition of Rizk Hospital will provide optimal training for future students. Moreover, Clinical affiliations already in existence provide assurance that teaching beds will be available for clinical students beginning their Medicine III rotations in 2011. The research program is already established through the LAU Institute of Human Genetics and will expand over the next two years to include a clinical and translational research center at the University Medical Center-Rizk Hospital, as well as basic science research laboratories occupying the two top floors of the medical school building under construction. The ranks of the full time faculty are projected to increase dramatically following implementation of the clinical program and medical practice plan; these will be derived in part from the Founding Faculty track in which more than 106 qualified physicians are already appointed.

III-G. "ONE UNIVERSITY"

The Commission asked the institution to evaluate whether it is meeting its goal of "one university" in line with the statement that " [LAU] Provides educational opportunities as one university with multiple

campuses, each with distinctive gifts and attributes”.

There are many reasons for stressing the “one university” concept in the values of LAU, some are purely academic or operational in nature, others are justified by the historical development of the two campuses during the years of unrest and the break up of the country along socio-religious lines. Aligning the academic and operational procedures and practices through judicious governance structures and policies has helped eliminate the cultural split. That was also greatly facilitated by the recovery of the country after several years of unrest, and the fact that the Lebanese people came together and re-established their national unity.

The following sections cover the detailed steps taken by the University and their respective impacts. In addition, the volume of intercampus student transfers, and the religious mix of its students speak to the success accomplished in making LAU a “one university”. In the 90’s the Beirut campus predominantly enrolled Muslim students while the Byblos campus predominantly enrolled Christian students. This situation was mainly due to the demographic break up of the country. Today, this situation no longer exists. As a matter of fact, students enrolled in Engineering and Architecture and in Pharmacy in the Beirut campus can only spend one year in Beirut before transferring to Byblos to finish up their studies. This has helped tremendously the mix up of the student body on both campuses.

III-GI. GENERAL OVERVIEW:

The Byblos campuses was created at a time where the country was in the midst of a civil strife thus making the population of both campuses polarized to some extent along confessional lines. As the country came together, and the University launched its professional schools, the *raison d’être* of this second campus changed altogether. The Byblos campus with its large surface area provided a breathing space for the expansion of the University and the development of programs requiring facilities that cannot be accommodated in the landlocked Beirut Campus.

To assess whether or not LAU meets its professed goal of being “one university, two campuses,” the Office of the Provost formed a six-person committee comprised of representatives from the faculty and various parts of the administration to assess the situation. The committee met numerous times for discussion as well as to interview university stakeholders who could specifically speak to the issue (e.g., the head of university facilities and a focus group on each campus). The following conclusions are drawn from the input of the committee and those with whom it met.

Overall, numerous stakeholders agree that LAU’s stated goal of “one university, two campuses” is largely being met. They base this opinion on a variety of factors, the most notable being the implementation of streamlined policies and procedures across campuses as well as of joint administrative structures that incorporate the two campuses at all levels of the University. Where some stakeholders see the goal of “one university, two campuses” not being met was often voiced more in regards to differences in campus environment and in the programs offered on the campuses. Many claim, however, that completely integrating the two campuses to the extent of making them duplications of each other would be detrimental, as the complementarities as well as the specific “campus culture” of each would be lost. Duplicating same programs on both campuses, assuming this is possible from the perspective of resources and facilities, would still be undesirable, as it would help polarize student populations along socio-religious lines. One committee member noted that “one university, two campuses” should not be an aim in and of itself but rather an important goal if the rationale behind it is educational excellence.

Until the late 1970s, the institution that later came to be known as LAU occupied one campus in Ras Beirut. Due to ongoing and intensifying civil conflict, the decision was made in 1978 to open branch campuses in the north and in the south. Later, after the donation of a sizable plot of land above Jbeil (also known Byblos) in 1987, a LAU campus was built that in many ways duplicated the degrees and courses offered in Beirut. When the fighting ceased, the LAU administration made the decision to retain the campus in Byblos and, in fact, to build it up due to limitations on expansion in Ras Beirut. Today, the two campuses offer many of the same degrees but some differences exist such as the School of Pharmacy is located only on the Byblos Campus, as is the School of Engineering, while the Department of Education exists only on the Beirut campus. From the existence of professional schools on Byblos Campus, and the different mix of student populations, and the different urban (Beirut) and suburban (Byblos) locations stem the basic reasons for the cultural diversity of the two campuses. However, as will be noted in greater detail below, all policies, procedures, degree

requirements and resources of the University are shared across the campuses.

III-G2. PLANNING

The committee agreed that planning (financial, physical, academic) really is 'university-wide' and where there is duplication, it is justified. University-wide planning is done with knowledge of the constraints facing a two-campus university. For example, there is limited physical space in Beirut and the Business School is heavily enrolled; therefore, a plan is underway to encourage more Business students to opt for the Byblos campus.

[Exhibit III-G-1: Strategic Plan 2005-10 at <http://www.lau.edu.lb/strategicplanning/strategicplan.php>].

III-G3. GOVERNANCE

In regards to governance at LAU, the top level of administration is already university-wide; that is, all share their time between the campuses and oversee their respective constituencies on both campuses. The President's Cabinet and the Council of Deans alternate their weekly meetings between the two campuses. The Faculty Senate is in its third year and draws faculty from both campuses and meets approximately once per month, sometimes via teleconferencing. In addition, the Staff Advisory Council was created in academic year 2006-07 and represents both campuses. Similarly, one University Student Council and two Campus Student Councils – one for each campus – were created in 2007-2008. The University Student Council is charged with organizing university-wide extracurricular activities such as the LAU Fair and Community Service programs. All academic councils are university-wide, replacing the formerly separate campus-based councils (e.g., Admissions Council). In June 2008, all business services were centralized to improve efficiency as well as to improve university-wide planning in this area. [Exhibit III-G-2: revised bylaws creating Faculty Senate, Staff Council and Student Government].

III-G4. ACADEMIC PROGRAMS

All academic programs that are on both campuses have common academic plans, provide the same core academic offerings and have the same degree requirements; similarly, all academic programs will be evaluated once every five years and programs that exist on more than one campus are evaluated as 'one program' with separate evaluations as far as facilities and other campus specific matters are concerned. All policies – as well as their implementation – regarding academic programs are shared across campuses. However, there is variation across the campuses regarding academic offerings, such as courses in Engineering, Pharmacy or Education, whose majors are offered on only one campus. Members of one focus group voiced the opinion that there was not enough uniformity in the same course across campuses; though the syllabi may be the same as well as reading requirements, final exams can differ and learning outcomes are not identical. These same faculty members noted that the same information should be delivered for same course so that students master the knowledge and the skills that the course targets in order to meet the overall requirements of the major.

In regards to both governance and academics, while there is collaboration across campuses, focus group members noted that more is needed. When it comes to sharing in committees, coordination is very high, yet regarding the work of the institutes, a number of focus group members said that collaboration across campuses is minimal.

Some focus group members voiced the opinion that programs that cannot cater to students on the campus should be eliminated. In addition, they thought that every academic program should offer all needed requirements on one campus, and not force students to cross register or transfer to the other campus to finish the requirements, e.g., Management Information Systems (MIS) in the Business School in Byblos.

III-G5. FACULTY

Hiring, promotion, and termination processes are similar in practice across the University as evidenced by the role of the Provost in the final steps of the three processes. Faculty search committees include members from both campuses whenever programs are offered in both campuses. Faculty peer committees that recommend promotions are likewise composed from faculty from both campuses. As noted above, faculty are represented via the University-wide Faculty Senate and also have access to

the University-wide Faculty Grievance Council. In addition, policies and procedures regarding faculty are university-wide. While faculty are generally located on one of the two campuses, where a program exists on both campuses, faculty are encouraged to teach an occasional course on the other campus and, indeed, a few faculty split their time between campuses each semester or, more often, on an occasional basis. Faculty get to know each other across campuses via faculty meetings, joint academic councils, the Faculty Senate and through joint meetings of the same program.

III-G6. STUDENTS

All students except those enrolled in professional schools (Pharmacy, Education, Medicine and Engineering – due to the location of these schools only on one campus) may cross register up to 50% of their courses on the other campus with some logistics restrictions when courses are offered on their home campus. The deans of students on the two campuses note that petitions to enroll in courses at the other campus are readily granted. Sports teams are generally separate except for when LAU plays in international tournaments outside of Lebanon for which the two campuses might merge their teams for a limited time. Overall it was agreed that students on each campus do experience different extracurricular campus life due to the culture, specificity and particularities of each campus, still successful joint extracurricular activities have been conducted such as the LAU Model United Nations (MUN) program, the Harvard Model UN, and the ‘Strongest Man’ event among others. Nevertheless, a member of student government in Beirut recommended that more joint activities be planned for students on the two campuses to enhance student life overall as well as to bring students on the two campuses closer together.

There is a dean of students on each campus as well as separate student affairs services. However, both deans report to the Vice President for Student Development and Enrollment Management. The existence of two deans of students and the separate student affairs services stem from the belief that student needs and concerns must be addressed quickly and ‘locally’ as well as with knowledge based on the slightly different dynamics on the two campuses. Still, standards, policies, etc. are the same in word and practice across the campuses.

Last, it was suggested by a few individuals that the University question students directly to see how they view LAU’s goal of “one university, two campuses”. To this end, LAU is considering adding questions about this issue to the *2009 Student Exit Survey*.

Regarding staff, the findings of an in-depth Human Resources (HR) study were implemented in October 2008. The major changes included the unification of job descriptions, titles, and duties for the whole university in addition to providing equity in salaries and benefits.

III-G7. LIBRARY

LAU’s library system is comprised of a library on the Beirut campus and a library on the Byblos campus. Information on library holdings is joint and resources can be accessed from either campus as well as via the Internet. Functions and services in both libraries adhere to common guidelines and to parallel practices. In accordance, many functions are already centralized – for example, there is one systems librarian, one electronic resources librarian, one person in charge of Interlibrary Loan/Document Delivery Services, one person heading the Serials Division and one supervisor of Library Computing; this was done for quality control as well as economies of scale. A new library building in Byblos is expected to be built in the coming few years. When completed, the new library in Byblos will be a tremendous addition to the library system as well as to LAU as a whole. [\[Exhibit III-G-3: LAU President’s Report 2006-07\]](#).

III-G8. INFORMATION TECHNOLOGY

All stakeholders found the information technology (IT) environment at LAU to be highly representative of how LAU is meeting its “one university, two campuses” goal. IT is centralized through the hierarchy reporting to the Assistant Vice President for Information Technology and Chief Information Officer (AVPIT/CIO) and connects the Beirut and Byblos campuses and the New York Office into one entity. IT budgeting is also centralized at the level of the respective director of each department. Additionally, there are two university-wide IT Steering Committees chaired by the AVPIT/CIO: the IT Administrative Advising Committee and the IT Academic Advising Committee. There is one university network connecting LAU to the Internet, one phone system, one HelpDesk and one e-mail system.

The main university academic and administrative areas are supported by centralized systems that are unified by function. These systems include the Student Information System, Course Management System, Library System, Financials and Human Resources Systems and others. IT resources are monitored and protected by one central IT Security Department to ensure their confidentiality, integrity and availability according to the LAU information security regulations.

In particular, focus group members noted that video conferencing is being increasingly used to bring together faculty, administration and staff through shortening the distance between campuses. This is ensuring that people from both campuses are more easily able to attend meetings and collaborate across a wide variety of areas in the University. The University has committed to continue to enhance its already strong video conferencing ability.

III-G9. FACILITIES MANAGEMENT

This is another area where LAU is truly one university, two campuses. FM has been centralized for over four years, though where there is a clear need for duplicated services and/or personnel, they exist, as demonstrated by two FM directors. Centralized facilities management has been enhanced by administrative reform in the past two to three years. A significant challenge facing facilities management is the significant number of deferred maintenance as well as new projects in its portfolio. To this end, FM personnel are included in a number of university-wide committees. One University Capital Budget is jointly prepared by the two campuses. The University Master Plan is being done by one joint committee; to date, the part of the plan relating to Byblos has been finalized while the part relating to the Beirut campus will be completed during upcoming academic year. Contracting and purchasing are also centralized. [\[Exhibit IV-8-14: Byblos Master Plan\]](#).

III-G10. FINANCIALS

The financial aspects of LAU were integrated under the “one university, two campuses” model over seven years ago, making this aspect of the University one of the oldest integrated components. There is one university comptroller, one budget office, etc., though two business offices exist (one on each campus); however, all planning, operations, and procedures are shared across the campuses. The software used by all the financial entities at the University is the ORACLE system, which has been in place since 2000. The most recent improvements to the financial aspect of LAU was the creation of an integrated financial plan in 2006 and the creation of the University Budget Committee (UBC) as the body tasked with coordinating and overseeing the development of a coherent university-wide budget. Management of LAU’s short term funds and endowments is also centralized under the direct stewardship and control of the Investment Committee of the Board of Trustees.

III-G11. PUBLIC DISCLOSURE

In 2007-08 alone, all university-wide policies were reviewed and updated, or changed where necessary. It was found that while policies themselves often did not differ across campuses, in some cases their implementation did. Thus, unified implementation was stressed at workshops on university-wide policies for faculty and staff and the maintenance of shared implementation practices as well as the review of policies will be ongoing.

In similar vein, university publications and marketing has been centralized in the Marketing and Communications Department (MARCOM). Additional resources have been put into the department in order to facilitate the centralization of the marketing function as well as the creation of more uniform publications and communications overall. MARCOM has made great strides in the past two years in meeting the goal of “one university, two campuses” and significant resources have been allocated to facilitate further improvement in a unified marketing and communications message. Still, faculty and staff on the two campuses will need to become more accustomed to creating joint publications and to the creation of uniform publications and marketing for LAU as a whole. [\[Exhibit III-G-4: Samples of university-wide publications\]](#).

III-G12. PROJECTIONS

Policies, procedures, university councils and central offices will continue to be the bonding agent of both campuses. The University will continue its efforts towards achieving its “one university” goal as it hires its management leaders for new and existing entities. Cases in point are the recent hiring of a

Director of Business Services serving both campuses, one dean for graduate studies and research and an Assistant Vice President for Enrolment Management.

The University will also work towards the one university goal using the latest technology in the classroom. A large portion of the smart classroom project includes classrooms existing on both campuses that will be linked by video-conferencing. With this technology the same lecture can be held for students on both campuses and as such professors and students can alternate between the two campuses.

IV. STANDARDS

This chapter covers LAU's self assessed standing with respect to the eleven NEAS-CIHE standards with a special emphasis on the progress made in the implementation of the projections that were included in the previous self-study of 2007.

IV-1. MISSION AND PURPOSES

"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." (NEASC Form at the end of this section list where the Mission statement is published).

The current Mission Statement of the institution reflects the changes and transformation of Lebanese American University (LAU) from the American 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. LAU is chartered 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.

MISSION: 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 [a] 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'.

The Board of Trustees revised the Mission Statement of the University in May 2005 and later approved it in September 2005. In addition, "The Board resolved that the Mission Statement should be reviewed by the Board every three years. In addition the Administration may bring to the Board a recommendation to change the Mission Statement, whenever there is a need to do so." The Mission Statement appears in the University Academic Catalog, on the website and in many university publications.

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.

VISION: LAU's vision, driven by its mission and values, is to provide an education to a diverse student body, attract and retain a distinguished faculty body, 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. Section IV-7 gives information on Library Resources, and sections III-E and IV-8 gives a description of facilities and technological resources, respectively.

GOALS: LAU has identified seven goals: 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 2005-10* (SP 05-10) [\[Exhibit III-A-1: Strategic Plan 2005-10\]](#) have been identified by the University in order to achieve these goals.

ACADEMIC EXCELLENCE: The Mission Statement places significant emphasis on *academic excellence*, to be achieved mainly through the quality of the University's academic programs, faculty and teaching.

The faculty is a diverse group and a majority holds terminal degrees in their fields. Teaching at LAU is based on the liberal arts model that aims for a 'holistic education'. This is partly reflected in the newly revised general university requirements that were put in effect fall 2006: a core of liberal arts courses that are required of all students.

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 primarily through funding conference participation. The development of scholarship at LAU is reflected by the growth in the number of faculty publications, and participation in local and international conferences. Further support came in 2005 as the teaching load of all tenured track faculty was reduced from 24 to 18 credits per year.

STUDENT FORMATION: LAU serves a diverse student population from Lebanon and the region who are admitted based on their school grades, irrespective of race, creed or religion. The student body is over 7,000 with 82% from Lebanon and 18% from other countries. LAU gives attention to each student and provides an education that not only attempts to develop the 'whole person' through a liberal arts education and co-curricular activities, but to educate them as responsible citizens and future leaders. In this respect, and through the new governance system, students are given the opportunity to elect their representatives on a number of University councils. Students are members with full voting rights on: University Curriculum Council, University Admissions Council, University Planning Council, University Financial Aid Council, Campus Life Councils, University Library and Information Resources Council, University Student Council, Campus Student Council, and Academic School Councils. They also participate in student life on campus through activities and clubs that help them gain decision making skills for their future careers. Among many other benefits, the student councils provide a good platform to expose the student body to the mission of the University. Many students engage in activities on and off campus that help in the formation of their character and the development of leadership skills.

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 rights, peace and justice education, urban development, family businesses, water conservation, and a variety of other socially critical issues for the community it serves. The Institute for Women Studies in the Arab World (ISWAW) builds upon the original mission of LAU to educate women in the Middle East by addressing issues that concern women rights in the area. *Al Raida*, published by ISWAW, reaches women all over the Middle East and gives a forum for women to openly discuss many issues and concerns of interest to Arab women. The Summer Institute for Intensive Arabic and Culture (SINARC) provides an opportunity for people of different nationalities to come together and study Arabic in a native context. Other community service initiatives include the Continuing Education Program, for those who for various reasons cannot join regular university programs, as well as the Executive MBA degree, which enables business professionals to carry out advanced studies outside normal working hours.

In the previous Self Study the University committed to a set of projected actions aimed at making LAU fulfill the requirements of this standard. A summary of progress on these projections follow.

LAU has raised awareness of the Mission Statement among:

1. *The LAU community and the public* through revising the institutional website. The new website places the University's Mission Statement under a top-level section entitled "About LAU." The website is updated as needed by the Marketing and Communication Department.
2. *Students* by including it in the Students' Code of Conduct which is distributed to all students and discussed during student orientation.
3. *Faculty* through orientation sessions organized by the Office of the Provost and held at the beginning of every academic year. In addition, the University and school mission statements are placed on the agenda of the schools meetings. Schools deliberate on how effectively they are fulfilling these mission statements.
4. *Staff* through the Staff Advisory Council, which discusses staff commitment to the mission statement in its scheduled meetings. The Vice President for Human Resources and University Services (VPHRUS) reviews the meeting minutes and level of staff commitment to the Mission Statement and initiates appropriate actions.

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 current programs. Academic School Council meetings, chaired by the deans, are 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. Every new program, e.g. History, Philosophy and Math, have been established with clear mission statements, objectives and learning outcomes.

In addition, the University has raised awareness of the *Liberal Arts Education LAU offers among the public* through providing information on liberal arts education to new students and in recruitment campaigns through printed documentation. The Admission Offices have been at the forefront of this initiative.

INSTITUTIONAL EFFECTIVENESS: To strengthen the effectiveness of the institution specifically with respect to its Mission Statement, LAU has established a mechanism for reviewing its mission and assessing its effectiveness in light of the evolving needs of the communities it serves. As mentioned earlier, the Board of Trustees resolved that the Mission Statement should be reviewed by the Board every three years and the administration may bring to the Board a recommendation to change the Mission Statement whenever there is a need to do so.

IV-2. PLANNING AND EVALUATION

For the sake of completeness the reader should note that material related to this standard is also covered under sections III-A (Planning) and III-B (Evaluation). NEASC Form at the end of this section point to the folder/exhibit numbers where plans and evaluations documents can be found.

LAU has traditionally engaged in short-term planning but has generally been weak in long-term planning. The institution did not develop long-term integrated plans involving such areas as enrollment, academics, and facilities. Furthermore, there were no formalized processes for developing plans, or for communicating them to various constituencies. The exercise was mostly opportunistic, top-down driven, and focused mainly on finances. In short, LAU did not have a culture of long-term integrated participative comprehensive planning.

Planning at LAU now requires the setting of goals and objectives, the determination of the tasks needed to achieve those goals and objectives, the assessment of needed resources, the establishment of start and finish dates for the tasks, and the assignment of responsibility for completing the tasks. Section III-A discusses how LAU has institutionalized this new planning culture. The present section gives an overview of planning and evaluation at LAU as they now stand.

Beginning with *Strategic Plan (SP) 2005-10* [[Exhibit III-A-1: Strategic Plan 2005-10](#)], greater emphasis was placed on long-term planning. In essence, *SP 2005-10* was “a plan to plan” – to develop a financial plan, a facilities plan, a fund-raising plan, and an enrollment plan. Although these plans are integrated, the primary driver is the enrollment plan. Once the number of students has been established, the number of course sections, faculty, and classrooms can then be determined. The enrollment and number of course sections, faculty, and classrooms must be developed within the financial constraints of the University. Obviously, the process of creating these plans is iterative as each plan affects every other plan.

The Strategic Enrollment Management (SEM) Plan [[Exhibit III-A-3: Strategic Enrollment Management Plan](#)], a primary driver of all long-term planning, has been created, and will be approved by the Board of Trustees in September 2009. The creation of the SEM Plan involved developing tentative plans in all other areas – facilities, academics and finance among others. Now that the SEM Plan has been developed, long-term plans in the other areas will be adjusted and finalized. All long-term plans are expected to be completed by September 2009.

As the current SP will end in 2010, the preparation of the strategic plan for the following five years will soon be launched, using knowledge of what worked and what did not work in *SP 2005-10*. The work of the Strategic Planning Oversight Committee (SPOC) and its assessment role is discussed in section III-A.

In terms of LAU’s mission, vision, and values, the President’s Cabinet (PC) has decided to review and evaluate LAU’s mission every three years at the PC’s annual summer retreat. To date, the process of

how this review will occur (e.g., will external consultants be used?) or what data inputs will be used (e.g. competitive analysis) has yet to be determined.

As discussed in section III-A, in 2008, LAU has developed a plan for periodic reviews of its academic programs. A first cycle of reviews covering all programs using external reviewers should be completed by 2013. These reviews are used in the development and/or amendment of academic plans.

IV-3. ORGANIZATION AND GOVERNANCE

For the sake of completeness the reader should note that material related to this standard is also covered under section III-C (Governance), III-B (Assessment of Governance) and III-G (One University). NEASC Forms at the end of this section list the location of various committees/councils minutes.

HISTORICAL BACKGROUND AND OVERVIEW: Since its formation, LAU's Board of Trustees (BOT) has operated according to a set of governing documents (LAU Constitution and Bylaws) that define its duties and responsibilities, and 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: Upholding high standards of conflict of interest, 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. The Board is currently composed of 20 voting, five ex-officio, and three emeritus members. By the University Constitution, two thirds of members shall be US citizens. Currently, 14 members of the BOT are US citizens. Traditionally, the board was largely composed of engineers, businessmen, financial investors and pastors, with very limited female membership. Recently, two women were added to the board, and the composition has started to become more diversified with the addition of one MD, and two distinguished academics: Dr. John Wholihan, dean of business at Loyola Marymount University and Dr. Charles Elachi, the Vice President for Academic Affairs 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 OF INTERNATIONAL ADVISORS: The University's Board of International Advisors is composed of 21 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: 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 also, for operational matters, in compliance with applicable Lebanese law. 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. In this way, 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 United States, regular meetings of the Executive Committee of the Board are held to address urgent issues.

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 of Trustees 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 Planning Council (UPC), which serves as the University's collective think tank, bringing all the entities together to discuss and develop methods and means that will assist the University in achieving its mission, vision and goals. The President chairs this council as well as sets its agenda and meeting dates. The UPC meets quarterly to discuss and provide advice to the President on all matters relating to long- and mid-term planning and strategic and conceptual university directives and goals.

The Council of Deans is an advisory and recommendatory body to the Provost and the President on academic programs, processes and procedures, and on the administration of academic services as well as other university matters. It also serves as a liaison body among the head of the academic units of the University for the purpose of promoting discussion and the exchange of ideas on the effective management of their schools.

Currently, academic decisions are proposed by the Academic School Council, University Curriculum Council and the Council of Deans.

The new Faculty Senate has completely overhauled the previous governance system regarding academic and faculty affairs as discussed in depth in IIIC1. The creation of the Senate is a significant improvement over the old system, and this body ensures that faculty participation is effective and beneficial to the University. The recently adopted School Bylaws give schools more autonomy in governing their own curricula as well as financial and planning matters.

As for student participation in governance, the University created student councils, which are discussed in detail in IIIC2. Participation of the students in the governance of the University is improving dramatically as a result of the establishment of student councils. [\[Exhibit IV-3-1: Minutes of the Campus Student Council\]](#) includes the minutes of the student councils.

Staff governance is also discussed in details under section IIIC3.

Workshops covering all university policies in a general and condensed manner were provided in 2008. These workshops were intended to provide the LAU community with an overview of the entire background of all university policies, and to create an informal and simple means for better understanding of the University's rules and regulations.

During academic year 2008-09, more interactive workshops targeted to specific groups directly impacted by the policy (or policies) addressed by the workshop were held for all employees.

HUMAN RESOURCES (HR) STUDY: Initiative 3 of *Strategic Plan 2005-10* requires the implementation of a human resources environment that enables employees to fulfill their responsibilities and achieve their aspirations. Accordingly, an HR study was initiated in spring 2006, completed in September 2008, and implemented as of October 1, 2008. The completion of the Job Classification and Compensation HR Study was achieved by the HR Department, in collaboration with local and external HR consultants. The main objectives of this study were to deliver a market-driven, competency-based job classification and compensation system and create a new employment culture focused on career development and enrichment.

An important part of the HR study examined salaries and benefits, which was a specific goal of *Strategic Plan 2005-10*. A market survey was conducted by a local consultant that reviewed the salaries and benefits of 26 benchmarked jobs with 9,684 employees distributed over 13 institutions. The findings of this market survey were helpful in the development of new grade and salary scales as well as a revised employment structure. The new grade and salary scale is now commensurate with Lebanese employment market dynamics over all occupational categories. New job classifications have been developed and career ladders or streams were realized for each position where feasible. In addition, the HR Department collaborated with department heads to redesign their internal organizational structures into more streamlined entities.

LAU will develop a Competency-Based Performance Management System to be implemented in the upcoming year and will also consider a Staff Development Policy to address career advancement and enhance the pursuit of excellence. To this end, the University contracted with a Canadian HR consulting firm, the approach was adopted and new Competency Based Management software named "i-Skill Suite" was purchased.

Overall, the implementation of the findings of the HR Study yielded a number of benefits to the University, including: increasing LAU's attractiveness as an "employer of choice" in the Lebanese market; boosting non-teaching staff satisfaction and trust due to a new employment culture of fairness, equity and transparency; and improving employment retention rates, especially for those positions having high market demand.

IV-4. THE ACADEMIC PROGRAM

For the sake of completeness material related to this standard are also covered in section III-F (Medical and Nursing schools) and section III-B (assessment). NEASC Forms at the end of this section list all degrees offered by LAU and enrollment figures in each. Also at the end of this section, the reader will find the NEASC E series form that is an inventory of educational effectiveness indicators for all degree programs and an inventory of specialized and program accreditation.

OVERVIEW: LAU awarded its first associate's and bachelor's degrees in 1955. Later in 1993, LAU began offering the degrees of bachelor of engineering, bachelor of architecture, bachelor of interior architecture, and bachelor of science in pharmacy. In 1982, the first graduate program was initiated in the School of Business. Currently, LAU awards a master of business administration (MBA), executive master of business administration (EMBA), master of sciences, master of arts, and a doctorate in pharmacy (accredited by ACPE – Accreditation Council for Pharmacy Education). All programs are in conformity with the Lebanese higher education laws and meet the requirements of the Board of Regents of the University of the State of New York.

The University Admissions Council (UAC) is entrusted with initiating policies and procedures for the admission to the University's various academic programs. School-specific requirements for admission are taken into consideration through the school representatives of the council that also includes senate representation. The higher education law in Lebanon requires the successful completion of Baccalaureate II exams (or the equivalent) to be admitted into higher education institutions. The Baccalaureate II program is similar to the International Baccalaureate and equivalent to the freshman year program in the American system of education. Thus holders of the Baccalaureate II (or its equivalent) are granted up to 30 freshman credits upon enrolling at LAU (see Table IV-4-1). As English is the language of instruction and Arabic is the native language of most undergraduates, students are required to take the English Entrance Exam or either the TOEFL, IELTS or writing section of SAT I exam to show competency in English. Students whose English is below the required level must enroll in remedial courses. All schools at LAU have developed academic plans that include course offering schedules allowing students in good standing to graduate with a BA or BS degree within three years, with a bachelor of engineering degree in four including three summers, a bachelor of architecture degree in five, also including four summers, and a Pharm.D degree in five years [Exhibit IV-4-1: School academic plans]. The Curriculum Advising and Planning Program (CAPP) of the Banner system assists students in planning their academic schedule and will go into operation next academic year.

UNDERGRADUATE DEGREE PROGRAMS: At present, LAU awards undergraduate degrees in 40 majors, certificates in four programs, and a teaching diploma. Student enrollment at the undergraduate level has grown at an annual average rate of 5.26% over the past three years, with the highest rate in the Business School.

Review and amendments of academic programs are initiated at the department level and are sent for consideration and approval in the following order: the School Academic Council, the University Curriculum Council (UCC), and the Council of Deans (CD). Initiatives to create new programs and degrees require registration with the Board of Regents of the State of New York and the Lebanese government. The Council of Deans has recently revised the existing criteria and procedure for introducing new majors. The procedure calls for each new program to have a mission statement, program objectives and learning outcomes. It also calls for identifying needed resources, completing a market analysis and other pertinent tasks in order to enable the different university bodies to make appropriate decisions concerning the establishment of the new program or degree. In addition, the procedure calls for tracking the proposed program or degree as it makes its journey from the schools to final approval [Exhibit IV-4-2: Procedure for introducing new majors]. Since Fall 2007, the CD requires that no major program amendment takes place unless the program has been reviewed with the participation of external peers. Degree requirements and course descriptions, as well as program

objectives and program learning outcomes, are stated in the University Academic Catalog and on the University's website. Program details are also provided in the form of a contract sheet which includes up to four categories: (1) liberal arts requirements, (2) major core requirements, (3) area of emphasis requirements and (4) free and technical electives. Clearance of students for graduation is based on adherence to the contract sheet.

THE MAJOR OR CONCENTRATION: 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. BA/BS degrees require the successful completion of at least 92 credits excluding freshman level courses. A bachelor in engineering requires 150-154 credit hours, a bachelor of science in pharmacy 180 credit hours, and a bachelor of architecture 176 credit hours. Except for the School of Pharmacy, all programs in all other schools have free electives. The School of Engineering only offers technical electives. 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. Up until academic year 2006-07, minors required the completion of 18 credits; some minors were well structured like the minors in sociology, Islamic art and architecture, packaging and computer graphics; others in the School of Arts and Sciences required the successful completion of any 18 credits at the level of 200 and above level within a certain specialty. Since some of these minors were incoherent and did not constitute a corpus of properly structured studies with focused objectives, the Council of Deans developed guidelines for revising existing minors and introducing new ones. These guidelines require that program minors have defined objectives, learning outcomes, and a set of designated courses. Note that the approval process for minors is the same one followed for approving new undergraduate programs, except that the process ends with the CD.

The range of majors available to students at LAU has continued to grow in the last eight years. Some of these new majors, such as BA in philosophy and BA in history, were introduced recently to strengthen the liberal arts offerings and demonstrate LAU's commitment to quality liberal arts education. All programs at the University have a mission, well articulated educational objectives and measurable learning outcomes. Also, most departments have developed learning objectives and learning outcomes for all courses offered. These are articulated on every syllabus [Exhibit IV-4-3: Sample syllabi].

SCHOOL OF ARCHITECTURE AND DESIGN: In fall 2008, and after consultations with the concerned faculty and the Council of Deans, LAU decided to group all architecture, design and arts programs that were scattered across schools into one unit, the School of Architecture and Design (SArD). SArD will be home to the following already existing programs: Architecture, Interior Architecture, Interior Design, Graphic Design and Fine Arts. This step was preceded in 2005 by the establishment of the design foundation program that includes thirty credits of courses and studios required of all entering students of arts and design. This common foundation year is needed to make up for the limited number of arts courses in the pre-university secondary education in Lebanon and the region.

The task of preparing the ground work for the establishment of the school was entrusted to two committees: a Steering Committee charged with planning for the School structure, enrolment, faculty resources, facilities and budget, and a Search Committee for hiring a Dean. Both Committees finished their work during spring 2009 [Exhibit IV-4-10: SArD Steering Committee Report]. SArD expected launch date is fall 2009.

GENERAL EDUCATION: 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 similar to the International Baccalaureate (IB), and 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). This fact was clearly stated in the 2007 Self-Study and the NEASC Commission on Institution of Higher Education found this transfer of credits to be appropriate. There are four different sections that students may follow within the Bac II; these are outlined in Table IV-4-I below.

Table IV-4-1: Freshman courses that can be transferred for each section of Baccalaureate II

Baccalaureate II Sections *	Transferred Freshman Cr	Baccalaureate II Sections *	Transferred Freshman Cr
<u>GENERAL SCIENCE</u>		<u>LIFE SCIENCE</u>	
Mathematics: 300 hours	Mechanics 4 Cr.	Mathematics: 150 hours	General Chemistry 4 Cr.
Physics: 210 hours	Calculus I 3 Cr.	Physics: 150 hours	Calculus I 3 Cr.
Chemistry: 120 hours	Calculus II 3 Cr.	Chemistry: 150 hours	Calculus II 3 Cr.
Arabic language & literature: 60 hours	Intro. Philosophy 3 Cr.	Biology: 180 hours	Mechanics 4 Cr.
English language & literature: 60 hours	History elective 3 Cr.	Arabic language & literature: 60 hours	Intro. Philosophy 3 Cr.
French language & literature: 60 hours	Math elective 4 Cr.	English language & literature: 60 hours	History elective 3 Cr.
Philosophy & Civilization: 60 hours	General Chemistry 4 Cr.	French language & literature: 60 hours	General Biology 4 Cr.
Civics: 30 hours	English I (ENG101) 3 Cr.	Philosophy & Civilization: 60 hours	English I (ENG101) 3 Cr.
History: 30 hours	English II (ENG102) 3 Cr.	Civics: 30 hours	English II (ENG102) 3 Cr.
Geography: 30 hours		History: 30 hours	
Computer + Sports + Arts (each 30 hours)		Geography: 30 hours	
		Computer + Sports + Arts (each 30 hours)	

Baccalaureate II Sections *	Transferred Freshman Cr	Baccalaureate II Sections *	Transferred Freshman Cr
LITERATURE & HUMANITIES		SOCIOLOGY & ECONOMICS	
Mathematics: 60 hours	Intro. Physical Science 4 Cr.	Mathematics: 120 hours	Intro. Physical Science 4 Cr.
Physics / Chemistry / Biology: 90 hours	Intro. Philosophy 3 Cr.	Physics / Chemistry / Biology: 120 hours	Intro. Philosophy 3 Cr.
Arabic language & literature: 180 hours	Arabic Essay R & W I 3 Cr.	Arabic language & literature: 120 hours	Arabic Essay R & W I 3 Cr.
1st language & literature: 180 hours	Arabic Essay R & W II 3 Cr.	1st language & literature: 120 hours	Arabic Essay R & W II 3 Cr.
2nd language & literature: 60 hours	History elective 3 Cr.	2nd language & literature: 60 hours	History elective 3 Cr.
Philosophy & Civilization: 270 hours	Humanities elective 4 Cr.	Philosophy & Civilization: 90 hours	General Econ. 4 Cr.
Civics: 30 hours	Intro. Biol. Science 4 Cr.	Civics: 30 hours	Social Studies 4 Cr.
History: 30 hours	English I (ENG101) 3 Cr.	History: 30 hours Geography: 30 hours	English I (ENG101) 3 Cr.
Geography: 60 hours	English II (ENG102) 3 Cr.	Sociology / Economics: 240 hours	English II (ENG102) 3 Cr.
Computer + Sports + Arts (each 30 hours)		Computer + Sports + Arts (each 30 hours)	

*Hours per academic year

The University's mission, vision, and values attest to the unequivocal commitment of LAU to the liberal arts. Prior to academic year 2006-07, all undergraduate students at LAU had to complete the General University Requirement (GUR), which consisted of 14 courses totaling 34 credits. Students were only free to choose nine credits (three courses) from the social sciences; all other courses were prescribed. To a large extent all GUR courses seemed to embrace LAU's liberal arts foundation. However, a survey in 2006 of faculty members teaching GUR courses revealed that key areas of liberal arts education such as the arts, music, and natural sciences were absent from the program. In addition, philosophy and religion were poorly covered, and the GUR lacked one important feature of American liberal arts tradition that is the freedom of choice; the bulk of the program was prescribed as a "one size fits all". Faculty deliberations on the GUR started in 1998 and in fall 2005 an ad hoc committee consisting of faculty members started working on revising the GUR. The imbalances and inconsistencies of the existing program were addressed in the committee's proposal for a new liberal arts curriculum. The proposal introduced greater balance in terms of covering the major areas of knowledge in the liberal arts. It also provided students with a considerable amount of flexibility and choice in fulfilling their liberal arts requirements.

The new liberal arts curriculum (LAC) [\[Exhibit IV-4-4: Liberal Arts Curriculum\]](#) was adopted by the University in fall 2007. A study on its implementation over the first two and a half years was recently presented by the School of Arts and Science [\[Exhibit IV-4-5: Study on LAC implementation\]](#). The study presented enrollment data (per student and section) in Cultural Study (CS) courses and Appreciation of Arabic Literature (ARA 201) courses which constituted the gist of the old General University Requirements. The study also included enrollment in the new LAC courses in History, Philosophy, Religion and Arabic courses (other than ARA 201). There is a clear indication that enrollment in CS and ARA201 courses has been declining while an increase in enrollment is observed in History, Philosophy, Religion and Arabic courses other than ARA201. This trend of increasing enrollment in the new LAC courses is expected to continue as the school strengthens its resources, hires qualified faculty and

offers more history, philosophy and religion courses with the implementation of the BA degrees in these majors.

The successful implementation of LAC will not be fully completed without careful assessment of learning outcomes – particularly oral and written communication skills, critical thinking, as well as analytical, scientific and quantitative reasoning. To institutionalize the assessment of student learning, LAU has established the Center for Program and Learning Assessment (CPLA) [Exhibit IV-4-6: CPLA]. The Center is a regional pioneer in providing support for faculty to develop excellence in teaching and a commitment to student learning. Its primary focus is on quality improvement through addressing the teaching-learning and outcomes assessment practices. CPLA hosts workshops and conferences, among other activities. In addition, an assessment committee was formed in April 2008 with a mandate to recommend a methodology as well as a system to be used by the University to assess student learning. The first phase of this process will focus on the Liberal Arts Core courses.

GRADUATE DEGREE PROGRAMS: Graduate programs at LAU (11 in all) are offered at the masters and Medical Doctor degree levels (the PharmD is considered to be a professional program). 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. The School of Engineering and Architecture grants MS degrees in computer engineering, civil engineering and industrial engineering – engineering management, the school of Medicine grants an M.D. degree. A dean of graduate studies was appointed in 1996 and served for three consecutive years. Prior to 1996 and after 1999, school deans have been fully in charge of graduate studies in their respective schools. The appointment of a dean of graduate studies and research 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. Recruitment efforts have so far not been successful.

All graduate programs have missions and educational objectives as well as learning outcomes. Some programs have emphasis areas and others have tracks. Credit requirements for graduation vary between programs: 30 credits for MA and MS degrees, 36 credits for the EMBA program, and 39 credits for MBA program. The MBA and EMBA programs emphasize the professional nature of their training and preparation; all other programs include research and theoretical components. With the exception of the EMBA, all graduate programs require the successful completion of a 6-credit thesis or a 3-credit 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 a written comprehensive exam in addition to the thesis.

Currently, 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. All Ph.D. holders at LAU are required to do research to qualify for tenure and promotion. LAU is striving to strengthen its research environment in several ways. The most notable move in this direction was the decision to reduce the teaching load of faculty from 4-4 to 3-3. While no formal assessment of research productivity of faculty is being conducted, the Provost office has designed a monitoring scheme to keep track of the research productivity of the faculty (refer to section IV-5).

According to the Faculty Bylaws, the policies governing graduate programs are initiated by the University Graduate Council (UGC), which is composed of faculty members representing all schools as well as two senators. According to the policies, admission of students to a graduate program is based on academic ability and normally requires a minimum GPA of 2.75; however, decisions on graduate admissions are reached using different procedures. Whenever programs exist on both campuses, admission applications are normally acted upon by a joint committee. In addition, the Office of Admissions keeps copies of minutes of admission meetings for all graduate programs, and copies of committee minutes regarding the granting of graduate assistantship are sent to the Business Office. Faculty who teach in the programs believe that improving assessment is critical for the advancement of graduate programs; strengthening relationships with alumni could be a significant assessment tool in this regard as it will allow feedback from graduates engaged in professional practice or pursuing advanced degrees.

The UGC is expected to develop procedures for enhancing the quality of theses. Thus far, the changes that have been implemented include: (i) the announcement for public defense of every thesis 15 days in advance, (ii) the creation of a handbook for graduate studies that provide guidelines for thesis style

and format [Exhibit IV-4-7: Handbook for Graduate Studies], (iii) checking for plagiarism. The handbook was developed to serve as a template for all advisors and to ensure a minimum level of uniformity across disciplines.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT: All undergraduate degrees awarded by LAU follow the practices common to American institutions of higher learning; some require more credits in order to meet the legal requirements of higher education in Lebanon. For instance, the longer duration of the bachelor of engineering and the bachelor of architecture degrees is dictated by the Lebanese Order of Engineers and Architects (LOEA). No engineer in Lebanon may be employed in the public sector or have a license to practice without being a member of the LOEA. The bachelor of science in graphic design also differs; at most schools in the U.S., the foundation year is given at the freshman level while at LAU it is given at the sophomore level. The PharmD on the other hand is designed in accordance with the guidelines and standards approved by the Accreditation Council for Pharmacy Education (ACPE) located in the United States, as there are no local laws governing this degree.

LAU does not award credit for any prior experiential learning or pre-collegiate, remedial, and/or continuing education programs. The University closely monitors off-campus courses such as internships and professional practice but the level of oversight differs across the various programs. One of the salient differences is the level of involvement of the faculty with the collaborating organization in the community. Only the School of Engineering and Architecture and the School of Pharmacy have systematic procedures for supervision and assessment of internships.

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. Grades are submitted online using the Banner system. Once submitted, any change of grade normally requires faculty justification and has to follow a strict procedure requiring the approval of the chair and dean concerned. According to the rules, a change of grade is expected within a specified period of time when a grade of Incomplete (I) is reported. The requirements for an "I" grade are clearly outlined in the Academic Catalog.

The University's rules for transferring to LAU from other universities appear in the Academic Catalog. 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 U.S. institutions, they are recognized by the American Council on Education. Evaluation of transfer credits is determined by the department concerned for major courses; Liberal Arts requirements are evaluated in the School of Arts and Sciences. Courses required for the PharmD program may be transferred only from ACPE accredited schools. The UAC and the CD are working together on the transfer of credit system and will be developing a new and improved approach that will be effective starting academic year 2009-10. So far, the CD has only approved a transfer system for the Liberal Arts Curriculum (refer to III-B-4-D).

Most departments report adopting policies to prevent cheating during exams as well as throughout the semester. While traditional methods are used to combat cheating, the issue of detecting or dealing with plagiarism is more problematic. The University has trained faculty to use the *Turnitin* software to enable better detection of plagiarism and encourages faculty to adhere to the University's policies regarding cheating and plagiarism as described in the Academic Catalog.

ASSESSMENT OF STUDENT LEARNING: Better and more regular assessment of student learning was a key request of the NEASC response to LAU's self-study 2007. As such, this issue is addressed at length in section III-B. The present section will highlight some of LAU's current efforts to assess our students' learning in more diverse and measurable ways.

Prior to AY 2006-07, only the School of Pharmacy had an articulated mission statement and therefore student learning outcomes were not delineated by program objectives. The methods used to measure evidence of learning mainly involved course-embedded assessment tools such as exams, portfolios, projects and observation. 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. Also 70% of the programs at LAU require students to complete an internship before graduation. Recent evidence of the University's effort to understand what students are learning includes the administration of the National Survey of Students' Engagement (NSSE) to all sophomore and senior students for the past three consecutive years. In addition, the University has made a

commitment to organize workshops for department chairs on how to improve assessment of student learning. The first workshop for faculty and some chairs was offered in fall 2008 as part of the activities of the newly established Center for Programs and Learning Assessment. Another workshop was held in spring 2009. Subsequent workshops will follow, with the next one planned for spring 2010.

A major cultural difference between LAU and universities in the United States is the limited English language proficiency of most LAU students upon admission, since the native language of the overwhelming majority of students is Arabic. Because student deficiency in English is of most concern in the School of Arts and Sciences, the school has developed an English Lab to which faculty who teach English can send students for remedial instruction. English writing skills are one of the learning outcomes identified by the Liberal Arts Core (LAC) Committee in their learning outcome and assessment plan. The plan calls for selecting 100 students, evaluating their English skills through oral interviews and writing samples, and accordingly chart a plan to improve English language skills. Based on this sample, a university-wide assessment plan will help the University take appropriate actions concerning student writing skills. [\[Exhibit IV-4-8: Learning Outcomes and Assessment Plan\]](#). In parallel, the School of Arts and Sciences in Beirut is in the process of establishing an initiative for English writing aptitude across the curriculum. A proposal for the establishment of a Writing Center is currently being discussed [\[Exhibit IV-4-9: Writing Center proposal\]](#).

The Guidance Office monitors students on probation and provides some remedial services such as study skills or tutoring. There are Cooperative Learning Centers open to students on both campuses to assist low-performing students in basic lower-level courses. But fewer than half the faculty are aware of the existence of a system at LAU that follows up on the performance of poor students. The weakness hence is not only in the lack 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.

Prior to academic year 2006-07, academic programs at LAU were neither systematically nor periodically reviewed. Exit surveys were only filled out by graduating students in the School of Engineering and Architecture, and 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. Course files were only randomly collected by schools; currently however, all schools have centralized the collection and review of course files to ascertain that learning objectives stem from course descriptions.

IV-5. FACULTY

For the sake of completeness material related to this standard are also covered in section III-D (Faculty)

FACULTY RECRUITMENT: The faculty recruitment and retention effort is addressed in section III-D. of this report.

FACULTY QUALIFICATIONS: The percentage of Ph.D. and terminal degree holders among the full-time faculty has improved from about 65% to about 70% [\[Table IV-5-1\]](#). This is a clear indication that the University is serious about its goal to improve the quality of newly recruited faculty as stated in its strategic plan. Faculty research output is regularly monitored, latest results are shown in Figure IV-5-1. (See NEASC Forms at the end of this section for complete coverage of rank distribution and faculty terminal degrees).

Table IV-5-1: Highest Degree of Faculty per Rank and Academic Year

Highest Degree	AY 05-06				AY 06-07				AY 07-08				AY 08-09			
	Doc.	MS	Bach	PL	Doc.	MS	Bach	PL	Doc.	MS	Bach	PL	Doc.	MS	Bach	PL
Professor	11	1	-	-	12	-	-	-	16	-	-	-	20	-	-	-
Associate	45	3	1	-	48	3	-	1	52	2	1	-	48	2	1	-
Assistant	59	6	-	4	58	6	-	8	64	4	-	10	69	5	-	6
Lecturer	2	6	-	-	5	8	-	-	7	8	-	-	7	8	-	-
Instructor	-	30	4	3	-	31	3	2	-	27	4	1	1	32	4	6
Asst. Inst.	-	-	2	-	-	-	2	1	-	-	2	-	-	-	1	-
Total	117	46	7	11	123	48	5	12	139	42	7	11	145	47	6	14

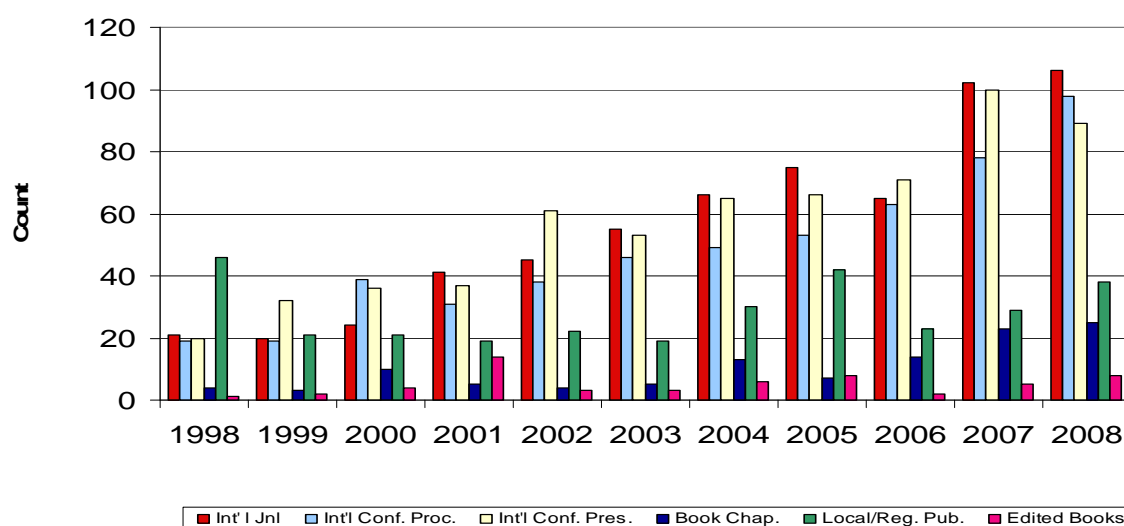


Figure IV- 5-1: Progression of Scholarly Output of Full-Time Faculty

FACULTY WORKLOADS: The work load distribution is fully described in section III-B5-B and is summarized here for completeness. Assistant professors workload is 3 courses per semester; in addition faculty are normally engaged in research and get evaluated for promotion and tenure after seven years. The Council of Deans has recently adopted the following procedure to help assess faculty engagement in research in the higher ranks:

1. Associate Professors will benefit from the reduced teaching load (3/3) up to the minimum number of years that are required for promotion from the rank of Associate Professor to the rank of Full Professor
2. Beyond that number of years, a faculty member who is still at the rank of Associate Professor will carry a 4/4 teaching load. Exceptionally, the Dean may assign specific duties and/or grant release time for research in lieu of the additional teaching load.
3. Full Professors who have been promoted to this rank after the promotion criteria have been revised to include a research component benefit from the reduced teaching load (3/3) and will periodically update their Deans about their research.

The decrease of the teaching load has certainly resulted in an increase of faculty research as shown in Figure IV-5-1. However this increase cannot not be fully credited to decreased load, nor did the decrease in teaching load all used for research. A substantial portion of increase in scholarship also

comes from improved faculty support to attend conferences, improved research facilities and library support. Much of the time release has been taken up by other faculty duties, many of them associated with governance, program reviews, and preparation for professional accreditation. One area where time freed did not bring much improvement is student advising.

FACULTY COMPENSATION AND BENEFITS: Other factors that contribute to faculty retention are their economic well being and satisfaction as far as their earning and benefits are concerned. Over the last six years, the University approved three cost of living adjustments (COLA) as shown in Table IV-5-2. Even though the COLA provided by the University has not kept up with the known and published COLA statistics, the University has been generous compared to the Lebanese Government approved adjustments. The Government's 2008 COLA decree mandated a monthly salary increase of US\$133 retroactive to May 2008. The University paid this amount retroactively for academic year 2007-08, but adopted a 5% monthly increase with US\$200 for academic year 2008-09 (See NEASC Forms at the end of this section for complete coverage of faculty salary per rank).

Another area relating to compensation is salary distribution. In Table IV-5-3, one can see that the mean salary of lecturers is slightly higher (2% in AY 2007-08 and 2008-09) than the mean salary of assistant professors who have a higher academic rank. This can be explained by the fact that few lecturers at the University are mostly senior faculty who have served for several years, whereas most assistant professors are much younger. The mean salaries at the professorial ranks display a consistency of about 40 to 50 % variance between the ranks.

Table IV-5-2: COLA Over the Past 6 Years

Year	%	Yearly Ceiling (USD)
2002-2003	3	No Limit
2004-2005	2	800
2007-2008	Lump Sum	667
2008-2009	5	2400

Table IV-5-3 Full-Time Faculty Salary Distribution by Rank

RANK	Range	F05		F06		F07		F08	
		Number	USD	Number	USD	Number	USD	Number	USD
Professor	Minimum	11	62,462	14	76,285	16	77,857	20	76,255
	Mean		78,562		96,898		108,468		108,657
Associate	Minimum	49	49,392	55	49,920	55	50,968	51	52,402
	Mean		66,622		69,088		69,641		72,769
Assistant	Minimum	69	34,553	67	33,167	78	33,897	84	36,366
	Mean		47,836		47,533		49,236		51,620
Lecturer	Minimum	8	34,371	13	34,766	14	35,305	15	37,791
	Mean		47,945		50,028		50,265		52,669
Instructor	Minimum	37	27,248	36	25,871	33	26,401	39	27,861
	Mean		36,087		36,711		36,742		38,535
Asst Inst.	Minimum	3	26,306	3	27,497	3	28,074	1	33,629
	Mean		28,126		28,984		29,556		33,629

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY: As LAU progressively transforms from a teaching college to a University, more resources and facilities are progressively put in place to support research. The first step in this direction was the change of the teaching load from 4/4 to 3/3 credits. The effect on scholarly output is evident in Figure IV-5-1. However, and apart from a limited number of faculty, most research is not supported through external grants. The Genographic Project is the largest ever research grant so far awarded to LAU in partnership with the National Geographic Society and IBM. This project that traces human migrations through the study of population genes, has helped LAU position itself as a center of excellence in this area thus recently attracting other grants. Faculty working in the field of water resources and water treatment have also been able to get external EU

funding for their research.

Moving to the next level necessitates a very aggressive and focused research strategy. This is one of the actions included in the newly developed academic plan, and such an initiative will be led by the Dean of Graduate Studies and Research once appointed.

FACULTY GOVERNANCE: In-depth discussion of faculty governance can be found under section III.C. The following highlights aspects of faculty governance as they relate to the work of faculty overall. The first Senate (2006-07) spent a considerable amount of time re-writing the Faculty Bylaws. More particularly, the Senate reformatted all university councils, added new ones (e.g. the University Planning Council) and removed others (e.g. the University Executive Council). The tasks of councils were revisited as were their membership and methods of operation. According to its constitution, the Senate is vested with recommendatory powers on a wide spectrum of issues: policy matters relating to academic programs (and all related subjects), policy matters related to academic, admission and research standards, and faculty status and promotion. The Senate's input is also sought on the University operating budget and university academic calendar.

During academic year 2007-08, schools developed their own bylaws. Effective fall 2009, all schools will be operating according to these bylaws, thus promoting more autonomy in matters that are specific to every school, as well as further engagement of faculty, specifically on matters concerned with curriculum, planning, and admission issues.

The new faculty and school bylaws and the recently established Senate have completely overhauled the previous governance system regarding academic and faculty affairs. The Senate in particular was formed in the spirit of improving governance sharing: Senators are elected by the constituents of their respective schools (except for instructors/lecturers who are elected at the campus level). Elections are also held by the senate and by school faculty to designate representatives on the University councils. A strategic shift in philosophy has taken place regarding the councils; under the new governance system, councils are more involved in recommending new or amended policies and procedures relative to the mandate of each of the councils.

An assessment of the new faculty governance has already taken place as explained in III-C. This addressed only operations of the senate and councils; school bylaws cannot be appraised yet as they have been partially implemented in Fall 2008, and some schools will implement them in Fall 2009.

INSTITUTIONAL EFFECTIVENESS: The Council of Deans is committed to increasing the number of full-time faculty as determined by *Strategic Plan 2005-10* action step 1.1. The recruitment campaign will give special attention to programs that have full-time to part-time faculty ratios lower than others. Unfortunately, to date, this effort has not been very successful, particularly in the School of Business, and some pro-active steps have been undertaken as discussed in previously.

The Council of Deans is committed to continue applying the faculty evaluation procedures as well as the academic administration evaluations on a yearly basis and to use the results of these evaluations for feedback and improvement.

Faculty merit raises (an average of two percent per year) have been awarded on a regular basis and they are directly tied to faculty evaluation and performance criteria.

Department/division chairs generally change at the end of their three year terms. As for the deans, the Provost will evaluate their performance at the end of their four year term with a view to make the appropriate recommendation to the President.

The University and the Council of Deans will continue conducting the orientation and mentoring programs and will use the results of questionnaires for feedback and improvement. Samples of these feedback questionnaires and the ratings for both the University and school orientation sessions are provided as [\[Exhibit IV-5-I: Faculty Orientation Questionnaire-2005 to 2008.\]](#)

IV-6. STUDENTS

For the sake of completeness material related to this standard are also covered in section III-C (Governance).

INTRODUCTION: Student Affairs at LAU have gone through major improvements and re-engineering since 1995. The name was changed to Student Development and Enrollment Management in 2005 to provide a better definition of the unit, and reflect LAU's commitment to student centeredness. In October 2008 the two parts of Student Development and Enrollment Management were separated to reinforce their effectiveness and a position of university-wide Assistant Vice President for Enrollment Management position was created. The recently appointed AVP oversees the Recruitment, Admissions, Financial Aid and Registrar's Offices on both campuses, while the campus deans of students were freed to dedicate their efforts to Student Development, which includes Health and Counseling, Advising and Retention, Orientation, Career and Placement, Activities, Programs, Student Clubs, Student Government, Athletics, and Residence Halls. Additional professional and well qualified staff members were recruited to strengthen and maximize student services.

Three major advances occurred in the past two years, namely the development of a Strategic Enrollment Management Plan (SEM) [Exhibit IV-6-1: Executive Summary of SEM Plan] and a Scholarship and Financial Aid Plan [Exhibit IV-6-2: Rationale for Financial Aid Plan] as well as the development of the bylaws for student governance [Exhibit IV-6-3: Student Governance Bylaws] and the elections of the first Student governments which took place in fall 2007.

ADMISSIONS: LAU received applications from 337 Lebanese schools for fall 2007 and 367 for fall 2008, from 11 Arab countries for fall 2007 and 15 for fall 2008, and from 136 and 165 from individual schools in Arab countries, respectively. The number of students admitted to LAU has been steadily increasing over the past few years. [Exhibit IV-6- 4: Admissions Stats] represents some additional admissions statistics regarding the number of completed applications, accepted applications and number of enrolled students for both the sophomore and freshman entry levels. (Also see NEASC Forms at the end of this section).

With the support of faculty members and various university offices, LAU continues to recruit and enroll academically qualified and talented high school students from diverse backgrounds. YOU@LAU was created in spring 2008 to educate grade 11 students about the options available to them at LAU. This extremely successful recruitment effort brings 10th graders from feeder schools for a whole day of activities at LAU. Students (in groups of 10 to 15) answer "Rally Paper" type questions to move to various on-campus stations to receive information about academic programs, facilities, activities and other relevant information about LAU. Local and international school recruitment visits are also carried out throughout the year. Local schools may be visited more than once based on their specific needs [Exhibit IV-6-5: YOU @LAU]. Admissions and recruitment staff also participate in local and international university fairs to increase the pool of student applications. Nevertheless, and until LAU develops appropriate policies and the physical infrastructure to support the success of physically or mentally challenged students, LAU will not knowingly admit students with special needs.

In its efforts to recruit and enroll a diverse student body, and through the support of the U.S. Middle East Partnership Initiative (MEPI), LAU partnered with MEPI on *Tomorrow's Leaders (TL)* Scholarship Program [Exhibit IV-6-6: MEPI]. This program has added and will be adding to the diversity of LAU's student body by bringing to LAU Arab students from disadvantaged backgrounds throughout the Middle East and North Africa regions. The TL program has also enriched LAU's experience in designing programs to enhance student leadership and the conflict resolution skills of Arab youth. In its first year (fall 2008), LAU enrolled six students (four females and two males) from the countries of Yemen, Palestine and Egypt. LAU is expected to enroll an additional 32 TL students over the coming two years.

The Testing Services Office at LAU conducts different tests to assess the academic qualifications of prospective students. LAU decided in fall 2008 to progressively phase out its own tests (except the English Entrance Exam) and move towards standardized tests. LAU will no longer offer the Sophomore and Freshman Entrance Exams to students applying to LAU beginning spring 2010. During the transitional year, and when not enough SAT data is available, LAU Admissions will rely more heavily on students' high school grades in the admissions process. LAU is a testing site for the SAT as of spring 2009.

RETENTION AND GRADUATION: Table IV-6-2 (Retention and Graduation Stats) shows retention and graduation data for the last two years, as well as incomplete data for 2008. The first to second year retention data is continuously improving for the bachelor degree students. Graduation rates are also improving. One item that is important to note is the graduation rate for Pharmacy students: this rate

may be misleading since LAU decided to select only a predetermined number of students from the pre-pharmacy program into its professional school (this number is currently between 75 and 80 students per year). The graduation rate for this sample is in the upper 90 percentile, i.e., almost all selected students graduate.

Table IV-6-2: Retention and Graduation Stats

Student Success Measures / Prior Performance and Goals	2 Years Prior 2006	1 Year Prior 2007	Most Recent Year 2008
RETENTION DATA			
Associate Degree Students	84%	88%	81%
Bachelor Degree Students	92%	92%	93%
GRADUATION DATA			
Associate Degree Students	37%	41%	50%
Bachelor Degree Students	63%	62%	62%
YEAR GRADUATION DATA FOR DEGREE AWARDS			
BS and BA Award	63%	58%	61%
BE Award	64%	78%	67%
BS Pharmacy Award		57%	70%
B Architecture Award		83%	67%
BA Interior Architecture Award	67%	80%	50%

LAU measures its students' success systematically. The data in Table IV-6-3 shows that 16.61 % of the LAU student population is excelling academically, and are honor students or better, while 7.3 % are considered academically challenged students. What is important to observe is that through the dedicated efforts of the counselors and the professional academic advisors at the Guidance Offices, only 0.46% are academically dismissed from the population of 7.3 % of academically challenged students (See NEASC S-Series Forms at the end of this section for more retention and graduation data and student success data).

Table IV-6-3: Student Success Stats

Fall 2007 Headcount (end of semester data)	Byblos		Beirut		LAU	
	1945		4873		6818	
	Numbers	%	Numbers	%	Numbers	%
Probation (CGPA < 2.0)	92	4.73	310	6.36	402	5.90
Suspension	20	1.03	40	0.82	60	0.88
Dismissal	11	0.57	20	0.41	31	0.45
Honor (CGPA > 3.2)	178	9.15	331	6.79	509	7.47
Distinction (CGPA > 3.5)	240	12.34	374	7.67	614	9.01

The Registrar's, Admissions, and Financial Aid Offices have developed a policy on student record keeping [Exhibit IV-6-7: Record Keeping Guidelines] that identifies what records to keep and for how long. LAU continues to pay special attention to its academically challenged students i.e., those with a Cumulative GPA below 2.0. The Guidance Offices created an early alert and follow-up mechanism to identify at risk students. The Progress Report system is only one of the tools used to identify challenged students. Each student, who for any reason cannot perform academically, is individually advised, guided and counseled by professional staff members at the Guidance Offices to ensure that anything and everything that may be done to improve his/her chances of success are being done. This is also done for borderline students ($2.0 < \text{CGPA} < 2.2$) to improve their chances for success.

MERIT SCHOLARSHIP: In spring 2008, LAU graduated its first class of Merit Scholars who were recruited and enrolled in fall 2005. Currently 32 Merit Scholar students are enrolled in Byblos and 40 in Beirut. LAU continues to enroll Merit Scholar students, as well as high academic achievers through its newly developed Financial Aid Plan. This plan, as part of LAU's efforts to enroll *academically qualified and diverse students*, is a well designed and focused matrix that will help provide scholarships for academic achievers as well as needy students.

STUDENT SERVICES: LAU continues to provide excellent services to its student population. The services LAU provides its students are comprehensive: residence halls, 24/7 campus security, state-of-the-art fire alarms and safety devices, wireless Information Technology and continuous access to the internet, professional academic advising, comprehensive health and counseling services, career guidance and placement services, student extracurricular activities through social and professional clubs, training seminars and awareness campaigns, and all sorts of sports activities for men and women. These services are provided to the students with detailed description through various publications including brochures and CDs as well as electronically through the University website or the electronic bulletin boards. Of particular note, LAU continues to subsidize 50% of all travel expenses of its students to participate in international travel for seminars, conferences or sports events.

LAU's athletics facilities remain insufficient for the number of students and activities on both Campuses. While minor renovations took place in 2009, substantial renovations and major new structures are needed to bring LAU up to par with competing universities. In the meantime, LAU continues to lease several sports venues and continues to hire the best coaches in the country to ensure the best possible training for its various varsity teams and student programs.

The Byblos campus residence hall (RH) is getting 37 extra beds in its block "B" through the renovations of 19 additional rooms with an expected completion next academic year. The RH is at 100% occupancy and the waiting list is very long; once students join, they do not leave until graduation. This seems due to the family environment in the RH, the dedication of the staff, and the services provided to the students. The LAU administration and the Board of Trustees have recognized the need for additional facilities and are in the planning process to add more capacity. In Beirut, demand is also high. In addition to its current RH facilities in Orme-Gray Hall, LAU has leased a nearby off-campus residence hall facility to help increase capacity and to ensure students' and parents' satisfaction.

To formalize student governance as mandated by the Board of Trustees, student councils were formed, as discussed in depth in section III-C. Student Council members serve and are active members on all university and campus councils except on the President Cabinet and the Council of Deans.

As part of its student leadership training programs, LAU conducted a one-day leadership skills conference for all the newly elected members of the different student councils (November 2008). Along the same line, LAU and its Institute of Peace and Justice Education (IPJE) will be conducting several workshops in spring 2009 to help participants think in new ways about what they really value and believe about the challenges and conflicts they are facing.

For the fourth consecutive year, the LAU Model UN in association with the United Nations Association of the United States of America and, this year, in partnership with the *Al Waleed Bin Talal* Foundation in Lebanon is conducting a simulation of real UN sessions. Overseen by Student Development and Enrollment Management, more than 1200 students coming from over 100 Lebanese private and public schools play the role of ambassadors to the UN participating in 12 committees with the objective of debating and reaching resolutions related to the Millennium Development goals of the United Nations. An LAU Secretariat, headed by a secretary general and comprising 80 students, is largely responsible for conference management, training, school relations and public information departments. The LAU students demonstrate a formidable capability to organize the annual Model UN High School Conference and the conference routinely exceeds even the highest expectations. The LAU Model UN has become, indeed, a landmark of excellence and a school of leadership.

Student Services staff members continue to improve their skills and know-how through participation in local and international conferences and workshops, e.g., NASPA (for the deans of students), SEM and AACRAO (for the directors of the Admissions, Financial Aid and Registrars' Offices).

In its efforts to help improve the quality of students that LAU recruits from local schools, and in its

efforts to train high school principals, school counselors and teachers to better recognize troubled and stressed students, the counselors in both Byblos and Beirut conducted training sessions especially designed to assist high school counselors and teachers in the early identification of distressed and troubled students. Another presentation regarding the “Anxiety Disorders in Children” was also given to selected schools in Lebanon.

Formal efforts for identifying and helping students with substance abuse problems were initiated recently at LAU through the Guidance Offices. Because drugs are a barrier to all that a college or university aims to do for its students, maintaining a drug-free campus is vital. Therefore, LAU Guidance initiated a *Alcohol and Drug Abuse Prevention Program* on campus to raise awareness by identifying and recognizing alcohol or other drug problems and to deal with students who might be abusing various kinds of illicit substances and held presentations and workshops regarding student substance abuse that targeted school principals and teachers.

INSTITUTIONAL EFFECTIVENESS: In spring 2008 LAU completed the development of assessment processes that cover Recruitment and Admissions, Financial Aid, the Registrar’s Offices, Guidance, Residence Halls and Athletics [Exhibit IV-6-8: SDEM Assessment processes], as well as detailed processing procedures for Recruitment and Admissions, Financial Aid, and Residence Halls [Exhibit IV-6-9: SDEM processing office procedures]. LAU continues to measure student satisfaction with university services through focus group discussions, the use of LAU-prepared surveys such as the exit survey for graduating students [Exhibit IV-6-10: Exit Surveys], the RH surveys for campus residents [Exhibit IV-6-11: RH survey], as well as international surveys such as the National Survey of Student Engagement (NSSE).

IV-7. LIBRARY AND OTHER INFORMATION RESOURCES

For the sake of completeness material related to this standard are also covered in section III-G7 (One University-Library).

BACKGROUND AND MISSION: The Lebanese American University has two libraries, one on each campus. The modern Riyadh Nassar Library (RNL) located on the Beirut campus replaced in 2006 the older library that was founded in 1934. The library on the Byblos campus was founded in 1978. Though physically separate, the libraries coordinate and cooperate in a profound manner with total commitment to the University’s mission of being “student centered” and in “educating the whole person” [Exhibit IV-7-1: Libraries Mission].

ORGANIZATIONAL STRUCTURE AND PERSONNEL: Each library at LAU has its own independent administrative structure and its own library director, yet to the University community they act as one entity. Both directors submit to the Provost one unified report annually [Exhibit IV-7-2: Annual Statistical Report].

The libraries staff consists of 14 professional librarians with graduate degrees, two of which are not strictly in librarianship. There are 11 paraprofessionals with academic degrees, numerous clerical assistants, and 150 part-time student assistants. All the library staff exhibit high levels of expertise, motivation and commitment to the library and to the University. Student assistants are subject to intensive training, continuous mentoring and periodic evaluation.

As part of their professional development the staffs are kept current with the latest library practices and information technologies through enrollment in relevant courses, attending local, regional or international professional conferences, seminars and workshops [Exhibit IV-7-3A : Diploma for Professional Development; and Exhibit IV-7-3B: Approval for ALA Conference]. The LAU libraries were key founders of the Lebanese Academic Libraries Consortium (LALC). They are also members of AMICAL, a consortium of academic libraries in American universities in 28 countries outside the U.S. At present the Director of RNL is the Chair of AMICAL’s Coordinating Committee [Exhibit IV-7-4: Chairing a Committee in AMICAL Consortium]. Recently the LAU Libraries joined the OCLC scheme of resource sharing; thus taking the lead among university libraries in Lebanon in resource sharing at the global level in addition to the local and regional ones.

As discussed in III-G, to further increase quality control, minimize duplication and invest in professional expertise, centralization of some library functions and services was adopted. In 2006 the University had campus-based library councils; in 2007 the University Libraries and Information Resources Council

was formed with ex-officio membership of the two directors of libraries. The council represents all academic departments, schools and students at the University. It has advisory capacity and liaises between the academic body, students and the libraries plus the IT Departments [Exhibit IV-7-5: Mandate of University Library and Information Resources Council].

The administrative structure and hierarchy of the IT group, as well as their policies and procedures, as they relate to the libraries is detailed in IV8. Yet it is important to emphasize that the libraries continue to have a dedicated IT person with assistants on both campuses to coordinate continuously and efficiently with the IT personnel.

The Audio-Visual Center which previously was under Beirut Library auspices was relocated technically and administratively to the IT Department. The mimeographing office has been moved from Beirut Library responsibility to that of Campus Services. These changes, which took place in 2007-08, have enabled the directors of the libraries to focus efforts more strictly on library management.

POLICIES AND PROCEDURES: The two libraries are in general subject to identical policies, rules and regulations. In 2006 the library lacked official guidelines for collection building. By 2008 guidelines had been deliberated on, drafted, and endorsed by both libraries and have since been implemented. A new policy to alert libraries at an early stage of any changes in the curriculum or in the academic programs has been implemented. This has mainstreamed collection development in line with the academic plans of university programs [Exhibit IV-7-6: Alerting Libraries on Curriculum Changes or New Academic Programs].

As yet, newly enrolled students at LAU are not required to sign a pledge that binds them to a computer use policy. This policy has been discussed extensively and was strongly recommended by the libraries.

The policy for recycling the libraries' computers will be in line with the overall university policy once it is approved and adopted.

INFORMATION RESOURCES AND SERVICES: The LAU libraries use the OLIB as their integrated library system and their website acts as a gateway to general internet access. The libraries have a collection growth rate of approximately 7% annually. The book collection is around 400,000 with 51,500 electronic books and 80 electronic databases that deliver 40,000 full-text online journals (see NEASC form at the end of the section). The print serial collection is static (1600) with plans to replace about 30% of them with electronic formats. The libraries have special collections, such as the Women's Collection (mostly on Arab Women and by Arab Women), the Islamic Art and Architecture Collection (at its initial stages) and the Children's Collection dating back to 1967. The libraries homepage offers the University community the opportunity to order books for acquisition, or for borrowing through a free service of Inter-Library Loan and Document Delivery.

There are 108 computers across both libraries that are made available to students for use on research and homework. Fifteen printers, nine photocopying machines, four scanners plus three cloning screens are available for one-on-one use at public service counters in both libraries. Students, staff and full-time faculty have on-campus and remote access to the OLIB system, E-reserve, the libraries databases, and ZPortal. The use of the Print Manager Plus software has also made the libraries more environmentally friendly.

The Riyadh Nassar Library was inaugurated on the Beirut campus in 2006. Its immense space of 86,000 ft², the sunlight that streams through its large windows, the colorful and comfortable furniture, the open stacks, the ample number of computers and the ever-attentive service desks draws students and faculty alike.

The Byblos Library shares with the Riyadh Nassar Library holdings and the qualified, committed and service-oriented staff but suffer greatly from lack of space. The growing enrollment at the Byblos campus, the attraction of diversified professional schools have rendered the library space inadequate by all measures. The University's Facilities Master Plan cites the building of a new library as its third highest priority. While a design was previously commissioned, the whole project is being revamped to ensure proper location on campus as well as adequate and redefined space usage to be in step with a futuristic vision of academic libraries. The Byblos Library necessitates immediate action before it affects the services, the collections, the end users' attitudes, and the morale of the staff. The said conditions were clearly emphasized in the students' responses of the latest library survey.

The LAU libraries are open an average of 70 hours over six days per week (See NEASC Forms at the end of this section). While the number of book loans has recently recorded a slump, the daily transactions and attendance numbers have reached record highs. Fall semester 2008 recorded an average of 2100 daily visitors. The electronic resources recorded higher or steady use, i.e., E-reserve recorded 2300 hits per day and databases 23823 hits per month. The last survey of January 2009 stated the following concerning the libraries: 54% of the students surveyed stated that the book resources are excellent, and 63% of the faculty rated the print resources supportive of their research. As for the online resources 48% of the faculty stated that they are relevant to the courses they teach, and 83% of the faculty indicated that those resources support their research. Regarding library services: 40% of the students rated them good and 32% rated them excellent, whereas 77% of the faculty stated that the services are excellent [Exhibit IV-7-7: Libraries' Students, Staff & Faculty Surveys]. The concerns voiced in the surveys such as "noise in the library" or "need for longer hours" are already being addressed within the limits of the budget. Again the space inadequacy of the Byblos Library was a major complaint.

The University has been committed to providing ample budgets in the past. With the current tight financial conditions, locally and globally, the libraries will strive to keep their growth pace. A new service that the library will provide is the loaning of laptops for internal use in both libraries. The University will shoulder some capital expenses such as accommodating the Riyadh Nassar Library Conference Rooms with Smart Classroom/Video-Conferencing facilities. More budget allocations will be directed towards E-resources in the future. On May 5 and 6, 2009, the libraries conducted an innovative, participative and meticulously planned marketing campaign. The event was very well received and did attract a remarkable number of students. This activity will be repeated annually as part of the libraries and university culture.

Though the University dates its origins back to the mid-19th century, it still lacks a university archival repository. The University took a basic step towards the formation of a professional team to establish and manage the archival collections in 2008. Toward that end a library staff member joined a highly intensified and comprehensive archival program at Baylor University in Waco, Texas in January 2009. Upon her return a nucleus team will be formed and procedures will be taken to establish the repository. The repository will be located within the new Byblos Library [Exhibit IV-7-8: Archivist Training at Baylor University].

END-USER EDUCATION: Previously a one credit course on information skills was used to teach end-users how to utilize the library. Cancelled in 2007, the librarians were challenged to replace it by training sessions. These sessions are offered on regular basis and aim at training the students to access information resources in diversified formats, assessing them and attaining basic skills in documentation styles. Tailored sessions are offered whenever groups/classes need advanced or particular searching or documenting skills. Evaluation forms are distributed to session attendees for assessment. The introduction of ZPortal (federated search engine) plus the sophisticated searching skills demanded by some databases necessitated such services. One-on-one training is an ongoing practice at every service desk in both libraries

An IT survey was conducted January 2009 to identify the actual training needs of the LAU community. Based on the results, students, faculty and staff will be exposed in the coming three years to tailored sessions in order to enhance their computer research skills.

INSTITUTIONAL EFFECTIVENESS: The independent and combined reports submitted to the Provost provide a tool for performance measurement of the libraries on a regular basis. The monthly staff meetings at both libraries and the periodic meetings of concerned librarians from both libraries keep library holdings, services and functions under continuous self-evaluation. Surveys conducted among end-users highlight needs that are not satisfied. As academic programs are peer-reviewed by parallel programs in American universities in the U.S., the corresponding library resources and services are equally assessed by qualified peers [Exhibit IV-7-9: Assessment of Libraries by Peer Reviewers].

Suggestion boxes located at visible areas provide end-users the opportunity to voice complaints, concerns, demands and very often praises. The IT group and their departments have adopted a regular system to assess their services that is detailed in the following chapter.

IV-8. PHYSICAL AND TECHNOLOGICAL RESOURCES

For the sake of completeness material related to this standard are also covered in section III-E(facilities). NEASC Forms at the end of this section list area (square feet) allocated to different facilities and major renovation projects.

The Lebanese American University campuses occupy 24,830 square meters (267,269 square feet) of land in Beirut, 156,140 square meters (1,680,691 square feet) of land in Byblos, and 360 square meters of office space in New York City [Exhibit IV-8-1a,b,c,d: Total LAU Area: a) Beirut campus - Lot 3752; b)Beirut Campus – Mass Plan; c)Byblos Campus – Mass Plan; d)NY Offices]. The University campuses consist of 22 buildings, many prefab offices, and storage facilities with a total space of 36,064 square meters [388,189 square feet] in Byblos and 83,364 square meters [897,322 square feet] in Beirut.

PHYSICAL RESOURCES: Since the last Self Study in 2007, several facilities projects have commenced and progressed, including new construction projects (new buildings, infrastructure) renovations, and upgrades. Full project details are found in sections IIIE3. (Beirut Projects), and IIIE4. (Byblos projects). A seven-year (2009-15) Capital Budget has been prepared that accounts for many of the projects included in the master plans' schedules [Exhibit IV-8-2a,b: 7-year Capital Expenditure Plan: a)Beirut; b)Byblos].

In spring 2009, Facilities Management (FM) launched a survey to assess the FM services within the University in order to gauge end-users views, attitudes and perceptions of the FM Department and its organization. Based on the responses of the surveyed faculty, students and staff, the majority rated the services provided by the Facilities Management Department as good to excellent. The survey showed that there is a need to upgrade existing old University facilities: old offices, classrooms, and laboratories. Student commons were rated from poor to good, while similar new facilities were rated as good to excellent. The majority of the surveyed audience believes that a new cafeteria facility is needed on both campuses. Accordingly, FM will use the survey data to assess the effectiveness of its procedures, to strengthen controls and supervision and discover opportunities for improvement [Exhibit IV-8-3: FM Survey to assess FM services: a)Faculty; b)Staff; c)Students].

TECHNOLOGICAL RESOURCES: The IT environment at LAU is comprised of approximately 1450 telephone extensions, 838 computers, 143 laptops (all backed up), 133 servers, 504 printers and 90 scanners throughout the two campuses in labs, libraries and offices [Exhibit IV-8-4a,b,c,d,e: IT Inventory: a) Cisco Phones; b) Ericsson Phones; c) Equipment Byblos; d)Equipment Beirut and e)Servers]. All these are connected to high-speed wired networks (with fiber optic cabling connecting all buildings) that include the dormitories. The two campuses at LAU are connected by eight EI links with bandwidth of two Mbps each. A secure, reliable and high-speed Wireless Multimedia Network is ubiquitous across both campuses. 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 28 Mbps and an upload speed of 10 Mbps (this is exceptional due to the fact 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 (Blackboard Learning System CE), E-reserve library system, Oracle Financials, Raiser's Edge fundraising system and other IT services, as well as e-mail.

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 2008, no fewer than 595 workstations (backed up by 45 servers), including a large number of peripherals, supported the total student body of 7213 students [Exhibit IV-8-5: Total student enrolment in Fall 2008]. All labs are operational for nine hours a day on average and are utilized by students 77% of the time [Exhibit IV-8-6a,b: a) Lab utilization survey; b)Lab utilization result].

In 2007, the IT Department implemented a complete disaster recovery solution consisting of a Disaster Recovery Plan and a high availability data center (located in the basement of the library and business school) for all major IT systems and services. This provides a highly secure and reliable technical environment that both supports growing data needs as well as mitigates risk [Exhibit IV-8-7: Disaster Recovery Solution].

The IT Department at LAU provides high-end infrastructure and services that effectively support academic, student and administrative functions. LAU uses an institutional ERP that consists of best-of-breed systems for all core University areas. Based on the results of an IT questionnaire that surveyed faculty and staff in January 2009, 91% rated the general IT environment at LAU as good to excellent and 86% rated the IT support at LAU as good to excellent [Exhibit IV-8-8a,b: IT Skill Survey: a)Faculty; b)Staff]. Nevertheless, 79% of the students surveyed believe that the computing labs are not sufficient and should be increased in number and 67% believe that they should be expanded in terms of the number of PCs and printing facilities [Exhibit IV-8-9a,b: IT Skill Survey – Students: a)Beirut; b)Byblos]. LAU has started addressing these issues. In 2008, the University has built a state-of-the-art computer lab in the Byblos DORMS A building and a new Data Center according to the five-year capital expenditure plan. The new 138-users computer lab was put into operation in January 2008 [Exhibit IV-8-10: New Computer Lab – Byblos DORMS A building]. In spring 2009, the main Beirut Academic Computer Center lab was completely renovated to become a modern 21st century lab environment with an ergonomic set of furniture, a new enhanced infrastructure and an increase in student capacity by 40% through efficient space optimization. [Exhibit IV-8-11: Renovation with enhanced infrastructure of the main Beirut Academic Computer Center lab].

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, 50% of faculty and staff and 75% of students use the wireless network at LAU, and 81% of the respondents with an opinion indicated that the wireless network has sufficient coverage [Exhibit IV-8-12a,b: a)Wireless Network layout & coverage diagram; b)Byblos Heat-map; and Exhibit IV-8-8a,b: IT Skill Survey: a)Faculty; b)Staff & Exhibit IV-8-9a,b: IT Skill Survey – Students: a)Beirut; b) Byblos].

Based on the faculty and staff IT survey [Exhibit IV-8-8a,b: IT Skill Survey: a)Faculty; b)Staff], 80% of the respondents rated the level of technology available to support teaching and learning (WebCT and others) at LAU as good to excellent. The scarcity of smart classrooms due to high demand and limited number (they were only available in new buildings) is being addressed through the implementation of 52 smart classrooms (more than 60% of the current available classrooms) across both campuses (29 are being implemented and will be ready by the end of 2009 and the rest will be ready before the end of 2010). In addition, in 2007, the AV section was transferred from the library to IT and a new Multimedia unit was created under IT: Network, Telecommunication & Multimedia Unit that is in charge of implementing and supporting smart classrooms. Video conferencing systems are available for meetings between the campuses or outside the University via ISDN or the Internet.

MANAGEMENT, OPERATION AND MAINTENANCE OF PHYSICAL AND TECHNOLOGICAL RESOURCES: Facilities construction, renovation, and maintenance are the responsibility of Facilities Management. The Department consists of the following four divisions reporting to the Assistant Vice President for FM (who reports to the Vice President for Human Resources and University Services): Program Management and Contract Administration, Planning and Renovations, Campus Operations and Maintenance – Beirut and Campus Operations and Maintenance – Byblos [Exhibit IV-8-13a,b,c,d,e: FM Organization Chart: a)CO&M-Beirut; b)CO&M-Byblos; c)P&R; d)PM&CA; e)AVPFM Office]. Major designs and executions of construction and renovation projects are outsourced to design firms and construction firms respectively, smaller and other selected projects are designed and executed in-house. The services of a program management firm are used for capital construction projects to assist Facilities Management in the project management processes.

The Facilities Management Department has initiated the development of two Master Plans (Beirut and Byblos) in order to enhance the planning process for both capital and renovation projects. The Byblos campus Master Plan has been completed and was approved by the Board of Trustees in March 2009, while only a first draft of the Beirut Master Plan was presented to the Master Plan Steering Committee in February 2009. The master plans will be used as planning tools to respond to the University's rapid and continuous growth [Exhibit IV-8-14: Master Plan - Byblos]. In addition, Facilities Management has developed and implemented Capital Projects Management Procedures, and accordingly Capital Projects Steering Committees that engage the main University constituents and end users in the planning, coordination, decision making and execution follow-up of all capital projects have been formed [Exhibit IV-8-15: Capital Projects Management Procedures]. A similar endeavor has been initiated for miscellaneous projects through the development of a draft document regarding Miscellaneous Projects Management Procedures that has been reviewed and will be submitted for approval through the proper channels before formal implementation [Exhibit IV-8-16: Miscellaneous Projects Management

Procedures - Draft]. (More details are included under section IIA4. Facilities Plan)

In January 2009, Facilities Management started compiling and consolidating the available construction specifications for the recently constructed and designed facilities into an integrated set of specifications standards document. The final “LAU Design Guidelines and Specifications” document will be used for future projects and is expected to be ready in spring 2010.

The critical space management issue has been addressed on both campuses through a short-term interim plan and following the development of a feasible long-term space re-allocation plan for each campus, which calls for the grouping and consolidation of the premises and facilities of the Schools within indicated particular buildings. The plans will be fully implemented in parallel with the completion of the planned Capital Projects by 2015. The space allocation plans are being monitored by the University’s Central Space Committee chaired by the Vice President for Human Resources and University Services. Furthermore, Space Management Policy and Procedures and Space Allocation Guidelines drafts have been prepared and are currently being reviewed before final approval **[Exhibits IV-8-17a,b,c: a)Space Management Policy & Procedures – Draft; b)Space Allocation Guidelines – Draft; c) Beirut Campus Space Re-allocation Plan]**.

Maintenance, renovation and space management will soon be handled using the Enterprise Asset Management software system. This system will automate the management of all maintenance contracts and calls (over 15,000 per year), assets (34,000 assets valued at over US\$76 million), technicians, and workshops. This software will also help improve equipment uptime and increase lifetime with predictive maintenance, automate requests/work orders processing, enable on-time preventive maintenance, and minimize bureaucracy through workflow automation. This web-enabled system will also interface with the existing Financial and Human Resources systems. Facilities Management prepared a draft RFP to acquire this software and is working closely with IT in order to have it operational during academic year 2009-10 **[Exhibit IV-8-18: Draft RFP of Enterprise Asset Management software system]**. FM is currently developing a business process plan for the launching of this system. FM identified and prepared deferred maintenance lists for both campuses and included their projected expenditures in the Capital Budget by adding special captions for these tasks **[Exhibits IV-8-19a,b: Deferred Maintenance lists for a)Beirut & b)Byblos campuses]**.

The IT Department, headed by the Assistant Vice President for IT/CIO (who reports to the Vice President for Human Resources & University Services), is responsible for planning, implementing and supporting information technology throughout LAU. There are three main departments within IT, each headed by a director: IT Infrastructure & Support (Web services, IT Support, Network, Telecommunications and Multimedia), IT Applications & Solutions (all major University software applications including e-mail) and IT Security **[Exhibit IV-8-20: IT Organization Chart]**.

The three divisions of the IT Department allow for continuous monitoring of the three key areas of infrastructure, applications and security, providing the University with robust, secure and reliable information and educational technology infrastructure and services.

However, labs and storage facilities still suffer from a weak and inconsistent safety environment which is being attended to by FM following the recruitment in 2008 of a safety engineer whose main assignment is to develop an integral safety report and action plan to enhance the awareness and practice of safety concepts in facilities that are being renovated and all planned new constructions. Accordingly, a first draft of an Emergency Response Implementation Plan has been submitted **[Exhibit IV-8-21a,b: a)Emergency Response Implementation Plan – Draft; b)Safety Management Committee – (Draft Work Plan I)]**.

A software system that will automate classroom and final exam scheduling, and that will work in synch with the existing Student Information System (Banner) will be implemented in fall 2009. This system will enable the Registrar’s Office and schools to improve the scheduling process and the utilization of classrooms. The system will take into account exploiting all the available time slots of the days of the week.

Dormitories are managed by a supervisor on each campus. Each of these supervisors reports to the campus dean of students **[Exhibit IV-8-22: Student Development & Enrolment Management (SDEM) Organization Chart]**. All rooms in the dorms are equipped with cable TVs, phones, air conditioning and have wireless Internet access. LAU provides cleaning and laundry services, and strictly enforces rules and regulations in addition to security policies.

In 2008, the management of all maintenance contracts and the maintenance and repair of the University computing resources that were previously handled by Campus Operations & Maintenance were transferred to IT which has improved the maintenance of university assets and related management contracts.

LEGAL AND REGULATORY COMPLIANCE: New construction complies with legal requirements and is executed according to local codes and in conformity with requirements of the Facilities and Services Policy. Where possible, new constructions also conform to U.S. codes such as National Fire Protection Association regulations for safety, the Americans with Disabilities Act for accessibility, and the American Society of Heating Refrigeration and Air Conditioning Engineers recommendations for air conditioning and energy management. A Technical Monitoring Office was created to monitor and ensure the proper implementation of and the compliance with all required safety regulations and procedures in capital projects [[Exhibit IV-8-23: Technical Monitoring Office - Presentation](#)].

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 buildings on both campuses that are not in conformity with Lebanese construction laws. These unconformities have been resolved for the Byblos campus; the same is being performed for the Beirut campus following the identification of these legal unconformities; this lengthy process is now in progress and is expected to be completed by 2011 [[Exhibit IV-8-24a,b: a\)Summary on Building Violations in Beirut Lot 1014; b\)Beirut Campus Violations Plan](#)].

The IT Security Department has created an Information Security Policy that was finalized and approved by the Board of Trustees in March 2008 [[Exhibit IV-8-25: Information Security Policy](#)]. A document consisting of IT security regulations referred to by the approved policy was drafted and will be finalized and approved through the proper channels in Fall 2009. Once approved and implemented, these policies will govern the use of all IT resources to ensure the confidentiality, integrity and availability of information.

PHYSICAL AND TECHNOLOGICAL RESOURCES PLANNING: The plans and planning processes for Facilities Management and IT are described in detail under section III-A4. (Facilities Planning), and section III-A5 (Information Technology Planning). These address in part how LAU is strengthening integrated planning systems, including the development and coordination of enrollment, facilities, academic and financial planning with strategic planning, and the development of integrated planning in all departments.

INSTITUTIONAL EFFECTIVENESS: The institutional effectiveness regarding physical and technological resources is described in detail under section III-B8 (Physical and Technological Resources).

IV-9. FINANCIAL RESOURCES

NEASC Forms at the end of this section describe the financial status of the University. Please note that figures in these forms are in thousands.

Despite the financial quake that has traumatized the world financial markets, the University has continued striving to achieve its goals and uphold regular growth levels in its operations. Such endeavors have confirmed the important role sound financial management plays towards assuring the University's financial stability. Maintaining operational efficiency in terms of revenue generation and keeping high levels of liquidity were the two basic components behind upholding a sound financial position during the present financial crisis.

In the two-year period from the end of September 2006 to September 2008, LAU has witnessed:

1. A growth in its net assets base from US\$426 million in 2006 to US\$446 million in 2008 mainly resulting from positive operations and fundraising activities [[Exhibit IV.9-1 - LAU audited financial statements 2008](#)].
2. A relatively significant loss in the University's investment portfolio of \$91 million or -21.5% resulting from the financial markets melt down [[Exhibit IV.9-2 - Hammond report Sep-08](#)].
3. The issuance of a ten-year taxable fixed rate bond for US\$75 million in the U.S. market. This was a pioneering financial effort that LAU has undertaken in the region. Moreover, the

University has been rated (A⁺) by U.S. rating agencies (e.g.: S7P. This has provided LAU with unprecedented exposure (for an institution operating outside the U.S.) in the financial markets among private and public investors both in the United States and in Lebanon.

4. A significant growth in student base and related revenues by approximately 10% and 15% respectively from 6,000 FTE in end September 2006 to approximately 6,700 FTE in end September 2008 [\[Exhibit IV.9-3 - Students Accounts September 2008\]](#);
5. The maintenance of a balanced and growing annual budget [\[Exhibit IV.9-4 - Budget\]](#);
6. The completion of a full-fledged HR study for non-teaching employees;
7. The setting of student enrollment and financial aid plans projecting creative diversification in the mix of students and programs as well as means of financial support;
8. The preparation of an overall master plan answering the capital needs of the University, supported by an aggressive financial planning process that ensures optimal and proper use of existing and projected resources; and
9. The launching of a five-year fundraising campaign of US\$65 million starting October 1, 2006. By end of year 2008, approximately US\$36 million had been raised.

The University's audited financial position on September 30, 2008 reflected total assets of US\$544 million as opposed to US\$450 million at the end of September 2006 [\[Exhibit IV.9-1 - LAU audited financial statements 2008\]](#). This growth has mainly resulted from positive operations, operating financial returns, debt issuance and substantial fundraising realizations. Still, the global financial crisis, which is extending beyond the fiscal year 2007-2008, has adversely reflected on other aspects of the financial position of the University causing unprecedented challenges.

The University endowment has dropped from US\$249 million in fiscal year 2006 to \$246 million and \$194 million as of September 30, 2008 and March 31, 2009 respectively. Other funds invested within LAU's long term investment pool have similarly lost value. Alternatively, cash and cash equivalents totaled US\$112 million in March 2009 versus US\$60 million in September 2006, hence conferring positive signs about LAU's successful operating activities and high liquidity, both of which contributed immensely to mitigating the impacts of the financial crisis [\[Exhibit IV.9-5 - Investments and bank balances\]](#).

Moreover, despite the current negative financial environment, Moody's confirmed its previous 2007 rating for LAU's US\$75 million bond issue in March 2009 with one caveat. The outlook was changed from stable to negative because of the possible losses that might still be incurred by LAU's endowment due to prevailing financial market conditions. We believe that this reconfirmed rating is an additional independent verification of LAU's financial strength [\[Exhibit IV.9-6 - Moody's update report\]](#).

STUDENT TUITION AND FEES: During the last two years, the overdependence of the University on its student tuition and fees has been decreased through a noticeable increase in fundraising activities. Student tuition and fees comprised \$75 million (net of financial aid) or 80% of total operating revenues in 2007-2008 as compared to 88% of total operating revenues in 2005-2006. This change in the revenue mix represents a favorable change from the University's traditional course [\[Exhibit IV.9-3 - Students Accounts September 2008\]](#).

However, despite the change in the revenue mix, student tuition and fees still account for the greatest percentage of the University's income. Because of this historical tuition dependence, LAU continues to follow the same conservative and prudent attitude toward financial management which constitutes a safety zone in the event of significant reduction in enrollment due to unexpected circumstances.

FUNDRAISING: Despite being heavily dependent on U.S. government support, namely USAID and ASHA, university fundraising activities have demonstrated a quantum leap in outreach to private donors. This component of the portfolio is significant when compared to previous years and it has started to show positive and salient effects on the University's plans. During the previous two year period, fundraising income contributed to 14.1% of total annual revenues as opposed to 6.5% in fiscal year 2005-06 [\[Exhibit IV.9-3 - Students Accounts September 2008\]](#).

FINANCIAL INCOME: During the fiscal year ending September 30, 2008, the investment portfolio incurred unprecedented losses of US\$91 million (-21.5%), as opposed to net profits of US\$54 million and US\$29 million in fiscal years ending September 30, 2007 and 2006 respectively [\[Exhibit IV.9-7 - Financial investment activity\]](#).

The first two quarters of fiscal year 2008-09 has also witnessed significant losses of approximately US\$83 million (-23.4%) [Exhibit IV.9-7 - Financial investment activity]. Despite the severe diminution of the University's assets, LAU strongly confirms its ability to face any emerging challenge, evidenced by its firm commitment toward the execution of its plans. Management continues with its cautious strategy in managing the University's financial assets and optimizing the financial returns while maintaining risk at acceptable levels. The University hedges against liquidity risk by allocating funds at more or less equitable ceilings among local banks. It also hedges against currency fluctuation by holding the majority of short-term funds in U.S. dollars. Moreover, all banking relationships are held with prime banks.

The University's investment portfolio has witnessed various changes in the allocation of its asset classes, hence confirming the active role the Board of Trustees' Investment Committee is playing in monitoring this portfolio. These asset reallocations are mainly aimed at increasing the University's investment in less volatile markets with hopefully more secure returns [Exhibit IV.9-8 – Investment Committee minutes of meetings].

OPERATING EXPENSES: The total expenses of the University (including financial aid) amounted to US\$74.1 million as of fiscal year ending September 30, 2008 – up by US\$6.8 million or 10.1% over last year. Almost 50% of this increase comes from interest expense on bonds [Exhibit IV.9-9 - Operating expenses].

The educational, common support and financial aid costs during fiscal years 2008 and 2007 (net of interest on bonds) accounted for approximately 70% of the total expenses of the University. This high percentage reflects the continual commitment of LAU toward its educational and common support activities [Exhibit IV.9-9 - Operating expenses].

Approximately 60% of the compensation is for faculty [Exhibit IV.9-9 - Operating expenses]. By the end of December 2008, the LAU workforce was composed of more than 200 full-time faculty and 451 full-time, non-teaching staff, and 339 and 198 part-time faculty and non-teaching employees respectively. Highly qualified full-time academicians have become a scarce resource in light of the significant competition among academic institutions locally and in the MENA region. By realigning faculty packages by discipline in accordance with AAUP reported averages in the U.S., LAU has earned an advantageous competitive edge that will help in attracting, recruiting and retaining faculty of the highest caliber in most disciplines. The University has also finalized and implemented a full fledged study covering staff salary and benefits programs. The study included setting a new job classification structure and a benchmarking of staff compensation with local peer and top class institutions. The effect of this study was reflected in the operating budget of the University.

FINANCIAL AID: Financial aid represents 16% of the annual LAU budget. The consistent yearly growth in the financial aid budget during the years 2007-08 and 2008-09 strongly confirms the University's commitment to equal opportunity to higher education for qualified students. In fact, in the year 2007-08, approximately 1860 undergraduate students (27%) benefited from financial aid as opposed to 1789 (28%) and 1656 (26%) in fiscal years 2006-07 and 2005-06 respectively. The average aid award per undergraduate FTE over the past three years, including loans, was \$5,700 approximately, or 47% of average tuition rate per FTE [Exhibit IV.9-3 - Students Accounts September 2008].

BUDGETING AND FINANCIAL PLANNING: As of 2006-07, the University applies a new budgeting process which consists of adopting three-year and five-year operating and capital budgets respectively [Exhibit IV.9-4 - Budget]. This process has proven to be quite helpful in providing a clearer vision of the University's financial status over a longer span of time. The University also follows a conservative approach in the preparation of the budget. The effects of a) world economic instability, b) the devaluation of the U.S. currency against the Euro, c) increased depreciation costs resulting from the capitalization of major construction projects, d) the HR study undertaken by the University and the cost of living adjustment, and e) the new medical and nursing schools, in addition to other initiatives, have resulted in a major upsurge in the budget figures. Alternatively, the University has continued to reap relatively significant budget savings through a well controlled spending practices.

Until 2006, the University did not practice formal long-term financial planning. This was due to the absence of structured academic, enrollment, facilities and fundraising plans, a possible other reason could well be the bad habits that developed during the war years where crisis management was the

rule rather than the exception. In summer 2006, the Finance Department developed a comprehensive long-term financial plan based on specific preliminary initiatives proposed by management. This plan was updated in summer 2007 to reflect changes occurring during that year. In light of the latest development in the financial markets and the acquisition of a medical centre, the University's financial plan was revised [\[Exhibit IV.9-10 - Medical centre business plan\]](#). The schools of medicine and nursing and hospital projects are the most prominent challenges undertaken by the University. The construction of the schools of medicine and nursing is estimated at \$31 million with almost half of the cost being funded by private donors. The field work on these schools is planned to begin during the current year and is scheduled to be completed in a 3 to 4 years period. Meanwhile, the University has arranged for an adequate space to allow students pursue their medical program. The hospital was acquired in end June 2009 for \$48.0 million. Disbursements are in line with the University's financial projections. Another \$41.0 million is also planned for refurbishment and equipment.

The funding of the University expansion plans is mainly reliant on funds generated from local operations and fundraising. Smaller funding portions will be secured from long-term funds returns. The University is very rigorous in maintaining a tight relationship between its expansion plans and needed funding resources.

The financial plan integrates all university plans that were developed (i.e., Student Enrollment, Financial Aid, Fundraising and Facilities Plans) and initiatives into one financial model. The model clearly demonstrates LAU's financial ability to execute these plans while maintaining adequate levels of liquidity and strengthening its financial position for the long term. The current plan also ensures that acquiring the hospital and building the schools of medicine and nursing would not jeopardize the financial stability of the University or its ability to carry through with its operating and capital projects [\[Exhibit IV.9-12 - Financial Plan March 2009\]](#).

The financial plan has been developed for a ten-year period ending in 2018. The reason for this extended time frame is to reflect LAU's long-term plans including the US\$75 million bond issue which is due in 2018. To answer to the challenges and integrate the plans described above, the revised financial plan included the following initiatives: a) achieve an acceptable growth in LAU's endowment to reach US\$400 million, b) achieve a combined growth (enrollment and tuition increases) of 4% per year, c) subsidize LAU's operations through a comprehensive fundraising plan, d) secure the financial resources to execute LAU's capital budget, and e) allocate financial resources for the initial investment in a medical facility. Action steps toward the execution of the planned initiatives were also identified and included in the financial plan [\[Exhibit IV.9-12 - Financial Plan March 2009\]](#).

ACCOUNTING AND FISCAL CONTROL: The financial statements of the University are being audited by one of the "Big Four" firms. For more than a decade, the external auditors expressed unqualified (i.e., positive) audit opinions hence corroborating the sound financial position and practices adopted by the University and confirming its good image. Moreover, management attitude toward audit findings is very proactive as evident from the clearance of most of the issues raised in the past and the on-going progress on other remaining issues. No new audit findings were reported during the 2007-08 fiscal year audit engagement [\[Exhibit IV.9-1 - LAU Audited Financial Statements 2008\]](#).

During summer 2007, a new Director of Internal Audit was appointed in response to the University endeavor to foster greater internal control. The new Director enacted a number of reforms that have contributed positively to the progress of the internal audit function. A five-year audit plan has been introduced and approved by the Board of Trustees.

SYSTEMS AND INTERNAL CONTROL STRUCTURE: Enhancing the University control environment continues to be a main priority of management. Policies and procedures are revisited frequently to reflect ongoing changes and management has organized introductory workshops on the policies and procedures to make them better understood among the LAU community.

Moreover, the University is committed to updating its operating cycles and systems as part of its quest for excellence. In this vein, LAU is working to enhance the efficiency of internal control through enforcing proper segregation of duties among conflicting tasks. The University is also very keen on optimizing the use of technology through continuous upgrades of existing applications, the introduction of new technologies and the implementation of crucial operating modules (e.g., e-procurement).

RISK MANAGEMENT: The University continues to demonstrate the necessity to identify risks and set proper measures to manage those risks [\[Exhibit IV.9-11 - List of insurance policies\]](#). Non-insurable risks

are optimally mitigated through the setting of well-devised control mechanisms. Managing currency, liquidity, and credit risks are good examples of management efficiency in this respect whereby the University retains the majority of its funds in U.S. currency and with top local and international banks, and keeps its students' overdue accounts at very low levels. The appointment of a new investment consultant and the holding of the investment portfolio in the U.S. are examples of management taking the appropriate steps to mitigate risk. The University also invests in the state-of-the-art technology and systems keeping operational risks to a minimum.

IV-10. PUBLIC DISCLOSURE

For a comprehensive list of web addresses and print publications related to public disclosure, see NEASC Form at the end of this section.

STUDENT NEEDS: The information that the University provides to current and prospective students is generally adequate to meet their decision making needs. This body of data, which is available in the Academic Catalog, on the LAU Website (<http://www.lau.edu.lb>), and in a variety of brochures and other publications, includes the University's history, traditions, mission, vision, leadership, academic policies, course offerings, educational costs, accreditation status, along with specific details regarding resources and programs on the Byblos and Beirut campuses. Since the first self-study 2007, the Registrar's Office has begun to make available information regarding the demographic makeup of the student body as well as overall university graduation and retention rates. Furthermore, the School of Pharmacy now provides public information on pass/fail rates for the licensing exam in pharmacy on its website.

PUBLIC INQUIRIES: LAU is committed to providing information on its operations to allow both internal and external constituencies to make informed judgments regarding its mission, resources, actions, and intentions. To this end the Vice President for University Advancement, has completed a reorganization of the University's external communications network. His office currently coordinates the offices of Alumni Relations, Development, Marketing and Communications, and Public Relations. In addition, he oversees a New York-based Government Relations lobbying program to represent LAU in its interactions with U.S. government. While this office also is charged with the responsibility for maintaining the University website, it relies on the other units at LAU for content information. Information regarding news, announcements, upcoming events, and an academic calendar are updated on a regular basis.

COMMUNICATIONS WITH INTERNAL AND EXTERNAL AUDIENCES: The Public Relations (PR) Office is responsible for media relations and for securing media coverage of LAU developments. Responsibilities are divided along language-based lines with the office in Beirut being responsible for media exposure in Arabic, while the PR office in New York is charged with generating content in English.

There is a general understanding that all publications be routed through the Marketing and Communications Office to ensure consistency in visual appearance and reinforce the corporate identity, this office manages specific university publications such as *The LAU Magazine*, President's Report, and annual school reports.

All external communications have been merged into a single unit reporting to the Vice President for University Advancement. Subsequent to the self study 2007, the Special Committee on Policies developed the Media and Public Relations Policy (<http://www.lau.edu.lb/administration/policies.php>) to ensure that all communications with the external public are scrutinized for accuracy and consistency. The Media and Public Relations Policy was approved by the Board of Trustees during its March 27-28, 2008 meeting and is designed to "regulate the method of publicizing all of the University's initiatives, achievements, new developments, events, and to influence the perception of the University by the general public." It is expected that this policy will increase consistency in the 'LAU branding process' and produce a marked decrease in the number of brochures and external communiqués that are not properly reviewed for consistency and accuracy [[Exhibit IV-10-1: Sample of brochures](#)]. The website itself was redesigned in December of 2008 to improve clarity and deliver more information. The University strives to ensure that the information that it provides to its community is both current and accurate.

While some universities treat accreditation and strategic planning as internal issues, LAU has taken a

proactive approach in sharing this information with all interested parties. Its strategic planning website (<http://www.lau.edu.lb/strategicplanning>) allows the general public to follow the development of *Strategic Plan 2005-10* and share the lessons that the University has learned during the process. In terms of the University's accreditation efforts, the public is kept abreast of all developments and can access PDF versions of the 2007 LAU Self-Study, the Visiting Team Report, and the Decision on Accreditation Candidacy through the "Accreditation" portal (<http://neasc.lau.edu.lb/>).

ACADEMIC CATALOG: The responsibility for updating the annual Academic Catalog (<http://publications.lau.edu.lb/catalog>) is under the assistant provost for academic programs. Each Spring, copies of the relevant sections are sent to the various schools and offices for updating. They are then compiled and carefully checked for accuracy and consistency before printing.

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. Since the last self study, the Alumni Association has taken an increasingly active role. The Alumni Relations Office has created an Alumni Association Board (http://www.lau.edu.lb/alumni/assoc/assoc_board.php), implemented the newly adopted Alumni Association structure, and held elections in all alumni chapters. In addition, the Alumni Affairs Office unveiled its newly designed website in March 2008 (<http://www.lau.edu.lb/alumni/>), and acquired *NetCommunity* software which it will use to establish the first social networking site and portal system within the University by January of 2009. In addition to facilitating communication between alumni and the University, the portal will allow users to create their own websites, register for events, and access the alumni directory.

ADMISSIONS INFORMATION, DEGREE REQUIREMENTS AND EDUCATIONAL COSTS: Current and prospective students (<http://www.lau.edu.lb/current-students/> and <http://www.lau.edu.lb/prospective-students/>) are provided with information both through the Academic Catalog and on the website to aid in their decision making. 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 at the beginning of their orientation program. The University has created a website to provide information on financial aid but has not developed a procedure to make public information regarding the overall length of study nor the likely extent of student indebtedness upon graduation. As of Fall 2009, applications to LAU will be processed online. However the University recognizes that providing material to new students that are not accustomed to American style education is not enough, the orientation sessions held annually at the beginning of every term are meant to make up for this deficiency.

BOARD MEMBERS, DECISION MAKING PERSONNEL AND FACULTY: Interested parties can obtain a list of the LAU Board of Trustee members, administrators, and full-time faculty from the University website. Since the first self study, this has been expanded to include the affiliations of all Board Members (<http://www.lau.edu.lb/administration/board-leadership.php>) and a listing of part-time faculty (<http://www.lau.edu.lb/academics/faculty/parttime.php>). Likewise, a list of full- and part-time faculty that includes their degrees and the universities that granted them can be found under the "People" portal (<http://www.lau.edu.lb/faculty-staff>).

CAMPUSES, COURSE OFFERINGS, AND ACADEMIC SUPPORT SERVICES: Information on the campus environment at each location, including a variety of centres and institutes, is available both online and in the Academic Catalog. The academic support services available on each campus are both adequate and consistent with the mission of the University.

One area of vulnerability that was detected regarding truthful reporting relates to course offerings. Since the first self study a procedure has been developed to remove any courses from the catalog that have not been offered for two years and are not expected to be offered during the upcoming year.

STUDENT BODY, EDUCATIONAL GOALS, CLAIMS OF EXCELLENCE, AND ACCREDITATION: The University now collects extensive demographic information on its student body which is provided internally in the Statistical Report from the Registrar's Office. While this information is adequate for general needs, only gender is broken down by academic unit and none of this information is available on the website.

All interested parties can obtain information regarding the accomplishments of LAU faculty members

through the “News and Events” link (<http://www.lau.edu.lb/news-events/news/>). The University takes great pride having the only ACPE-accredited Doctor of Pharmacy (Pharm.D) program outside of the United States and being the only full institutional member in the Accreditation Council for Pharmacy Education outside the United States.

PUBLIC DISCLOSURE NOTICE: Lebanese American University posted a public disclosure notice according to the Policy and Procedures for Third Party Comments during Comprehensive Evaluations. The Notice was published on LAU’s main website and in the LAU magazine [[Exhibit IV-10-2: Public Notice Announcement](#)].

INSTITUTIONAL EFFECTIVENESS: In most cases, LAU has been effective in providing information to the general public as well as its various constituencies. The LAU website was revised in December 2008 and now provides a wider array of information. However, while the admissions web page provides data on individual admissions and entrance exams, it still lacks data on the application to admissions ratio. Potential problems associated with the consistency of external information have been addressed with formal policies being adopted and coordination achieved under a single vice president.

IV-11. INTEGRITY

ETHICAL BEHAVIORS IN MANAGING THE UNIVERSITY: The Board of Trustees approved separate policies on [ethics](#) and [fraud](#) in March 2006. Both policies are available for public inspection on the University [website](#). These policies are strictly, meticulously and fairly observed at all levels of the University and in every way operations are conducted. Special attention is given to explain the basic ethical principles that the University aspires to implement through orientation sessions to faculty, students and staff. Immediate actions are taken every time fraud or other wrong doings are suspected as per policies. See NEASC Form at the end of this section for listing of web addresses of all LAU Policies.

INTEGRITY IN RELATIONS WITH INTERNAL AND EXTERNAL CONSTITUENCIES: LAU values are reinforced by periodic reviews, amendments and updating of the University’s policies by the committee on policies, the PC and the Board of Trustees.

Furthermore, the University is committed to combating plagiarism by encouraging faculty to utilize the *Turnitin* program with policies being developed at the school level in this regard. In September 2007, the Board of Trustees approved the LAU Copyright and Patent Policy to provide guidance to the University’s faculty, staff, and students regarding the use of creative work. The current [Student Code of Conduct](#) was approved by the Board in March 2008 and addresses 26 specific behaviors that may lead to disciplinary actions. The policy also addresses the issues of plagiarism and dishonesty and spells out specific penalties for non-compliance.

The LAU’s [Advancement Policy](#) was last reviewed in March 2006 and defines the University’s responsibilities toward its many stakeholder groups. LAU prides itself in maintaining a ‘family atmosphere’ that protects the rights and duties of its constituents in a fair and transparent way. The rights and duties of faculty are covered under the Academic Affairs Policy and the [Personnel Policy for Faculty](#) which are revised regularly. LAU recognizes the need to ensure that faculty members are treated fairly in terms of promotion and limited tenure and maintains transparent policies in regard to promotion with a copy of the [Faculty Manual](#) being available through the “Information for Faculty” portal on the University website <http://intranet.lau.edu.lb/>. Similar policies regarding employee benefits and rules regarding university staff were revised in March 2007.

According to the faculty section of the University’s Personnel Policy, the annual faculty evaluation process is based on teaching aptitude, service to LAU, university activities and initiatives and research and/or creative work. Faculty evaluations provide the basis for the annual salary increases proposed by the respective school deans. An integral part of the faculty evaluation process is the Committee of Peers that recommends promotion. Faculty members receive annual reminders of the evaluation criteria; for example, the School of Business in Beirut employs a carefully designed portfolio approach and a mid-tenure review process to guide faculty through the process. The University follows the standards set forth by the American Association of University Professors (AAUP) in regard to termination with cause with the Faculty Grievance Council serving as the designated review committee.

The University has also acted to eliminate staff salary inequities by establishing staff job descriptions,

career ladders and salary schedules for all full-time employees through a carefully developed HR study as explained earlier.

LAU is committed to avoiding any possibility of corrupt practices and has established a [Conflict of Interest](#) Policy for all faculty, officers, and trustees which was last reviewed by the Board in March 2006. In order to foster fuller understanding of the University's mission and policies and to invite input from the entire LAU community, a variety of open forums and leadership retreats have been sponsored.

ETHICAL APPROACHES TO THE PURSUIT AND DISSEMINATION OF KNOWLEDGE: LAU faculty is actively involved in teaching and student advising as well as producing peer-reviewed research of local, regional, and global interest. The University's [Academic Affairs Policy](#), approved by the Board of Trustees in September 2006, clearly guarantees academic freedom in line with similar practices in the US. Since intellectual contributions constitute 30% of a faculty member's annual evaluation, LAU recognizes its responsibility to create an atmosphere that is conducive to promoting research and creative activity.

As a part of its commitment to make information easily accessible to all faculty members and to provide for excellence in teaching and research, the University will continue its efforts to implement action step 1.6 of *Strategic Plan 2005-10* concerning the use of information technology in learning. The libraries are committed to provide print and online resources "adequate in quantity and appropriate in quality" with a high level of currency and relevancy and the IT Department is committed to providing the technology to support academic excellence. The LAU libraries currently provide access to 92 on-line resources including journals, search engines, and research data bases. A complete listing of these resources is provided in the ["Libraries" portal](#) on the first page of the University website. Since the initial self study, the respective schools have acted to recognize faculty excellence in teaching and a university research award has been instituted.

CHARTER AND ACCREDITATION: The LAU Charter was granted by the Board of Regents of the University of the State of New York in accordance with Law Pamphlet 9 of the New York State Education Department and provides the University with automatic authorization to offer degrees. The [University constitution](#) was last revised and approved by the Board of Trustees in September 2006 and is in conformity with this charter as well as with the education laws of the State of New York and Lebanon. As noted previously, the School of Pharmacy at LAU holds membership in the American Association of Schools of Pharmacy and the Doctor of Pharmacy program is fully accredited by the Accreditation Council for Pharmacy Education.

NON-DISCRIMINATORY POLICIES AND DIVERSITY: As part of its mission to become a world-class institution of higher learning, LAU prides itself in the diversity of its student body and has incorporated an enrollment management plan as part of *Strategic Plan 2005-10*. While there are no equal opportunity laws in Lebanon, LAU is committed to securing a highly qualified and diverse faculty and staff recruited solely on the base of merit and adequacy with the job description. The University maintains a list of faculty and staff openings on the University web under Career opportunities <http://www.lau.edu.lb/employment/>. 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 Trustees.

LAU's [Sexual Harassment Policy](#) was last reviewed and approved by the Board in March 2006 and is listed on the University website. This policy is applied strictly and meticulously on all the University personnel and appropriate actions, as described in the policy, are enacted every time a suspicion of harassment becomes known. In addition, the University protects its student rights and seeks to promote an environment that is free of all forms of discrimination. In order to ensure equal access to financial aid, LAU has also posted clear policies and procedures for its financial aid program that are delineated in the [Financial Aid Policy](#).

While there is also no Lebanese equivalent of the *Americans With Disabilities Act*, the University has strived to make its campuses as accessible as possible. Since it is not equipped to offer services to individuals with severe disabilities, applicants are made aware of this before being admitted. Admission of students with "special needs" is handled on an individual basis, and only those students that have special needs that can be met are admitted. Seven years ago, the University admitted a blind student who successfully completed a BS in Computer Sciences; however this will not be repeated as it

necessitated much more efforts on the part of faculty and staff as facilities and resources are not adequate to support such students.

RIGHTS, RESPONSIBILITIES, AND GRIEVANCE PROCEDURES:

University Community: 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 [Rights and Responsibilities Policy](#) which is available to all parties on the Web site. LAU has taken a proactive stance toward dealing with potential grievances by establishing the [Grievance Policy](#) established by the Board of Trustees in September 2007.

Faculty Rights: Faculty rights and responsibilities are a matter of ongoing concern and are detailed in the [Faculty Bylaws](#) which were last revised and approved by the Board of Trustees in March 2008. Information relative to the LAU teaching faculty can be found in the Personnel Policy, Faculty Section which was last reviewed and approved by the Board of Trustees in September 2008.

Student Rights: The academic rights and responsibilities of the LAU student body are defined in the Academic Catalog. The Student Campus Life Councils shoulder the responsibility to assist in the evaluation and implementation of all non-academic activities not specifically delegated to the schools. The University catalog and website reference the Academic Affairs Policy and the Student Code of Ethics which was reviewed and approved by the Board in September 2006.

Rights of Non-teaching Personnel: The rights and responsibilities of non-teaching personnel at LAU are detailed in [Personnel Policy, Staff Section](#). This document, which governs working hours, wages, evaluation, discipline and termination, was revised in March 2007 and approved by the Board of Trustees.

In September 2007, the Board of Trustees approved the LAU Policy on [Human Subjects in Research](#) to provide guidance to researchers. This policy also established the Committee on Human Subjects in Research which has the responsibility for reviewing all requests for research where human subjects are involved. At the present time, the University has not addressed the issue of formulating a policy that spells out the rights of students who are participating in internships and has left this issue to the discretion of the school involved.

INSTITUTIONAL EFFECTIVENESS: The University will continue its commitment to revise policies and procedures as appropriate. This commitment is also manifested in *Strategic Plan 2005-10* action step 3.3 which mandates the revision of personnel policies and procedures systematically, and to communicate and apply them to employees in a clear and effective manner.

V. SUMMARY OF PROJECTIONS

This chapter covers the main projections the University is committed to undertake. Actions underway or planned to be completed by the various units and included in the body of this report are not repeated here.

With the creation of Strategic Plan (SP) 2005-10, integrated planning was institutionalized at the University. In spite of LAU's best efforts, however, Strategic Plan 2005-10 was not developed in the most participative and effective manner. In preparation for the creation of SP 2011-16, the "re-engineering" of the strategic planning process began in fall 2007. Given the time required to develop a strategic plan, the new process for developing the next plan should be completed no later than the end of 2010 to ensure continuity with the current plan. The plans developed by the various University entities such as the academic plan, strategic enrollment plan, financial plan, etc... will serve as a basis for the next strategic plan.

LAU has made significant progress in the area of evaluation and assessment and continues to seek means of institutionalizing a culture of assessment at the University. The newly established Office of Institutional Research and Assessment seeks to provide the University community with accurate and timely information to support decision making and institutional effectiveness efforts. The Student Development and Enrollment Management (SDEM) Office plans for assessment of its services on multiple levels.

As a part of its commitment to learning assessment, all departments in the Schools of Arts and Sciences will be developing assessment plans during academic year 2009-10. The schools will be assessing all programs by the year 2013. A clear example of how a culture of assessment is being institutionalized at LAU can be seen in the School of Engineering and Architecture seeking ABET accreditation for all of its engineering programs by January 2010. In addition, to better assess and then later improve LAU students' English language abilities, the Liberal Arts Learning Assessment Committee has begun conducting a longitudinal pilot study to assess students' English skills.

The University will strengthen its newly instituted culture of shared governance through building effective communication channels between the President's Council and Council of Deans on the one hand and the various governing bodies on the other. Based on the results of an assessment of Senate-administration relations, actions will be taken during academic year 2009-2010 to improve communication and more clearly delineate spheres of action. Furthermore and as mentioned in the academic plan, LAU will develop and strengthen academic management, school governance and faculty engagement; and will foster academic leadership.

Similar assessment measures will be done on the role and functionality of the student councils. In light of the recommendations of the SAC Evaluation Committee, actions will also be taken to improve the role of Staff Advisory Council.

To meet the goal of ensuring sufficient full-time faculty in all program areas, the University has devoted significant resources to both recruiting and retaining full-time faculty. The School of Business is projected to have a good recruiting year with the help of the crisis in the financial markets and the situation in Lebanon remaining politically stable. At the time of writing this report 6 faculty members have accepted LAU's offers and will be joining the University in fall 2009. The recruitment and retention of faculty in the School of Medicine would benefit from the University having control over or even owning its own hospital. The ranks of the full time faculty at the SOM are projected to increase dramatically following implementation of the clinical program and medical practice plan. Last, the University is likely to create an entity that would teach pre-freshmen English courses to address the need to improve LAU student English skills as well as the need to have a better FTE ratio in the English Department.

The master plan for the Byblos campus is complete; the Beirut Master Plan will be completed during academic year 2009-10. The revised Facilities Budget will support the requirements of the new university-wide Master Plan. The design of the new building on the Beirut campus that will mainly house the Arts and Science school programs on lot 3752 will be ready by 2011 and construction completed by 2015. However, renovations and space re-allocation on the Beirut campus will start in

2008-09 and will be completed in 2013. Renovations will affect a number of buildings.

To improve service satisfaction, better space management and ensure proper documentation, tracking and reporting on all requests, the Facilities Management (FM) Department will implement Maintenance and Space Management software by the end of 2009. FM is also working on a University Safety Plan to be completed in early 2010.

As for the Byblos campus, construction of the building that will house the Schools of Medicine and Nursing is due to start in 2009 with a projected completion date of academic year 2011-12. In addition the Frem Civic Center, which is currently under construction, will be completed by the end of 2009. Once completed, this building will alleviate some of the problems associated with classroom scheduling and the shortage of faculty office space. The design of the Engineering Laboratory building will also start in 2009-10 and will be fully constructed by 2012-13. The Gebran Library is also projected to be built by 2015 while construction of the Byblos Sports Center will start in 2012 with a completion date scheduled for 2015.

The infrastructure project which involves major upgrading of the physical plant will be located in a centralized area as described in the Byblos campus Master Plan. Construction works for the infrastructure projects are scheduled to begin in Fall 2009 following design completion. Excavations in the plant area have already started to prepare the grounds for the related construction works which will follow. The project includes central water-cooled chillers, a central emergency power plant (9 MVA), a solid-waste collection area, a central waste water treatment plant, and a water well. The utility distribution networks will run in an underground tunnel crossing the campus grounds and connected to all existing and new buildings. Finally the construction of the underground parking space to accommodate around 600 cars will start in 2009.

The Medical School will commence teaching in fall 2009. The flex space facility was completed in June 2009 and will accommodate the first two classes for 2009 and 2010. Faculty and staff recruitment will continue to progress and is projected to remain well within the approved budget. The acquisition of Rizk Hospital and clinical affiliations already in existence provide assurance that slots will be available for clinical students beginning their Medicine III rotations in 2011. The research program has already been established through the LAU Institute of Human Genetics and will expand to include other programs over the next two years.

Policies, procedures, university councils and central offices will continue to be the bonding agent of both campuses. The University will continue its efforts towards achieving its “one university” goal as it hires its management leaders for new and existing entities. The University will also work towards the one university goal using the latest technology in the classroom.

LAU will develop a Competency-Based Performance Management System to be implemented in the upcoming year and will also implement a Staff Development Policy to address career advancement and enhance the pursuit of excellence. To this end, the University contracted with a Canadian HR consulting firm, the approach was adopted and new Competency Based Management software named “i-Skill Suite” was purchased.

STEERING COMMITTEE MEMBERS

Abdallah Sfeir,
Provost and Chair of the Committee

Elie Badr,
Assistant Provost and co-Chair of the Committee

Rima Turk Ariss,
Secretary

Huda Abdo

Kamal Badr

Soula Boustany

Salpie Djoundourian

Jim Finlay

Samer Habre

George Hamouch

Camille Issa

Abdallah El Khal

Emile Lamah

Roy Majdalani

Cedar Mansour

Nashaat Mansour

John McGill

Aida Naaman

Tarek Na'was

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