LAU
Adnan Kassar
School of Business

School of Business – Beirut Campus

School of Business – Byblos Campus

Proposed Strategic Survival Plan 2021-2025

May 2020

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Executive Summary

The Adnan Kassar School of Business embarks on the next Strategic Plan by adopting the title Strategic Survival Plan (SSP) in harmony with the current state of affairs in the country and the world. The University and all its constituents, both internal and external, are operating under very dynamic social, economic, financial, and political realities that impose additional challenges and constraints on the smooth operation of the School. Lebanon's economic and financial crises coupled with the emergence of COVID-19 as a global pandemic set the mood for the development of a plan that attempts to maintain the strengths and remedy any, and all, weaknesses, while trying to capture any opportunity and minimize the impact of threats imposed by the current state of affairs.

The Strategic Planning Committee (SPC), appointed by Dean Shahin, developed the attached five-year plan to define the pathway they envision for the Adnan Kassar School of Business, commencing in academic year 2021 through 2025, under the assumption that operations will go back to normal by Fall 2020.

The SPC Survey of constituents, including faculty, staff, students, and advisory board members, revealed that a change in AKSOB Mission statement is appropriate. The SPC proposes the adoption of the following new mission statement:

New Mission Statement: "The Adnan Kassar School of Business at the Lebanese American University is dedicated to educating students, preparing them for an ever-changing business and economic environment, and contributing knowledge for industry and society."

The SPC also recommends that the existing vision and values of the School, with minor modifications, continue to serve their long-term goals and short-term operational standards.

Amended Vision: "The School of Business vision is to earn global recognition as a leading school of business in Lebanon and the Middle East, and be recognized for excellence in teaching, research and community service.

The faculty, staff, students, and administrators in the School of Business are committed to academic integrity, and ethical and professional conduct."

Amended Values: "The School of Business core value system is based on Ethics, Integrity and Respect for Diversity and Equality.

The School encourages its faculty, staff, students and administrators to follow this value system in all their endeavors."

The SPC, based upon all compiled information, the surveys and the reviewed documents, and the deliberations of its members, recommends to the faculty and the administration of the School and the University the adoption of the following six goals and their corresponding objectives.

Goal 1 (Programs) Deliver a portfolio of differentiated, timely, and quality managed academic programs

1.1 Review all undergraduate programs
1.2 Review all graduate programs
1.3 Maintain quality standards
1.4 Initiate alternative modalities for program delivery
1.5 Study the feasibility of introducing new programs or removing existing ones
1.5 Promote the programs

Goal 2 (Students) Nurture and graduate an employable student body

2.1 Create an environment conducive to student learning
2.2 Create an environment conducive to student engagement
2.3 Instill a sense of belonging amongst the students (link to Goal 5, action 5.7)
2.4 Track the graduates
2.5 Promote student accomplishments

Goal 3 (Faculty) Recruit, retain, and develop an outstanding faculty body

3.1 Recruit qualified faculty members

3.2 Create an environment conducive to faculty satisfaction and success
3.3 Retain top faculty
3.4 Maintain faculty sufficiency and qualification standards
3.5 Promote faculty contribution

Goal 4 (Staff) Recruit, retain, and develop qualified staff members

4.1 Create an environment conducive to staff satisfaction and advancement
4.2 Promote an Inclusive Community
4.3 Retain qualified staff and maintain staff sufficiency
4.4 Promote Staff Contribution

Goal 5 (Recognition and Sustainability) Generate recognition and sustainable support for the School

5.1 Maintain and seek existing and new strategic partnerships
5.2 Foster positive relations with internal and external constituents
5.3 Reach out to Alumni in collaboration with the Alumni Office
5.4 Seek out donations, in collaboration with the Development Office
5.5 Promote the strategic partnerships

Goal 6 (Governance and Transparency) Promote transparency and shared governance

6.1 Improve Transparency in School Performance
6.2 Improve Transparency in Accreditation Process
6.3 Improve Shared Governance through Two-Way Communication
6.4 Improve Shared Governance in Program Revisions

Whenever possible, the SPC recommends financing the initiatives through non-tuition sources. With few exceptions, most of the resources needed to implement the initiatives are internal to the school and the university entities and can be incorporated in the operations budget of the University, the School and the departments.

I. Preamble

The Adnan Kassar School of Business embarks on the next Strategic Plan by adopting the title Strategic Survival Plan (SSP) in harmony with the current state of affairs in the country and the world. The University and all its constituents, both internal and external, are operating under very dynamic social, economic, financial, and political realities that impose additional challenges and constraints on the smooth operation of the School. Lebanon's economic and financial crises coupled with the emergence of COVID-19 as a global pandemic set the mood for the development of a plan that attempts to maintain the strengths and remedy any, and all, weaknesses, while trying to capture any opportunity and minimize the impact of threats imposed by the current state of affairs.

II. The Strategic Planning Committee: Mandate and Plan of Operation

The AACSB accredited Adnan Kassar School of Business attained its current stature due to the collective effort and dedication of its faculty and staff with the continuous support provided by the administration of the University. Although the School has enjoyed considerable progress since its initial accreditation, many critical milestones still lie ahead. The Strategic Planning Committee (SPC), appointed by Dean Shahin, focused on developing a five-year plan to define a course of action commencing in academic year 2021 through 2025, under the assumption that operations will go back to normal by Fall 2020. The SPC sought to deliver a solid plan meeting the expectations of the School's constituents, with full acknowledgment and respect to the many constraints facing the institution. The SPC members included both faculty and staff. Faculty members represent every department and discipline in the School. The Associate Dean

Djoundourian served as the appointed chair of the SPC. A list of SPC members, in alphabetical order, follows:

- Ms. Lina Abou Chakra, Lead Career and Placement Officer
- Dr. Grace Dagher, Associate Professor, Department of Management Studies
- Dr. Mustafa Dah, Associate Professor, Department of Finance and Accounting
- Dr. Salpie Djoundourian, Associate Dean, Chair of SPC 2020
- Dr. Rania El Haddad, Associate Professor, Department of Hospitality and Tourism Management
- Ms. Lara Hariz, Assessment Officer, Secretary of SPC 2020
- Dr. Mohammad Jizi, Associate Professor, Department of Finance and Accounting
- Dr. Walid Marrouch, Associate Professor, Department of Economics
- Ms. Samar Aad Makhoul, Lead Accreditation and Continuous Improvement Coordinator
- Dr. Zahy Ramadan, Assistant Professor, Department of Marketing
- Dr. Jordan Srour, Associate Professor, Department of Information Technology and Operations Management

The SPC adopted a plan development timeline that spanned 16 weeks starting from February 2020 through May 2020 as per the following:

- Week 1. Convene the SPC 2020- Wednesday, February 5, 2020
- Week 2. SPC Subcommittee meetings-scan of environment, Tuesday, February 18, 2020
- Week 3. Launch Surveys, Friday, February 21, 2020
- Week 4. Summarize Survey results, Monday, March 2, 2020
- Week 5. SPC Meeting on Wednesday, March 4, 2020
- Week 6. SPC Meeting on Wednesday, March 11, 2020
- Week 7. SPC Meeting on Wednesday, March 18, 2020 via Webex
- Week 8. SPC Meeting on Wednesday, March 25, 2020 via Webex
- Week 9. SPC Meeting on Wednesday, April 1, 2020 via Webex
- Week 10. Preparation of Budget
- Week 11. Preparation of Budget
- Week 12. SPC Meeting on Wednesday, April 22, 2020 via Webex
- Week 13. Draft the SP document
- Week 14. Draft the SP document
- Week 15. Finalize the SP document
- Week 16. Submit the SP to the Dean and the SAC

The events of the day dictated some changes in meeting venue as all SPC members were in quarantine and working remotely from home. Nevertheless, the dedication that they showed to

staying the course and developing the plan was exemplary. In developing the strategic survival plan 2021-2025, the SPC sought to embed processes for systematic and continuous cycles of planning, implementing, assessing, and closing the loop.

III. PAST-where have we been

The Adnan Kassar School of Business is the first business school in Lebanon to offer majors at the undergraduate level. The University established the BA in Business Studies program in 1979, under the umbrella of the Business Studies Division, and 1982 marked its first graduating class. The Master of Science in Business (MS) was launched as a graduate business program in Fall 1981.

In 1992-1993, a full-fledged School of Business was established, with the appointment of two directors, one for each campus, and several chairs to manage the various programs. The 1996-1997 academic year witnessed the appointment of two deans, one for each campus, and a Master in Business Administration (MBA) replaced the existing MS degree program. The introduction of two new undergraduate programs leading to the BS degree in Economics and BS degree in Hospitality and Tourism Management took place in 2000, followed by the Executive Master in Business Administration (EMBA) program in the same year. In 2001, the Business School started to award BS degrees in business instead of the BA degree.

The Adnan Kassar School of Business received its initial accreditation by AACSB International in April 2015, culminating years of effort by faculty and staff, individually and collectively. The School operates as a unified entity on both Beirut and Byblos campuses. It is housed in an independent building in Beirut since 2006 (the AKSOB Building), and in a shared building in

Byblos (the Frem Civic Center) since 2010. Both buildings provide state-of-the-art business labs, smart classrooms, and faculty and administrative offices.

The School houses active institutes that connect with the business community through organized workshops and conferences featuring prominent figures in business and academia: the Institute for Family and Entrepreneurial Business (IFEB), the Institute for Banking and Finance (IBAF), Institute of Hospitality and Tourism Management (IHTM), and the Institute of Human Resources Management (IHRM). Furthermore, the School sponsors and houses the internationally- refereed journal, The Review of Middle East Economics and Finance, published by De Gruyter Press.

IV. **PRESENT**-where are we now

The School of Business, like all schools at LAU, has autonomy with respect to many facets of its operation, including student admission, faculty recruitment, academic programs, budget, financial aid, executive education and community service. The School sets its long-term academic plans according to its mission, vision, and core values.

AKSOB mission: The School of Business at LAU offers quality graduate and undergraduate business and economics programs to develop ethically responsible professionals who are committed to civic engagement and economic development in Lebanon and the region. Through excellent teaching, scholarly activities, and professional service, the school provides a student-centered environment to its diverse student population.

AKSOB vision: The School of Business vision is to earn global recognition as a leading school of business in Lebanon and the Middle East, and be recognized for excellence in teaching, research and community service.

The faculty, students and administrators in the School of Business are committed to academic integrity, and ethical and professional conduct.

AKSOB values: The School of Business core value system is based on Ethics, Integrity and Respect for Diversity and Equality.

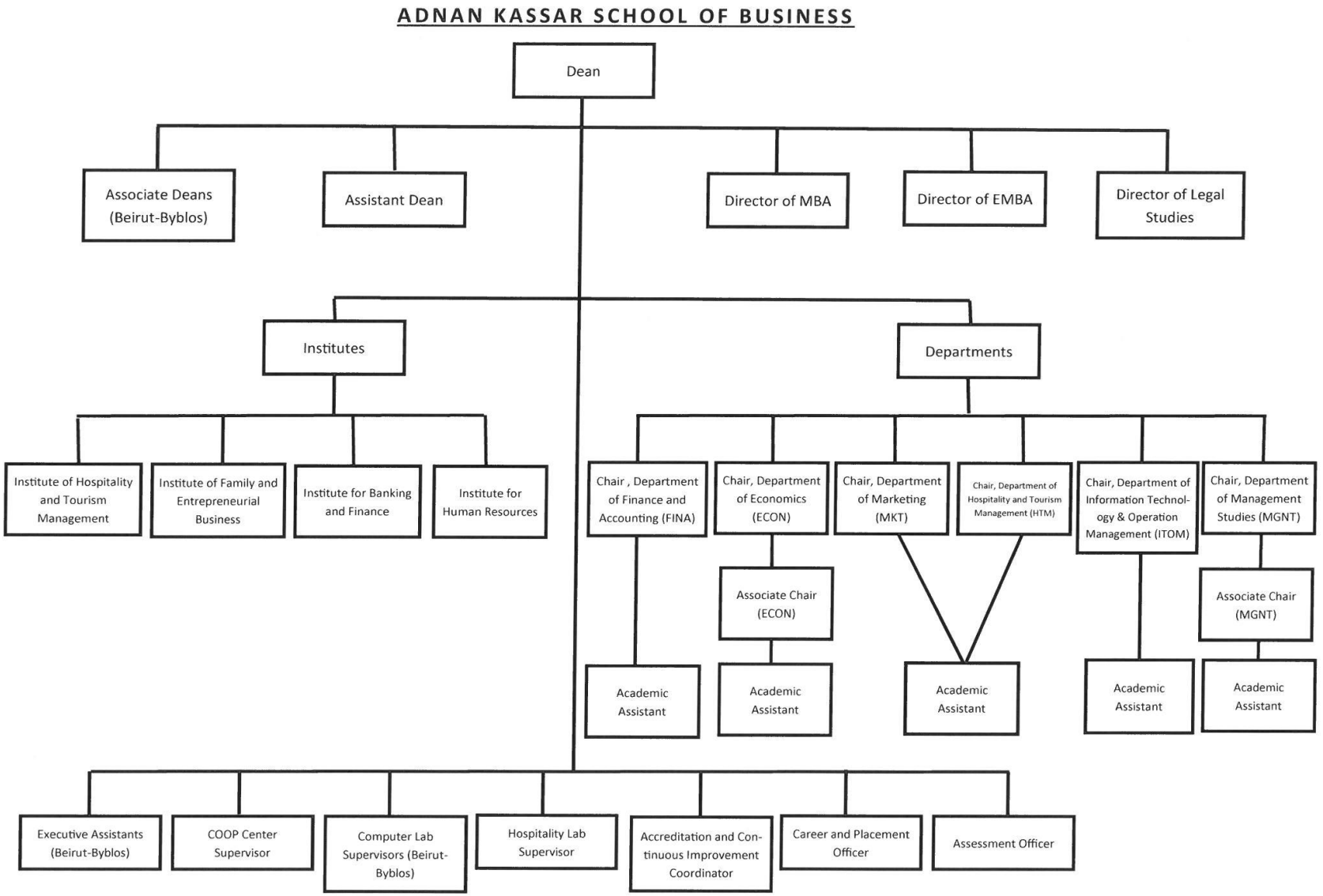
The School encourages its faculty and students to follow this value system in all their endeavors.

- ***School Administration and Governance***

The Adnan Kassar School is organized into departments, programs, and institutes. The Dean, assisted by Associate and Assistant Deans, heads the School. The Department Chairs, assisted by Associate Chairs in some departments, preside over departments; and Directors manage multidisciplinary graduate programs and institutes. Figure 4.1 presents the organizational structure of the School.

The School Bylaws identify the role and responsibility of faculty in the governance of the School. Faculty members are engaged in participatory governance in which they have the right and responsibility to participate in various standing committees of the School to develop, review, and recommend school-wide policies, practices, and procedures. The recently amended School bylaws reflect the many changes that took place after the appointment Dean Shahin in 2019. The amended bylaws will be presented to the faculty for voting in an upcoming faculty meeting. (School Bylaws in Appendix A)

Figure 4. 1 Adnan Kassar School of Business Organizational Structure



- ***Programs and Current Initiatives***

The School of Business survived many obstacles and flourished despite the many uncertainties associated with having two consecutive interim deans for a period of six years. One such uncertainty concerned the Strategic Plan 2016-2020 that was developed and voted for by the faculty, but never officially adopted nor formally implemented. However, the many strategic decisions and initiatives that the School implemented over the same time were explicitly included in the SP 2016-2020. Appendix B presents the status of the many initiatives that the previous SP included. Several of the initiatives that the School did not yet implement remain valid and plausible action items in the current SP.

- ***People: Students, faculty and staff***

AKSOB is the second largest school at LAU in terms of student enrolment, with 2,346 students enrolled in fall 2019, representing 28.9% of total student body. The AKSOB faculty body represents around 22.6% of total LAU faculty body. AKSOB dedicated staff are relatively few in number. Table 4.1 presents summary figures for the constituents of the School over the past five years and the expected values for Fall 2020.

Student enrolment in 2019 is around 6% lower than 2015, but almost 10% lower than the previous year. The expectation is that enrolment next fall will be down by another 10-15% due to the combination of economic and COVID-19 reasons.

Table 4. 1 Total number of internal stakeholders (fall semesters)

Constituents		***2015***	***2016***	***2017***	***2018***	***2019***	***2020 expected***
Students		2,492	2,612	2,693	2,617	2,346	2,064
Faculty	Full Time	68	66	74	73	69	
	Part Time	67	71	65	60	56	
	Total	135	137	139	133	125	
Staff	Full Time	12	13	11	11	12	12
	Part Time	3	7	5	5	1	1
	Total	15	20	16	16	13	13
Administrators	SAC				12	13	13
	Supporting				3	2	2
	Total				15	15	15

Faculty figures, both full time and part time, also show a decline of 5.5% and 6.6% respectively, over the last year. The loss of full-time faculty is primarily attributed to foreign faculty returning home due to variety of reasons. Dedicated staff figures are relatively steady. The decline in total numbers is due to a decrease in part time staff members. Administrators, represented by SAC members and supporting associate chairs are also steady at 15.

- ***Student enrolment per program***

Student recruitment and admissions processes at both graduate and undergraduate levels are managed by the University Admissions Office. The School Undergraduate Admissions Council (SUAC) studies all undergraduate applications submitted to the School. It selects and recommends qualified applicants for admission into the school programs. The MBA and EMBA Graduate Admission Council (MEGAC) reviews and evaluates all applications to the programs and recommends qualified applicants. It develops in conjunction with the University's Admissions Office the documents that pertain to the graduate admissions process. The council makes its recommendations to the respective program directors. Departmental Graduate Admissions Committees decide upon the applicants to specific programs such as the MA Applied Economics and MS Human Resources management Programs. Table 4.2 presents student enrollment by program for the last five years. It is obvious that programs have changed over the last five years. New programs are introduced and others suspended due to market forces and other university wide decisions. For example, AKSOB no longer offers the AA in Business Management degree, following the university decision to cease the degree offering.

Table 4. 2 Student Enrolment by Program (fall semesters)

Program	*2015*	*2016*	*2017*	*2018*	*2019*	*2020 Expected*
AA Business Management	3	1	-	-	-	
BS Business Studies	1,904	1,920	1,942	1,942	1,755	1,544
• *Accounting*	131	156	153	150	145	
• *Banking and Finance*	469	507	481	451	428	
• *Economics*	1	-	-	-	-	
• *FEB Management*	24	22	28	33	32	
• *HTM*	1	-	-	-	-	
• *ITM*	82	90	90	96	90	
• *International Business*	202	197	189	185	143	
• *Management*	596	560	608	596	524	
• *MIS*	1	2	1	-	-	
• *Marketing*	397	386	392	431	393	
BS Economics	208	208	206	203	193	170
BS HTM	86	79	88	72	61	54
MBA	162	280	312	241	183	161
EMBA	64	69	80	61	46	
MA Applied Economics	18	23	24	32	30	26
LLM	39	21	39	39	27	24
MS EMEA	8	11	2	-	-	
MS HRM	-	-	-	27	51	45

While student enrolment in general is on a downward trajectory, enrolment in some programs such as BS in Business ITM, BS in Business FEB, are relatively more steady than others. The MBA enrolment in 2019 is around 13% higher than 2015, however it seems to be most affected in the last two years, with numbers falling by about 24%. The expected enrolment for fall 2020 is on average lower by 12%, university wide.

- ***Career and placement***

The AKSOB Career and Placement office provides students with specialized services that support their career development. It provides students with opportunities to develop their communication skills and interaction with potential employers. In addition to placing around 350 interns across different industries and around 600-650 student volunteers in NGOs (in collaboration with Outreach and Civic Engagement (OCE) office), the career and placement office offers one-to-one services to students such as CV writing sessions, mock interviews, and job search techniques, along with recruitment presentations, and panel discussions. The office has signed over 20 MOUs with reputable employers including leading institutions and nonprofit organizations, such as Bank Audi, Elie Saab, Beirut Digital District, KPMG and Children's Cancer Center.

- ***Assessment of Learning***

Assessment of learning is an integral part of operations at the Adnan Kassar School of Business. The Assessment Office coordinates all efforts to develop and implement effective assessment of learning (AoL) processes that faculty use to demonstrate that student learning outcomes for each program are properly assessed and results are used for continuous improvement purposes. The assessment office compiles assessment results from all programs and prepares reports to share with program specific assessment and examination committees (PS AEC); the mandate of PS AEC is

to fine tune the program assessment plan and develop assessment exams and rubrics in consultation with pertinent faculty.

- ***Other Accomplishments***

For the second consecutive years, the 2020 edition of the QS World University Rankings by Subject has placed LAU among the top 10 universities in the Arab World for excellence in Business and Management studies, reflecting its academic strength, reputation with employers and research impact.

In 2019, LAU has also made it for the first time on Times Higher Education (THE) world university rankings. This advanced the university's position as an international educational entity in alignment with the pillar of the 3rd SP: Intellectual Capital and Knowledge Management, Pedagogical Innovation and Integrated Delivery, and LAU without Borders. THE results reveal exceptional performance in teaching, citation impact, quality and relevance of research.

AKSOB has steadily contributed to the world of applied business theory by supporting valuable research initiatives and analysis of business trends across all industries, as well research projects and publications in the best-indexed international journals, among others.

- ***Concerns raised by students, faculty, and staff***

The SPC conducted a survey of internal stakeholders and a review of all available institutional surveys of both internal and external stakeholders to identify necessary courses of action at this critical juncture. Table 4.3 presents a summary identifying the concerns raised by various internal stakeholders. Specifically, we report the level of dissatisfaction of students, faculty and staff with various AKSOB realities, when the rate of dissatisfaction is more than 20% for students and more

Table 4. 3 Concerns raised by AKSOB students, faculty and staff

Students	**Faculty**	**Staff**
Course and Section availability	Student Placement	Training
Variety of courses	Experiential Learning	Development
Experiential learning	Simulation Exercises	Job satisfaction
Simulation Exercises	Faculty mentorship	Job description and performed duties
Technology use	Faculty Development	Clear reporting lines
Clubs and activities	Support for research	Career advancement
Training opportunities	Workload	Communication and information sharing
Preparedness for job market		Inclusion
Student exchange opportunity		Motivation
Networking opportunity		Involvement
Career advancement		

than 40% for faculty and staff. The SPC believes that addressing these concerns is the crux of SSP 2021-2025.

In addition to conducting its own survey, SPC compiled all available surveys from DIRA to identify the strengths (S), weaknesses (W), opportunities (O) and threats (T) within AKSOB. The SPC reviewed the following surveys:

1. Exit Survey of graduating students
2. NSSE Results
3. Brand Reputation Research
    a. Current Students
    b. Faculty and Staff
    c. Prospective Students
    d. Alumni
    e. Parents of Prospective Students
    f. Employers
4. Alumni Survey Class of 2016-2017
5. Faculty Research Resources 2018

Two SPC subcommittees, namely SPC Subcommittee for Internal Constituents and SPC Subcommittee for External Constituents, worked in parallel to review the available surveys and prepared the SWOT analysis presented in Table 4.4.

Table 4. 4 SWOT Analysis

Category	**Strengths**	**Weaknesses**	**Opportunities**	**Threats**
Students	Student-faculty interaction Accessibility of faculty members Assessment of Learning Accreditation Academic programs, courses and curriculum Quality of Faculty Academic integrity Presence of two campuses Course scheduling (registration process, capacity override, and advising)	Career guidance (only 28% benefit from the service) Tuition fees relative to quality of education Transparency in university budget World and regional university ranking student staff-interaction student engagement and extracurricular activities Quality of advising by faculty members	Faculty use of innovative teaching methods Regional University Ranking Availability of scholarships & financial aid or graduate assistantships Graduate programs Career guidance Placement in internship Placement in jobs upon graduation	Political environment World university ranking University budget graduation/salary ranges after graduation Competition
Faculty and staff	Student Centered Rich Academic Programs Challenging Student experience High quality of faculty State of the art and modern facilities Faculty research output High retention and graduation rates	55% of dependents studying in Lebanon attend LAU Very Expensive Low affordability High faculty turnover Lack of training and development for staff	Financial aid High employability prospects Conveniently located campuses Highest value reputation Alumni reputation Portfolio of academic programs	Political environment University budget Faculty Retention Competition
Employers and parents	University ranking position among the leading universities Research Output Wide range of academic programs/majors Quality of Professors Financial Aid	Inefficient LAU alumni relations and networking. Lack of preparation to job market. Relatively low employability compared to peer universities. Students and parents perception of LAU cost/fees is higher than peer universities.	Alumni reputation Alumni success students life reputation	Political environment University budget (Research & Development funds) Competition Faculty Retention

V. FUTURE- where do we want to go and why

- ***Goals and Objectives of the Strategic Plan 2021-2025***

In these uncertain times, it is difficult to envision what the future might hold. Nevertheless, the SPC has chosen to take this absence of clarity as a blank canvas to chart our own future through the goals of the AKSOB Strategic Plan 2021-2025. The SPC, based upon all compiled information, the surveys and the reviewed documents, and the deliberations of its members, recommends to the faculty and the administration of the School and the University the adoption of the following six goals and their corresponding objectives.

Goal 1 (Programs) Deliver a portfolio of differentiated, timely, and quality managed academic programs

1.1 Review all undergraduate programs
1.2 Review all graduate programs
1.3 Maintain quality standards
1.4 Initiate alternative modalities for program delivery
1.5 Study the feasibility of introducing new programs or removing existing ones
1.5 Promote the programs

Goal 2 (Students) Nurture and graduate an employable student body

2.1 Create an environment conducive to student learning
2.2 Create an environment conducive to student engagement
2.3 Instill a sense of belonging amongst the students (link to Goal 5, action 5.7)
2.4 Track the graduates
2.5 Promote student accomplishments

Goal 3 (Faculty) Recruit, retain, and develop an outstanding faculty body

3.1 Recruit qualified faculty members
3.2 Create an environment conducive to faculty satisfaction and success
3.3 Retain top faculty
3.4 Maintain faculty sufficiency and qualification standards
3.5 Promote faculty contribution

Goal 4 (Staff) Recruit, retain, and develop qualified staff members

4.1 Create an environment conducive to staff satisfaction and advancement

4.2 Promote an Inclusive Community
4.3 Retain qualified staff and maintain staff sufficiency
4.4 Promote Staff Contribution

Goal 5 (Recognition and Sustainability) Generate recognition and sustainable support for the School

5.1 Maintain and seek existing and new strategic partnerships with
5.2 Foster positive relations with internal and external constituents
5.3 Reach out to Alumni in collaboration with the Alumni Office
5.4 Seek out donations, in collaboration with the Development Office
5.5 Promote the strategic partnerships

Goal 6 (Governance and Transparency) Promote transparency and shared governance

6.1 Improve Transparency in School Performance
6.2 Improve Transparency in Accreditation Process
6.3 Improve Shared Governance through Two-Way Communication
6.4 Improve Shared Governance in Program Revisions

LAU Mission and the Proposed New AKSOB Mission

In order for the AKSOB Strategic Plan 2021-2025 to meet success, it cannot operate in a vacuum. Thus, the plan is fundamentally tied to LAU's mission and the goals of the AKSOB Strategic Plan are in a symbiotic relationship with the three Pillars of the LAU Strategic Plan 2017-2022.

The mission of the LAU is as follows:

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

In order to ensure consonance between LAU's mission and AKSOB's mission, the strategic planning process included a review of AKSOB's mission. This is not out of scope as AKSOB initiates a mission review process every five years. (Appendix C presents the mission review

process). The SPC Survey of constituents, including faculty, staff, students, and advisory board members, revealed that a change in AKSOB Mission statement is appropriate. The SPC offered the survey respondents two mission statements, including the current Mission, and asked them to choose the statement they prefer. The responses differed across various stakeholders, with a majority choosing the proposed new mission statement. The SPC therefore proposes the adoption of the new mission.

Proposed new Mission: "The Adnan Kassar School of Business at the Lebanese American University is dedicated to educating students, preparing them for an ever-changing business and economic environment, and contributing knowledge for industry and society."

Table 5.1 illustrates the coherence between the LAU and new AKSOB Mission.

Table 5. 1 Mapping AKSOB mission to LAU Mission

LAU Mission	**AKSOB Mission**
…academic excellence, student centeredness...	…educating students…
…civic engagement, the advancement of scholarship…	…contributing knowledge for industry and society.
…the education of the whole person, and the formation of leaders in a diverse world…	…preparing them for an ever-changing business and economic environment…

The SPC recommends that the existing vision and values of the School, with minor modifications, continue to serve their long-term goals and short-term operational standards.

Amended Vision: The School of Business vision is to earn global recognition as a leading school of business in Lebanon and the Middle East, and be recognized for excellence in teaching, research and community service.

The faculty, staff, students, and administrators in the School of Business are committed to academic integrity, and ethical and professional conduct.

Amended Values: The School of Business core value system is based on Ethics, Integrity and Respect for Diversity and Equality.

The School encourages its faculty, staff, students and administrators to follow this value system in all their endeavors.

The Pillars of LAU's Strategic Plan 2017-2022 and AKSOB Strategic Goals

While the timeline of LAU's Strategic plan 2017-2011 (SPIII) is not in accordance with the timeline of AKSOB's Strategic Plan 2021-2025, the three pillars of SPIII align with the AKSOB Strategic Plan. Through the consistencies of both plans, AKSOB can leverage the remaining time of SPIII while also serving as a leader when LAU takes the next steps toward an SP IV. Table 6 shows the relationship between LAU's SPIII Pillars and AKSOB's Strategic Plan 2021-2025 Goals. Note that the goals of AKSOB's SP can align with multiple pillars. However, in Table 5.2, the goals are associated only with their most relevant LAU SPIII pillar.

Not only do these goals and objectives flow from LAU's SPIII in a top-down manner, they also flow from the AKSOB's mission through to the three pillars of the University's Strategic Plan 2017-2022. Table 5.3 presents the relation between the new mission, SP goals, and the three pillars of LAU SPIII.

Table 5. 2 LAU SPIII Pillars and the Goals of AKSOB's Strategic Plan 2021-2025 along with their associated Objectives

LAU SPIII	**AKSOB Strategic Plan 2021-2025**					
Pillar 1: Knowledge generation (research)		**Goal 2 (Students) Nurture and graduate an employable student body**	**Goal 3 (Faculty) Recruit, retain, and develop an outstanding faculty body**	**Goal 4 (staff) Recruit, retain, and develop qualified staff members**		**Goal 6 (Governance and Transparency) Promote transparency and shared governance**
Pillar 2: Knowledge dissemination (teaching)	**Goal 1 (Programs) Deliver a portfolio of differentiated, timely, and quality managed academic programs**	**Goal 2 (Students) Nurture and graduate an employable student body**	**Goal 3 (Faculty) Recruit, retain, and develop an outstanding faculty body**			
Pillar 3: Expanded knowledge application (entrepreneurial activity)					**Goal 5 (Recognition and Sustainability) Generate recognition and sustainable support for the School**	

Table 5. 3 Mapping the new mission, SP goals, and the three pillars of LAU SP.

Excerpts from the New Mission	AKSOB SP Goals	Pillars of LAU SPIII
"…for an ever-changing business and economic environment…"	Programs	Pillar 2
"…dedicated to educating students…"	Students	Pillar 2
"…dedicated to educating students…" "…contributing knowledge for industry and society."	Faculty	Pillar 1
"…dedicated to educating students…"	Staff	Pillars 1, 2, and 3
"…for an ever-changing business and economic environment…" "…contributing knowledge for industry and society."	Recognition and Sustainability	Pillars 1 and 3
"…for an ever-changing business and economic environment…"	Governance and Transparency	Pillars 1,2, and 3

VI. BUDGET

Whenever possible, the SPC recommends financing the initiatives through non-tuition sources. The SPC made every effort to minimize the burden imposed on the operating budget. Most of the resources needed to implement the initiatives are internal to the school and the university entities. Therefore, they can be incorporated in the operations budget of the University, the School and the departments. The few exceptions to this rule include the costs associated with the items identified in Table 6.1.

Table 6. 1 Additional Budgetary Requirements (2021-2025)

Item	Description	# of units
External review of programs	Each program reviewed once over the course of 5 years	13
Registering programs or finalizing registration	Currently 5 programs with MEHE	5
Additional training for faculty and staff development	2 activities per year	10
Developing and implementing team-building activities	1 activity per period	1
Acquiring equipment to facilitate online teaching	lap tops , software and other electronic gadgets	10
Acquiring additional Hospitality resources on Byblos campus –equipment and staff	1 staff member and additional equipment Kitchen lab in Byblos campus	
Creating targeted advertising campaign and brochures to promote the portfolio of programs	Promotion of the reviewed programs	13
Inviting successful alumni to share experiences	2 activities per year	
Establishing the AKSOB Alumni Chapter	Costs associated with setting up the chapter, entertainment, etc…	
Acquiring and maintaining a database of student placements and whereabouts	Cost of Acquisition-Alumni office could help	
Participating in leading professional academic conferences for recruitment purposes	Discipline specific, based on the revolving recruitment plan	6
Developing and implementing an incentive scheme encouraging faculty to innovate		
Holding introductory meetings with new strategic partners / entities	Entertainment budget repeated for every new partnership	7
Holding annual open day meetings	Entertainment budget	1

VII. OBSTACLES to realizing our goals

The academic year 2019-2020 witnessed many challenges, some expected but most unexpected. The SPC expects that the events of the period will put Lebanon on a different course that may prove difficult to predict. During the current year, Lebanon finally realized the inevitable economic downturn that was in the making for the past few years. In addition, the country witnessed several unexpected events including the October 17 uprising, the unprecedented shutdown in the banking sector for extended periods, the unlawful capital controls imposed on deposits, the devaluation of Lebanese currency, Lebanon defaulting on its sovereign debt, and COVID-19 adding insult to injury. In short, post war Lebanon is possibly facing one of its most challenging crisis yet. A state of socioeconomic and political upheaval possibly heading towards a financial meltdown in the foreseen future.

The SPC fully acknowledges the uncertainties that the institution is currently facing and the many obstacles that could prevent the realization of the Strategic Survival Plan 2021-2025. The SPC attempted to evaluate the impact of the ongoing challenges on the operation of the School in the foreseeable future.

- October 17 uprising: the trigger of the movement was the failure of the political regime to deliver the basic requirements of a decent life and living conditions for most Lebanese. The SPC expects the protests to escalate in the absence of any real reforms, and the future consequences of the movement remain unclear.
- The COVID-19 pandemic: increased the pressure on Lebanon's already depressed economy. The national lockdown escalated many of the existing economic problems, leading to

additional business failures, devaluation of currency, unemployment, and salary reductions. The SPC expects a long lasting increase in inflation and social unrest.

- Capital Controls: the SPC expects that the ad hoc measures for capital control might marginally help enrollment at LAU in the very short run; however, the inability of individuals to have control over their deposits and savings is expected to have an adverse effect on student enrollment in the long run.
- Stagflation: The increased unemployment sets the stage for a period of stagflation. This presents additional constraints on the financial ability of parents to meet tuition obligations. Moreover, the challenging business environment will increase students' demand for financial aid and loans. The SPC expects the dire economic conditions to have an adverse effect on:
    - Student enrollment,
    - Standard of living and the general welfare of its staff and faculty. Living standards will deteriorate substantially due to the devaluation of the Lebanese pound.
    - Faculty retention

The reduction in purchasing power, unstable political and social environment, and declining living standards may induce the more qualified and mobile faculty/staff members to leave for possible positions abroad. Replacing such faculty/staff may turn out to be impossible given the current conditions and the future economic and financial outlook. Faculty/staff members who continue to serve the institution may not be motivated to exert the additional effort that this strategic plan requires, given the growing financial and social pressure. Thus, AKSOB may face a major challenge in preserving the quality of both teaching and learning.

VIII. Implementation Plan

Table 8.1 presents the implementation plan. The SPC recommends that the coordination of all efforts for implementation of the Strategic Survival Plan 20-21-2025 be undertaken by the Dean's Office. The Timeline is left blank given the uncertainties involved. The SPC recommends that the Dean's Office specify the timeline in consultation with SAC.

Table 8. 1 AKSOB Strategic Survival Plan 2021-2025

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
1	**1. Deliver a portfolio of differentiated, timely, and quality managed academic programs**			
2	**1.1 *Review all undergraduate programs***			
3	**1.1.1** Review of BS Business Studies programs			
4	**1.1.1.1** Internal review of Accounting	Chair, FINA		Review Report
5	**1.1.1.2** External review of Accounting	Chair, FINA		Review Report
6	**1.1.1.3** Develop assessment Plan for Accounting	ACC AEC		Assessment Plan
7	**1.1.1.4** Internal review of Banking and Finance	Chair, FINA		Review Report
8	**1.1.1.5** External review of Banking and Finance	Chair, FINA		Review Report
9	**1.1.1.6** Develop assessment Plan for Banking and Finance	B&F AEC		Assessment Plan
10	**1.1.1.7** Internal review of FEB Management	Chair, MGT		Review Report
11	**1.1.1.8** External review of FEB Management	Chair, MGT		Review Report
12	**1.1.1.9** Develop assessment plan for FEB Management	FEB AEC		Assessment Plan
13	**1.1.1.10** Internal review of ITM	Chair, ITM		Review Report
14	**1.1.1.11** External review of ITM	Chair, ITM		Review Report
15	**1.1.1.12** Develop the assessment plan for ITM	ITM AEC		Assessment Plan
16	**1.1.1.13** Internal review of Int. Business	Chair, MGT		Review Report
17	**1.1.1.14** External review of Int. Business	Chair, MGT		Review Report
18	**1.1.1.15** Develop the assessment plan for Int. Business	IB AEC		Assessment Plan
19	**1.1.1.16** Internal review of Management	Chair, MGT		Review Report
20	**1.1.1.17** External review of Management	Chair, MGT		Review Report
21	**1.1.1.18** Develop the assessment plan for Management	MGT AEC		Assessment Plan
22	**1.1.1.19** Internal review of Marketing	Chair, MKT		Review Report
23	**1.1.1.20** External review of Marketing	Chair, MKT		Review Report
24	**1.1.1.21** Develop the assessment plan for Marketing	MKT AEC		Assessment Plan
25				
26	**1.1.2.1** Internal review of Economics	Chair, ECON		Review Report
27	**1.1.2.2** External review of Economics	Chair, ECON		Review Report
28	**1.1.2.3** Review the assessment plan for Economics	ECON AEC		Assessment Plan

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
29	**1.1.3** Review of the BS HTM Program			
30	**1.1.3.1** Internal review of the HTM	Chair, HTM		Review Report
31	**1.1.3.2** External review of the HTM	Chair, HTM		Review Report
32	**1.1.3.3** Review the assessment plan for HTM	Chair, HTM		Assessment Plan
33	**1.2 *Review all graduate programs (Existing and New)***			
34	**1.2.1** Review of the MBA Program			
35	**1.2.1.1** Internal review of the MBA	Dir., MBA		Review Report
36	**1.2.1.2** External review of the MBA	Dir., MBA		Review Report
37	**1.2.1.3** Review the assessment plan for the MBA	MBA AEC		Assessment Plan
38	**1.2.2** Review of the EMBA program			
39	**1.2.2.1** Internal review of the EMBA	Dir., EMBA		Review Report
40	**1.2.2.2** External review of the EMBA	Di., EMBA		Review Report
41	**1.2.2.3** Review the assessment plan for the EMBA	EMBA AEC		Assessment Plan
42	**1.2.2.4** Register the EMBA with MEHE	Dir., EMBA		Registration
43	**1.2.3** Review of the MA in Applied Economics Program			
44	**1.2.3.1** Internal review of the Applied Economics	Chair, ECON		Review Report
45	**1.2.3.2** External review of the Applied Economics	Chair, ECON		Review Report
46	**1.2.3.3** Develop an assessment plan for the App. Economics	ECON AEC		Assessment Plan
47	**1.2.3.4** Finalize the registration of MA Applied Economics with MEHE			
48	**1.2.4** Review of the LLM Program			
49	**1.2.4.1** Internal review of the LLM	Dir., LLM		Review Report
50	**1.2.4.2** External review of the LLM	Dir., LLM		Review Report
51	**1.2.4.3** Develop the assessment plan for the LLM	LLM AEC		Assessment Plan
52	**1.2.5** Review of the MS HRM Program			
53	**1.2.5.1** Develop an assessment plan for the MS HRM	MGT AEC		Assessment Plan
54	**1.2.5.2** Finalize the MS HRM registration with MEHE	Chair, MGT		Registration
55	**1.2.6** Review of the new MS Accounting and Finance			
56	**1.2.6.1** Develop an assessment plan for the Finance and Accounting	Chair, FINA		
57	**1.2.6.2** Register the MS Finance and Accounting with MEHE	Chair, FINA		
58	**1.2.7** Review of the new MSL			
59	**1.2.7.2** Develop an assessment plan for MS Law	Dir.,		

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
60	**1.2.7.1** Register the MSL Program with MEHE	Dir.,		
61	***1.3 Maintain quality standards***			
62	**1.3.1** Map curriculum content to program competency goals	PS AEC		Curriculum map
63	**1.3.2** Document assurance of learning processes	PS AEC		Minutes of Meetings
64	**1.3.3** Prepare for the AACSB reaccreditation			
65	**1.3.3.1** Prepare the Continuous Improvement Report (CIR)	AACSB Comm.		CIR
66	**1.3.3.2** Prepare the logistics for AACSB reaccreditation visit	Accreditation		Visit itinerary
67	**1.3.3.3** Respond to the AACSB Review Team report post visit	Dean		Document
68	**1.3.4** Seek ACPHA accreditation for the Hospitality Program			
69	**1.3.4.1** Prepare the ACPHA Self Study	ACPHA Comm.		Self-Study
70	**1.3.4.2** Engage HOM Advisory board to promote the program	Chair, HOM		Minutes of Meeting
71	**1.3.4.3** Increase Hospitality resources on Byblos campus–equip and staff	Chair, HOM		Evidence
72	**1.3.4.4** Prepare the logistics for the Initial ACPHA accreditation visit	Accreditation		Visit itinerary
73	**1.3.4.5** Respond to the Review Team report post initial visit	ACPHA Comm.		Document
74	**1.3.5** Seek other school and/or program accreditation venues	SAC		# of new School and / or program accreditations
75	***1.4 Initiate alternative modalities for program delivery***			
76	**1.4.1** Invest in equipment for effective technology enabled teaching	Dean		# of new technology equipped classrooms # of equipment added
77	**1.4.2** Launch the online MBA Program	Dir., MBA,		# of online courses offered in each semester # of registered students in each course
78	**1.4.3** Introduce blended programs	Chairs, Directors		# of MBA students enrolled simultaneously in online courses
79				

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
80	**1.4.4** Ensure equivalence of learning outcomes irrespective of location and modality of instructional delivery.	PS AEC		Comparison of assessment outcomes for different modalities
81	***1.5 Study the feasibility of introducing new programs or removing existing ones***			
82	**1.5.1** Graduate programs	SAC	ongoing	
83	**1.5.1.1** Joint programs			
84	**1.5.2** Undergraduate programs	SAC	ongoing	
85	**1.5.2.1** New Emphases			
86	**1.5.2.2** New Majors			
87	**1.5.2.3** New Minors			
88	**1.5.2.4** Joint Programs			
89	***1.6 Promote the programs***			
90	**1.6.1** Develop a marketing plan to promote AKSOB program			
91	**1.6.1.1** Use online and offline media channels with the close collaboration and support of STRATCOM to promote the portfolio of programs at AKSOB	Dean's Office		# of news stories per week
92	**1.6.1.2** Use targeted advertising to promote the portfolio of programs at AKSOB	Dean's Office		# of targeted advertising campaigns
93	**1.6.1.3** Update AKSOB website regularly	Dean's Office		Schedule and frequency of updates post interactions
94	**1.6.1.4** Create brochures	Dean's Office		Type and frequency Volume of distribution
95	**1.6.1.5** Take part in university level promotional campaigns/visits	Dean's Office		# of visits
96	**Goal 2 (Students) Nurture and graduate an employable student body**			
97	***2.1 Create an environment conducive to student learning***			
98	2.1.1 Introduce and expand new learning modalities, including			
99	2.1.1.1 Experiential learning opportunities	Chairs, Directors		
100	2.1.1.2 Flipped classrooms	Chairs, Directors		

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
101	2.1.1.3 Role-playing in classroom	Chairs, Directors		
102	2.1.1.4 Harvard case method teaching	Chairs, Directors		
103	2.1.1.5 Actual engagement with real businesses to solve real problems	Chairs, Directors		
104	2.1.1.6 Computer/software application			
105	2.1.2 Invest in equipment for effective technology enabled learning	SAC		
106	***2.2 Create an environment conducive to student engagement***			
107	2.2.1 Develop the infrastructure to track student engagement and produce a co-curricular transcript, in coordination with SDEM.	Dean's Office		the instrument or the process to track engagement.
108	2.2.2 Promote and provide opportunities for professional engagement and networking by program	Chairs, Directors		# of events organized by departments
109	2.2.3 Provide Career guidance			
110	2.2.3.1 Hold annual orientation sessions for incoming students by program	Chairs, Directors	ongoing	Schedule of sessions # of students attending
111	2.2.3.2 Hold annual mentoring sessions for students by program	Chairs, Directors	ongoing	Schedule of sessions
112	2.2.3.3 Offer regular workshops for soft skills development by program	Chairs, Directors	ongoing	Schedule of Sessions # of students attending
113	***2.3 Instill a sense of belonging amongst the students***			
114	2.3.1 Invite successful alumni to share experiences	Dean's Office	ongoing	# of activities Types of activities
115	2.3.2 Link students with student mentors (sophomore to junior to senior)	Chairs, Directors	ongoing	List of mentors
116	2.3.3 Link students to alumni	Dean' Office		creating WhatsApp groups, short videos
117	2.3.4 Create AKSOB Alumni Chapter	Dean's Office	Fall 2021	Bylaws
118	***2.4 Track the graduates***			
119	2.4.1 Maintain an updated database of student placements and whereabouts	Dean's Office	ongoing	Document/List
120	***2.5 Promote student accomplishments***			
121	2.5.1 Use relevant online/offline media channels to promote the success stories	Dean's Office	ongoing	# of stories

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
122	**Goal 3 (Faculty) Recruit, retain, and develop an outstanding faculty body**			
123	***3.1 Recruit qualified faculty members***			
124	3.1.1 Maintain a revolving 3-year faculty recruitment plan	Chairs	ongoing	Recruitment plans by department
125	3.1.2 Participate systematically in leading professional academic conferences for recruitment purposes	Chairs		List of conferences
126	3.1.3 Advertise systematically open faculty positions through professional associations and networks	Chairs		List of advertised positions
127	***3.2 Create an environment conducive to faculty satisfaction and success***			
128	3.2.1 Promote faculty welfare			
129	3.2.1.1 Review and re-invigorate, if necessary, the faculty mentoring and orientation program	SAC		Program Details
130	3.2.1.2 Create additional opportunities for faculty-faculty engagement	SAC		# of events or opportunities, brown bags
131	3.2.1.3 Communicate systematically the university expectations concerning promotion criteria	SAC		Minutes of Meetings
132	3.2.1.4 Synchronize AKSOB's promotion criteria with University's	SAC		Listing of Web of Science and Scopus, in addition to ABDC
133	3.2.1.5 Evaluate faculty based on existing criteria at the time of hire	SAC		
134	3.2.2 Support faculty teaching			
135	3.2.2.1 Train/ develop faculty skills for online delivery of programs	SAC, CIL		
136	3.2.2.3 Invest in equipment for effective technology enabled teaching (e.g. SCALE-UP Classrooms, digital pens, labs that can accommodate our class sizes, classrooms with more than one outlet, etc.)	SAC		
137	3.2.2.2 Maintain / increase GAs hours-faculty ratio	SAC		
138	3.2.2.4 Commission AKSOB senators to propose a senate study concerning the feasibility of MW & TR teaching schedule in replacement of the current MWF & TR schedule	Senators		Minutes of Meetings

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
139	3.2.2.5 Develop and implement an incentive scheme encouraging faculty to continuously innovate through a) updating and aligning current courses with market needs, b) designing new courses, and c) introducing new teaching methods.	SAC, CIL		
140	3.2.3 Support Faculty research			
141	3.2.3.1 Maintain / increase GAs hours-faculty ratio	SAC		
142	3.2.3.2 Maintain / increase access to databases and journals	SAC		
143	3.2.3.3 Maintain / support software requests	SAC		
144	3.2.3.4 Allocate through GSR office funding support (minimum number of initiatives per year	SAC, GSR		# of initiatives
145	3.2.3.5 Implement systematic funding policies and procedures to facilitate faculty participation in conferences and developmental activities	SAC		# of grants for travel
146	***3.3 Retain top faculty***			
147	3.3.1 Implement a systematic and fair annual faculty evaluation process	Chairs		Survey of faculty
148	3.3.2 Ensure the competitiveness of LAU vs. local and regional academic institutions in terms of employment conditions	SAC		Survey of faculty
149	3.3.3 Present / initiate with the close collaboration of the Faculty Senate a set of initiatives that would increase faculty retention.	Senators		# of initiatives
150	***3.4 Maintain faculty sufficiency and qualification standards***			
151	3.4.1 Monitor and document faculty sufficiency ratios	Accreditation	ongoing	Sufficiency ratios
152	3.4.2 Monitor and document faculty qualifications	Accreditation	ongoing	Qualification ratios
153	3.4.3 Document faculty intellectual contributions	Accreditation	ongoing	# and type of IC
154	***3.5 Promote faculty contribution***			
155	3.5.1 Use the School website and social media to promote faculty research at AKSOB	Dean's Office	ongoing	# of research posts
156	3.5.2 Use the School website and social media to promote innovative teaching practices by faculty at AKSOB	Dean's Office	ongoing	# of Innovative teaching posts
157	**Goal 4 (staff) Recruit, retain, and develop qualified staff members**			

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
158	***4.1 Create an environment conducive to staff satisfaction and advancement***			
159	4.1.1 Support staff development			
160	4.1.1.1 Identify needs and career progression opportunities	Dean's Office		Collect data on staff satisfaction through an annual survey
161	4.1.1.2 Create a mentorship program for new staff	Dean's Office		Establish staff committee to assess the mentorship needs and recruit staff mentors
162	4.1.1.3 Provide training for new and existing staff	Dean's Office		# of training each staff attends per year
163	4.1.1.4 Improve internal communication	SAC		
164	4.1.2 Train staff in the use of technology platforms that will help achieve AKSOB goals and mission (online tools, blackboard, …)	Dean's Office		# of trainings, webinars and manuals
165	4.1.3 Support staff empowerment			
166	4.1.3.1 Empower staff by allocating ownership and responsibility of initiatives	Chairs, Supervisors		Annual staff satisfaction survey
167	***4.2 Promote an Inclusive Community***			
168	4.2.1 Invite staff members to serve on School Councils and Standing Committees where appropriate	Dean's Office		
169	4.2.2 Invite staff for annual staff and general faculty meetings	SAC		
170	4.2.3 Establish consistent and clear channels of communication that encourage cross-departmental staff collaboration	SAC		
171	4.2.4 Develop and implement team-building activities	Dean's Office		
172	***4.3 Retain qualified staff and maintain staff sufficiency***			
173	4.3.1 Maintain staff sufficiency	Dean's Office		
174	4.3.2 Retain qualified and performing staff			
175	4.3.2.1 Implement a systematic and fair annual staff evaluation process	Chairs Supervisors		

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
176	***4.4 Promote Staff Contribution***			
177	4.5.1 Use the social media to promote the success stories	Dean's Office		# of stories
178	4.5.2 Recognize staff achievement	Chairs Supervisors		
179	**Goal 5 (Recognition and Sustainability) Generate recognition and sustainable support for the School**			
180	***5.1 Maintain and seek existing and new strategic partnerships***			
181	5.1.1 Corporate sector—scholarship funds (named scholarships…)	SAC		MOUs
182	5.1.2 NGOs	SAC		MOUs
183	5.1.3 Public Sector	SAC		MOUs
184	5.1.4 Academic institutions	SAC		MOUs
185	5.1.5 Research organizations	Chairs		MOUs
186	5.1.6 UN agencies	SAC		MOUs
187	5.1.7 Other Schools at LAU	SAC		MOUs
188	**5.2 Foster positive relations with internal and external constituents**			
189	5.2.1 Invite speakers from the list of partners in Objective 5.1	Dean's Office		
190	5.2.2 Hold introductory meetings with the new partners / entities listed in Objective 5.1 to identify opportunities.	Dean		
191	5.2.3 Hold annual open day meetings	SAC		
192	***5.3 Reach out to Alumni in collaboration with the Alumni Office***			
193	5.3.1 Feature AKSOB in LAU chapters, with collaboration of the Alumni Office	Dean's Office		
194	5.3.2 Invite successful alumni to share experiences	Dean's Office		
195	5.3.3 Leverage alumni reach to increase awareness of our programs, especially the new ones (such as the upcoming online global MBA)	Dean's Office		
196	5.3.4. Solicit financial support and other contributions from the alumni, through appropriate channels	Dean's Office, Alumni Office		
197	**5.4 Seek out donations, in collaboration with the Development Office**			
198	5.4.1 Named classrooms	Dean's Office		

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
199	5.4.2 Named scholarships	Dean's Office		
200	5.4.3 Named chairs	Dean's Office		
201	5.4.4 Named programs	Dean's Office		
202	5.4.5 Lecture series	Dean's Office		
203	**5.5 Promote the strategic partnerships**			
204	5.5.1 Use the School website and social media pages to promote AKSOB's strategic partnerships	Dean's Office		
205	**Goal 6 (Governance and Transparency) Promote transparency and shared governance**			
206	***6.1 Improve Transparency in School Performance***			
207	6.1.1 Develop a process to collect and report faculty intellectual contributions	Accreditation		The process
208	6.1.2 Develop a process to report student assessments results	Assessment		The process
209	6.1.3 Develop a process to collect and report data on student placement in jobs	Career Guidance		The process
210	6.1.4 Develop a process to collect and report data on student placement in graduate programs	Career Guidance		The process
211	***6.2 Improve Transparency in Accreditation Process***			
212	6.2.1 Hold annual sessions to update faculty, staff and students on AACSB Accreditation Standards and Expectations	Accreditation		# of sessions held
213	6.2.2 Update departments about accreditation requirements whenever necessary	Accreditation		# of updates
214	6.2.3 Organize a session to present the merits and requirements of ACPHA accreditation to the community	Accreditation		The session
215	***6.3 Improve Shared Governance through Two-Way Communication***			
216	6.3.1 Establish schedule of briefings/fireside chats for Dean-to-Faculty and Dean-to staff Communication	Dean	Ongoing	Schedule of Briefing
217	6.3.2 Establish process for chairs of all standing committees to report the goals and objectives of their committees for the academic year	SAC	Every fall	The process
218	6.3.3 Ensure consistency of relaying information between committees and departments	SAC		
219	6.3.4 Track and report impact and engagement activities	Chairs		# of activities

Line	Goals; Objectives, and Action items	Champion(s)	Timeline	Milestone / KPI
220	***6.4 Improve Shared Governance in Program Revisions***			
221	6.4.1 Establish a process for all faculty to review and comment on program revisions (cross list with Goal 1 the program review)	SAC		The process
222	6.4.2 Establish a process to ensure NYSED and MEHE Compliance (Action)	SAC		The process

Appendices

Appendix A: School Bylaws

Appendix B: SP2016-2020 Implementation Status Report

Appendix C: Mission Review Process