

***University of Balamand***  
***Strategic Academic Plan***  
***2010-2020***

***March 30<sup>th</sup>, 2010***

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## ***Section 1***

Dear Members of Board of Trustees,

March 30<sup>th</sup>, 2010

First, I would like to offer my Balamandian greetings to you,

On May 26, 2009, I sent a letter to the vice-presidents informing them about the university's need for a plan for the next ten years, which would tackle the academic, administrative and constructional situations and the consequent fund-raising.

On June 1, 2009, I sent a letter to Deans, heads of academic divisions and directors informing them about the need for planning for the next ten years.

On July 14, 2009, I sent a letter to Deans asking them to appoint committees, which would elaborate plans for their faculties, with enclosed guidelines illustrating the broad lines for them to follow in order for the faculties' directives to meet the required standard.

Thus, within days, I received from the Deans the names of Committee heads in the eight faculties as follows:

Faculties	Deans	Faculties' Committee Heads
Académie Libanaise des Beaux Arts ALBA	Architect Andre Bekhazi	Ms. Isabelle Edde
Saint John of Damascus Institute of Theology	Dr Georges Nahas	Dr. Daniel Ayuch
Faculty of Arts and Social Sciences	Dr. Georges Bahr	Dr. Maureen Nicolas
Faculty of Sciences	Dr. Jihad Attieh	Dr. Aldelrahman Abdel Aziz
Faculty of Engineering	Dr. Michel Najjar	Dr. Elie Karam
Faculty of Business and Management	Dr. Karim Nasr	Dr. Elie Mnassa

Faculty of Public Health and Health Sciences	Dr. Nadim Karam	Ms. Ursula Rizk
Faculty of Medicine & Medical sciences	Dr. Camille Nassar	Dr. Claude Afif

Moreover, I have received the faculties' reports on January 22, 2010 and we have discussed their content in the University Council. Thus, I have decided to combine all these detailed reports into a single one, which will be handed to Trustees in order for them to study it and approve it.

Then I asked the vice-presidents to work together towards completing a report, which would be based on the faculties' recommendations. Dr. Georges Nahas carried out this task in collaboration with Dr. Nadim Karam while Dr. Michel Najjar prepared the financial prospect required by the university to implement the ten-year plan.

I have chosen to elaborate a general preamble, which illustrates the importance of planning and the great cultured atmosphere, which ought to be taken into consideration by Trustees.

As I take advantage of this occasion to thank the vice-presidents, Deans, committee heads and members for the great effort they have put in preparing this plan, which is considered as the most important and the broadest in the university's history.

I hereby assume responsibility for all its content hoping to consult with you during our next meeting and listen to your counsel in order to place the university on the right future path.

Respectfully yours,

Elie A. Salem

## **Preamble**

### **1. Our Planning History**

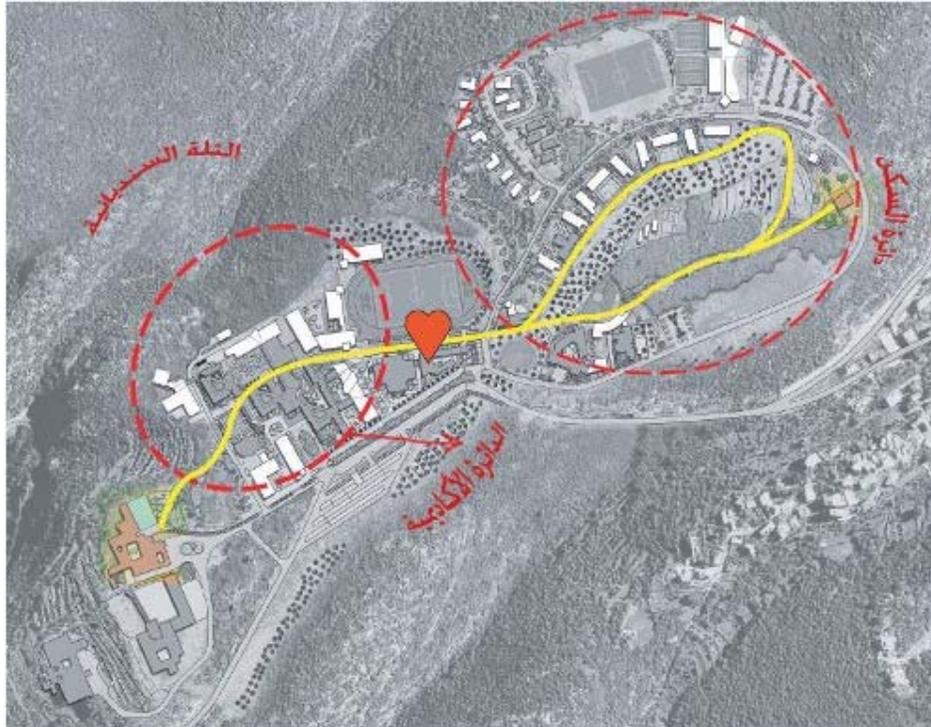
More than half a decade ago, we submitted to the Board of Trustees, in collaboration with the Sasaki firm, a Master plan for the University of Balamand, dated May 28, 2004. It included a prospective study of the potential advancement, which could be achieved at the university until the year 2020. I would like to point out the fact that prior to that plan, we had already submitted two other projects; however, the latter did not tackle the academic programs issue in detail.

The succession of events, along with the large expansion of the University and the completion of the majority of the buildings listed the 2004 plan have all urged us to reassess our previous plans and to focus on the university's philosophy. A philosophy which the previous plans and projects have neither afforded due attention nor enclosed within the future prospect for Lebanon and the region with and within which it interacts.

In collaboration with the Sasaki firm, we have implemented the buildings and structures, which were featured in the plan: buildings housing the Faculties of Medicine and Public Health, Chemical Engineering, faculty housing, female students' dormitories, the Library, the President's house and the entrance gate in addition to a few gardens and pathways. We also, had plans drawn for the School of Engineering complex and its laboratories.

Upon the completion of the School of Engineering complex, the University will have centered the students' gatherings within the area located between the School of Engineering complex, the Library and the Students Recreation building. The latter houses a cafeteria, a coffee shop and a few benches scattered in their attached garden. Thus, the UOB will have carried out most of the university's academic core and the Balamand campus is expected to expand later towards the residential

campus and the large oak hill for which nothing has yet been planned and which has been left for the future.



Without getting into details, I would like to point out the fact that the 2004 plan had also previewed the construction of a hospital on the Balamand Monastery estates, in the proximity of the coastal highway with all the relation it involves with the Faculty of Medicine and other faculties. However, this plan did not take into consideration the great advances achieved by the university in other Lebanese regions and the projects that are being set up for it in the regions of Akkar, Souk-El-Gharb and Qennabet Broummana. These advances have undoubtedly specific characteristics concerning the university's academic curriculum as well as the role it plays within its surroundings.

Furthermore, the university maintains constant contact with the Sasaki firm executives in order to consult with them regarding any amendment to the 2004 plan or any addition of new buildings which were not provided in the original plan (such as the Chemical Engineering building), all while preserving the same architectural aspect and standards adopted for all buildings. In addition, an agreement has been

made with the firm's president to provide an extensive plan for each of the university branches in Souk-El-Gharb, Akkar and Qennabet Broummana.

The plan provided by the Sasaki firm featuring a breathtakingly beautiful campus has won a major Architecture prize in the United States of America. The university was represented at the ceremony honoring the firm, which was held in Washington and was very proud of the plans, which have been elaborated on this enchanting, beautiful hill.

In the following part of the preamble, I would like to tackle the issue of the planning philosophy and its role in offering a typical academic prospect, which complies with the needs of the current era.

## **2. Planning philosophy**

Planning the future is an instinct, which distinguishes us from other species. In fact, among all creatures, we, humans, cogitate, decide, philosophize on the existence and wonder about its sense and the fate it holds in store for us. We think, rejoice and apprehend. We ponder, trying to understand what surrounds us, in order for us to assimilate it, opt for the best and discard the worst. And as each human being would like to know where his steps are leading him, he finds himself having a vision of his own future, his family's and his institution's. He imagines, hopes and fears that what he yearns for might not be realized or that it might, but in total contrast to what he has pictured. It is quite obvious and indubitable that none of us knows what the future holds for him.

In our reports, we state that we are planning for the next ten years; however, the fact is that we are opening a gateway to the future, which neither numbers, nor years, could assess, were they ten, twenty or even thirty...

When we step in the unknown, we are overwhelmed by all the possibilities it offers; however, the choice is not ours whether to succumb to it or to try, with our

entire mental faculties, to vision it, as we would like it to be while undertaking to realize our fantasies.

The future is most likely to be unknown; however, the apparatus and factors that are necessary for us to plan it are not. In fact, we have history to refer to and learn from and the present to start from, with all the potential it offers. We also have the mind, a gift from God, which is like an inquiring craft for us to sail aboard with all our thoughts, our imagination, our norms, our hopes and our vigilance. Moreover, we finally have curiosity, this instinct which urges us to "stick our nose" into the unknown and unveil some of the aspects it conceals beneath.

The planning that we ought to pursue nowadays aims not only to keep pace with the historic advances that our region has witnessed, but also at contributing to them. In fact, from the very moment we start making plans for the future, the responsibility of modifying the present we live in becomes ours, in order for us to proceed confidently towards the target we have chosen for ourselves. It is through adequate planning that the future becomes present and requires us to start taking steps forward. The mind is the way for that as well as the incentive: if we disregard it, it pulls us backwards; if we seek it, it pushes us forward.

In this context, His Beatitude Patriarch Ignatius IV says, "God is ahead of us and we should long for Him with a forward-looking spirit." This forward-looking perspective undoubtedly affects our interpretation of the past as well as our approach in choosing from it the assets we need to reach our targets. "God is ahead of us" is an expression that summarizes a philosophy of the existence that deserves deep thought and meditation from our part.

### **3. Planning and its intricacies in our region**

It is well known that most of the times, planning has not been taken seriously in our region and the chaos we bear witnesses to in the political, social, educational and services fields is one of the many aspects of our disregard of planning. We quote

the future then we abandon it to the Creator, laying both our neglect and unwillingness on Him. In that, we like to depend on others, we like to just sit there and watch. We wait for others to make plans on our behalf then we criticize them. We have a negative attitude towards planning; we observe the current situations and wonder:

What are the potentialities of peace and what are those of war? And what will their outcome be in our country? These are questions we ask and trivialize without even making the slightest effort to corroborate them up using a comprehensive study and an objective analysis. Hence, the answers to them seem replete with a popular, populist drive, which puts us at risk of submitting or being subject to its most demagogic bias. We hear broad headings and we respond with a speech that arouses the masses in order to please them. We hear about the statement on the new democratic system projected for the region and we hastily portray it as an imperialist scheme. We hear about the Israeli expansion in the West Bank, the Gaza strip and the neighboring area, we denounce it as an obnoxious Israeli scheme and all we do is demonstrate against it. We hear about an alleged Iranian infiltration in the Arab region and we characterize it as a conspiracy against Arabs without any serious analysis of the phenomenon's outcome and the responses it provokes. We hear about fundamentalist movements here and there which portray the other as infidel and his convictions as heretical and show contempt for moderation. We deem them a transient phenomenon while being confident that with time they would be exhausted and disappear, without undertaking any single move in order to bolster the line of rationalization through a coherent discourse and a theory able to sustain it against the populist discourse.

Amid everything that is going on around us, we mostly stand as viewers. Even universities, our bastions of intellect, seem to be overwhelmed by their current intricacies and some have even renounced the essence of their vocation and turned into quasi-commercial companies seeking nothing but profit and disregarding significant knowledge. These institutions have not dared to knock on future's doors and take a stand on any essential and existential issue. Planning endorses and

strengthens the role of the university as much as it might annihilate it if it continues to ignore the future's dynamics.

Some universities may be governed by many considerations that hinder their ability to plan the future freely. As regards our institution, the University of Balamand, it is a private, free and national university, which does not fear to raise the most important issues. Free from any complexes that might chain it or impede it, it tackles all subjects with an absolute freedom based on its cognitive course, from faith toward reason, from reason to thorough investigation. Having Orthodox sources and origins, it refuses to seclude itself and to run away from its responsibilities as far as the country, the civilization and the future of man are concerned.

#### **4. Aiming higher through planning**

Lebanon may be a small country; nonetheless, it has had a worldwide outlook since the dawn of history. We should not forget the critical junctures which have delineated the face of its history and it is quite important for us to bear in mind the great accomplishments its past has accumulated in order for us to raise major questions in regard to its future.

In this small country, our ancestors were pioneers in believing in a One and Only God and later came the celestial religions to confirm their beliefs. In this small country, our ancestors invented the alphabet and writing spread all over the world, used by all people and nations. From this small country, our ancestors risked their lives across the Atlantic, defying darkness and became the first and pioneer "worldwide-known" figures. The thousands of "Lebanon(s)" figuring within all bastions across the planet are nothing but the corroboration of the continuous "worldwide" tendency that distinguishes us, just as the establishment of private educational, commercial and professional institutions overseas is nothing but the confirmation of this outstanding outlook of ours. It is an outlook we share with our fellows in the Arab Near Eastern countries. Calling back the landmarks in our history

may seem like our pride and joy; however, this proud tendency is rather a motivation that pushes us forward. Anyone who has ascended to the peaks in the past can do it again, just as anyone who has had illustrious thoughts can have them again. As for he who has confined himself to trenches his thoughts will always have a narrow spectrum and remain "trenchy". Currently, we, in the Arab Near East, are witnessing "trenchy", dependent thoughts. Thus, calling back creative works and great accomplishments becomes a motivation for being creative, realizing great achievements and leaping over trenches.

Had we started planning for our countries and nations since the Independence, we would not have been stumbling around since the 1940's from one beginning to another, one pitfall to another, one statement to another and one document to another. Planning requires a vision, an imagination, bravery, an objective analysis and especially a fondness for concretizing ideas into a political, administrative, legal and civil reality. Planning may not guarantee the future; however, the future, without planning, might not guarantee existence.

##### **5. Near Eastern civilization, a future pattern**

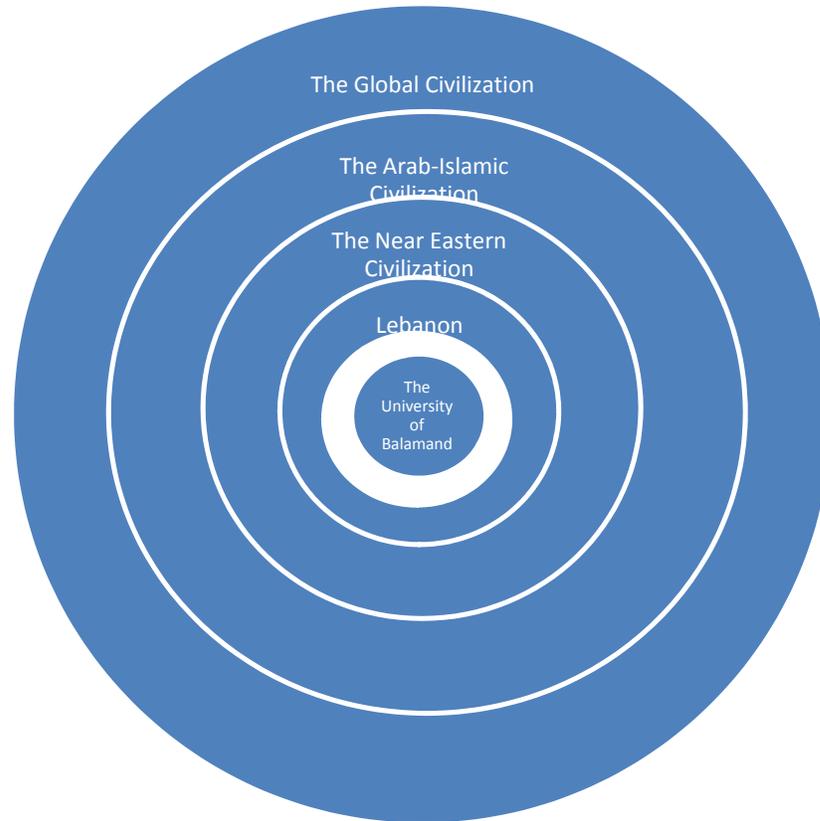
The civilization pattern undoubtedly affects the university role, especially the freedom of teaching within its campus. Thus, we had better look up the pattern that might reign over the region and define, based on it, our conception of the philosophy of teaching in order to be able to direct it towards the best. In this context, we witness a great interpenetration between the future pattern of the Near Eastern civilization and the future of the Lebanese pattern because the factors which define the first on the one hand, and the second, on the other hand, are, to a great extent, the very same. As regards our emphasis on Lebanon, it is due, in the first place, to the presence of the university in the Lebanese territory and its responsibility towards the freedom granted by that country in order for it to accomplish its mission as best as possible.

It is not hard for us to devise the future pattern of the region even if we had to depart from the negative reality of the stumbling manner that is controlling us. In fact, there are political patterns that have been eliminated due to the absence of elements of success. However, each one of these has at least one thread connecting it to the civilization fabric awaiting us.

The Orthodox played a major role in the elaboration of many objectives sought by the nations living in the region. In fact, based on their own perspective on the identical history, culture and society fabric shared by nations in the region, Orthodox intellectuals endeavored for the sake of consolidating the theoretical fundamentals of a national thought, which gathers in one melting pot all the components of a region. A region that includes diverse ideologies and inclinations and that spreads out towards both the Near East and the West.

The Near East embraced more than any other region, diversity and Christian-Islamic coexistence. Orthodox contributions came about to prove not only Christians' and Muslims' belonging- based on their lasting historical experience- to an Arab-Islamic culture and civilization, which is like a cultural identity essential for all nations, but also their openness to all the achievements of the West.

Of all the communities living in the region, the Orthodox are one of the most bound to this land and most tenaciously clinging to their presence there, side by side with their Muslim fellows within a civilization holding a Near Eastern identity, both geographically and culturally. Hence, today, the completion of the Orthodox intellectual striving falls upon them but in the course of political and historical circumstances that are not the same as they were during the first half of the 20<sup>th</sup> century.



Today, this intellectual and cultural effort is requested to turn towards the "Near Eastern spirit" in an attempt to elaborate its future orientations. It is well known that this spirit is based on a creative assimilation of the previous experiences gained through many past epochs and which have accumulated through time since the Arab caliphate, through the following states and sultanates until the current independent Arab countries. The modern regimes and states have witnessed massive dealings with the West and its accomplishments since Bonaparte's campaign until the epoch of the mandate regimes between the two World Wars. In fact, during all its ancient and modern eras, the Arab Near East has realized the importance of maintaining relations with the West and thus established with it a relationship based on dialogue, during times of peace as well as in those of war. Indeed, it has never ruptured its relations with the latter, not even during the darkest circumstances of the conflict with that West.

This Near Eastern civilization is characterized by the diversity of its social, cultural and religious fabric that has obvious threads intricate within the present. In general, civilization is bigger and broader than a single state, despite some exceptions, such as the United States of America and the Russian Federation. In addition, one of the intricacies found in Lebanon is the blurriness, rather the fear of defining the civilization Lebanon belongs to, an equivocal situation, which was partially remedied by the Taif Agreement. Indeed, the latter states that Lebanon has an Arab belonging while simultaneously emphasizing the fact that Lebanon is a final homeland for its citizens, as if it were reassuring Muslims that Lebanon is affiliated to the Arab civilization and Christians that Lebanon is a final homeland and not subject to merging into some other Arab country. We Lebanese often talk about political loyalty to the Lebanese government; however, what we have in mind is the broader loyalty to a civilization. Hence, when we associate the latter with the Arab Near Eastern civilization, we are distinguishing it from the Arab-Islamic civilization which spreads out beyond the Near East. Moreover, the Near East we geographically know as extending from Egypt to the west to the Arab Gulf to the east is in fact the cradle of human civilization. It is also the starting point of the written history we know and the basis for the religions and sciences which emerged from this region before spreading to the Hellenic islands and then to Europe. Moreover, Christianity plays a major role within the Near Eastern civilization, interacts efficiently with Islam and maintains with the latter a fruitful relationship. This is an aspect we should preserve in the future Near Eastern civilization. In spite of the current demographic crisis, which led to a Christian forced migration from Iraq and Jerusalem because of a sectarian war in the first and Israeli persecution in the latter, it is essential for the land where Jesus Christ was born to bear witness to Him throughout all generations. This should happen in collaboration with Islam, this great Abrahamic religion which is, as says Sayyed Muhammad Hussein Fadlullah, very similar to Christianity as regards many ideologies, rituals and beliefs. When we talk about the Near Eastern civilization, we refer to it as a notion awaiting realization; however, at least, it does exist, even if it is nothing but a concept in the midst of a blurry, cloudy atmosphere. In fact, in my opinion, it is even closer to our reality than the Arab-Islamic civilization,

which extends to Africa's inland and Asia's remoteness, both to the depth of their lands and the ramifications of their coasts. The further the Arab-Islamic civilization moves from the Near Eastern one, the weaker the Arabic character and the stronger the Islamic feature implanted with other previous African and Asian civilizations become. The Arab-Islamic civilization confers us depth and support in our political positions and existence as a civilization; the Near Eastern civilization can even become its pivot. Indeed, the latter includes for Muslims their three iconic cities, Mecca, Medina and Jerusalem and for Christians, Jerusalem, the one and only city that bore witness to Jesus Christ's education, His crucifying and His Resurrection.

Our emphasis on the Arab Near Eastern civilization aims to direct attention towards the atmosphere and the surroundings within which Lebanon exists as a state and at exerting pressure in the wake of expansion and openness. Indeed, when I hear students underestimating the Arabic language and heritage while rejoicing at foreign languages and the European civilization, I fear for authenticity, allegiance and values because even the latter become withdrawn and scatter amid alienation of civilizations and estrangement from roots.

Moreover, man is the enemy of what he ignores and the truth is that the major part of our Christian history is unknown, and so is the biggest portion of the Christian-Islamic history and with ignorance, unbelief in both Islam in Christianity increases.

A great, rather unique responsibility falls first and particularly upon us, Orthodox, as regards the elaboration of the Arab Near Eastern civilization because not only do we trust who we are, but we are also present in the whole Near East and we play there pioneer roles which ought to be elaborated and highlighted.

We look at the civilization of Near Eastern region and see that it has its own peculiarities, which make of it a unique phenomenon as regards its coherence because it is characterized by the coexistence and contiguity of many heritages related to culture and civilization. First, there is an Arab civilization, with its Arab language, literature, history, thought, master figures and traditions and which has

become an essential unifying factor for the nations living in the region. There is also an Islamic civilization with all the laws, rituals and values it involves; and finally, a Christian Near Eastern civilization, more specifically Orthodox Antioch, which spreads throughout the region and interacts with Islam as an ideology and Muslims as a way of life.

All the foregoing factors give rise to the necessity of thinking about and working towards the establishment of a Near Eastern civilization, which will constitute, for our graduates, the space which enables their potential to blossom.

I would like to point out the fact that these factors-, which are the threads of the forthcoming social and political fabric of the Near Eastern civilization-, will decide the profile of the future cultural pattern. This will be apart from our planning and regardless of any analysis of the development manner for these thread-factors or the probability of us interfering in order to direct their approach towards the right course. Here comes the role of universities in considering these thread-factors when proceeding to elaborate their academic curricula so that the latter happen to be compatible with the needs of the Near Eastern civilization concerning spiritual, ethical and social aspects.

Indeed, the Near Eastern civilization, in which the Islamic and Christian religions have played a significant role, stands today at hazardous crossroads; either it turns out to be subject to dispersion and backwardness or ready to perform a big leap in the realm of civilization which brings it back to the front rank of history after a long absence. It is also, the responsibility of universities as well as governments and all types of civil institutions to prepare for such a leap.

Civilization is the spring from which nations derive their cultural identity and draw from its heritage the potential, which enables them to rise to the country and institutions' level. As for the Near Eastern civilization, it is to us what the European civilization is to France and Italy, the Latin civilization to Colombia and Argentina and the Slavic civilization to Russia and the countries falling within its orbit.

Each civilization has its own fabric woven from its own threads, which also define where its strengths and weaknesses lie.

## **6. Threads, which interact with the Near Eastern civilization and become intrinsic to its character**

### **-Globalization**

When we look at the current Near Eastern civilization, we see it interacting with the challenges of globalization and from its aspects just as other current civilizations, due to the wide expansion of globalization and its subsidiary techniques. I am not in the course of tackling this vast subject and its ramifications; I will just shed light upon three of its threads, which help us bolster the Near Eastern civilization.

Globalization has imposed upon us the European reformist thoughts that have become known since the 18<sup>th</sup> century, such as the emergence of the democratic system and the prevalence of public interest in countries' policies. Since the French revolution, nations started to claim social equity, participation in the rule and human rights. Nowadays, the nation asks the government to provide medical treatment, purvey water and electricity, ensure peace and security, generalize social security, establish the right to education, ensure work opportunities and guarantee transparency within all governmental utilities.

Moreover, the government is asked to focus on equality between woman and man, especially that these principles are still governed by concepts and traditions inherited from the Middle Ages. Emancipating woman and thus releasing the half of our human resources rendered inactive constitutes a big challenge for us universities. In fact, equality between woman and man is associated with social equity, equality of chances and the provision of programs to ensure them.

I will not forget the role of the sciences and techniques, which have spread along with the propagation of the western influence in Asia and Africa. What really matters is not only the sciences associated with the establishment of modern universities in Lebanon and the Arab Near East, but also their materialization into

techniques that can serve the society, raise the standard of living and ensure welfare for both individuals and institutions. In fact, when the West interpreted sciences into techniques, this materialization turned into an increase in production, a decrease in distances, the guarantee of medical treatment from rampant diseases and advancement in all fields of life. Nonetheless, sciences do not advance according to our will and do not produce techniques according to our needs without being granted the freedom of research, being able to raise questions and enquire about fates and reconsidering the concept of the entity of man, the individual and the existence.

### **-The Arabic Language**

The Arabic thread constitutes a major stitch within the Near Eastern fabric, although in Lebanon some people are still doubtful about it and surround it with ambiguity and confusion. Thus, it is necessary for us to emphasize the fact that Arabic language is our national official language and that our students should master it and take pride in that. The current generations' ignorance of Arabic language, its history, literature and position among the world's languages that we are witnessing is quite confusing. In this context, focus on the mastery of foreign languages should not lead to a decrease in the interest in Arabic language, the present of the Arab world, its states and institutions and the Arab-Arab relations. For this purpose, the educational-academic plan has provided the establishment of a "Center for Arab studies" which will lead research and organize multiple and various activities in order to highlight the features of Arab civilization as well as its openness to the rest of the world.

### **- Islam**

The University of Balamand is an Orthodox institution, and since Orthodoxy has historically been associated with Islam since the latter's emergence in the 7<sup>th</sup> century, it is quite evident for the Islamic civilization to play the pioneer role it deserves in the establishment of the Near Eastern civilization. In fact, Islam is the religion of the absolute majority and it incorporates a civilization with a broad

spectrum and a deep history. What matters to the university as an Orthodox bastion is that it knows its position, history and role within the Islamic world and is fond of all three. Regardless of the Muslim's attitude towards the Christian, the latter, as His Beatitude says, is committed to love, respect and cooperate with the other. Indeed, His Beatitude is one of the few who have turned that "other" into the subject of an existentialist philosophy through emphasizing the fact that speaking of love remains in the realm of words if it does not include the other. Especially that faith requires one to love the "other" and take him as an example because God created him and loved him.

However, the truth is that the "other" is still a problematic concept in the three celestial religions; however, it is not texts that count, neither traditions, it is rather the ethical, educational depth of heritage and the philosophy of the past, in a human illumination, which is broader and more tolerant than in the past centuries.

The Orthodox, by nature, strives to live with dignity within the civilization of which he is an integral part. From this perspective, the Orthodox have maintained with Muslims relations which constitute today a historical ethical supply we ought to take advantage of, so as to direct the cultural advancement in the region on the basis of education, principles of openness, love and fruitful cooperation in order for everyone to reach the common objectives and the sought goals.

#### **- Orthodoxy and the University**

The University of Balamand is the only Antioch Orthodox University in the world and the majority of its students, faculty and staff are Orthodox. Hence, the institution assumes great responsibilities within the Orthodox surroundings, such as readying church leaders in the Saint John of Damascus Institute of Theology and inculcating Orthodox students with the principles of their righteous religion. Based on its adherence to the principles and ethics of Orthodoxy, the university offers cultural and social activities to everyone with no exception, draws students of all faiths and opens for them gateways to knowledge and freedom.

Just as Orthodoxy has distinguishing particularities within our civilization, the university has peculiarities that differentiate it from other institutions. In fact, it is qualified, through its faculty members and executives, to adopt attitudes, which contribute to the national coalition and help in joining allegiances with one another. I have previously written the following: "We are genuine and deeply rooted in this region. The Muslims have been alongside us through the journey towards the foundation of the Arab-Islamic civilization". I have defined our identity as follows: "As a sect, we are Orthodox; as a religion, we are Christian; as citizens, we are Lebanese (or Syrian, etc...) and as a civilization, we belong to an Arab Near Eastern civilization which is wide open to the world."

The more we think about Lebanon's and the region's fates, the clearer the prospects of the responsibilities we assume become, and the projects featured in the plan are one of their many facets.

#### **- The Current Regional situation**

Lebanon and the Near Eastern civilization to which it belongs are both part of the Arab-Islamic civilization. As regards Lebanon, which has an "Arab identity and belonging", it is located in the center of the Arab world and is constantly interacting with its Arab fellows, especially the countries of the Arab Near East. In addition, being an essential part of the Near Eastern civilization, Lebanon will be in constant interaction and intercommunication with Arab and Islamic states. The question, which is put forward, is how to define these relations both on the Arabic and Islamic levels, and thus how to adjust and rationalize them so that they become of great benefit to Lebanon and the Near Eastern civilization. This interaction might either lead to an outstanding cultural advance or deteriorate and fall to the very bottom. Therefore, universities, the bastions of rationality, should play an essential role in spreading teachings and researches aims to unit people rather than separating them and protecting our general welfare against the ignorance of extremism, seclusion and demagogic crowding.

**- The Current International situation**

It is normal for countries to deal with one another; it is also normal for the bigger ones to dominate the smaller, to different extents.

In the Arab Near East, we have always been the motive for the European, Russian and American conflict over the Middle East. Today, countries from the Far East have joined the arena, such as Japan, China and India, because of our oil wells and oil marketing procedures. Each of these countries has its own threads intricate within the fabric of the globalization, which is invading our region. However, the threads which are of particular interest to us today and probably till the middle of the 21<sup>st</sup> century are the ones proper to the Western civilization with its French, English and Spanish languages, knowing that Asian languages such as Chinese have started to impose themselves upon institutions of higher education in the Arab world.

What is of consequence to us as regards the West is its bastions of sciences, technology and creativity and the advanced scientific research. What is of consequence to us is our relation with its leading educational institutions and their research centers in order to develop our academic curricula. What is of consequence to us is how to preserve our political interests in the Arab Near East and how to mobilize efforts in order to ensure both political and economical support.

We have potentials; however, we are wasting them, time after time, by making wrong or inadequate decisions or not understanding the priorities of national development. In this context also, the university plays an important role in launching projects, which serve public interest in collaboration with international institutions. We have made significant progress in this domain, which ought to be extended and nurtured in our plan.

## **7. Future projects**

As I review the projects brought up before you for approval, you will obviously notice that each one of them falls into the context of the cultural prospective study that I have previewed in this preamble. In fact, each of these projects occupies a specific position on the stairway of higher education, in the course of this country's advancement and in the path of the Near Eastern civilization's development. Moreover, it is quite evident that he who seeks to reinforce the foundations of his country and civilization has to strengthen himself first through defining his accurate position within the course of advancement and development on the national, regional and international levels.

There is no doubt that the academic curriculum will interact with all threads in order to consolidate them and make them fuse within the same civilized mould. In fact, we cannot have a serious contribution on the international level unless we achieve our sought objectives as regards readying a self-confident graduate, deeply rooted in his religious heritage, conscious of his political allegiance, efficient within his Near Eastern civilization and belonging to the world and its era. The civilization is not limited to a country's political borders; it goes beyond them towards language, history, common interests with other countries and the potential for cooperation dictated by the geographical location and political circumstances.

As a university, we strive to provide our students with knowledge broaden for them the horizons of human civilization and prepare them to assume the responsibilities pertaining to their field of specialization. However, our philosophy goes beyond these limits. Indeed, being a university, which assumes the responsibility regarding its civilization and its history consisting in setting up a better society, we prepare our students to occupy pioneer positions within citizenship. Hence, we ready the doctor, the engineer, the scholar, the writer and the artist in order for each one of them to abide by the genuine principles of citizenship and practice the latter accordingly- in addition to the ethics required by his profession. In fact, to us, education does not stand within the boundaries of a given major; it rather goes beyond them towards the interpretation of the latter as a concrete, tangible

practice of citizenship, which pushes our society ahead. We highly appreciate the theoretical scientific researches that broaden mind's horizons; however, we have a great esteem for applied studies that link our graduates' interest to the community's needs. Therefore, the historian has responsibility for chronicling his country's history, the engineer for counteracting the grotesque features, which invade our cities and ruin their beauty and scholars- of any field or specialization- for directing our nation towards the better use of the instruments, which ensure them a decent life.

Moreover, in order for the university to assume its role responsibly, it should endorse itself and execute all the programs aimed to improve its academic, administrative and financial status. Deans have suggested many programs in the academic axis, all of which will be looked into by the university after the approval of the ten-year plan in order to find the means to realize them.

There is no doubt that the implementation of academic projects requires the endorsement of the administration in order for it to carry out the programs it has adopted. Twenty years after its establishment, it has become critical for the university to reconsider all its administrative systems so that they become adequate to the university's advance and its future requirements.

As regards the buildings, which are like a body to the academic soul, we have featured them under the Constructional axis, knowing that they can be listed under the Academic axis. I will cite, for example, the Center for Arab Studies and Dialogue of Civilizations, which has a prominent building housing all the activities falling into the category of Arab studies and dialogue of civilizations, such as Christian-Islamic studies.

After having classified all projects by type, it is important for us to tackle their financial aspect to reveal the cost of each of them and the prospects of any financial support, if available. Similarly, to the plan, the future financial plan should also be open to the unknown with all its potential, be ready to assimilate advancement,

remain associated with the endowment and support it to guarantee the university's future and its persistent progress.

## ***Section 2***

## **1- The University's perspective on its own role and its impact on the academic level**

On the 10<sup>th</sup> anniversary of its founding, the university has published a fundamental text that it considered as the "charter" of its workings. This text included what can be regarded as the university's interpretation of itself, its responsibility towards the church, which founded it and its role within its surroundings. The following is an extract from the charter:

**The University of Balamand is a Lebanese private, independent, non-profit university and an institution of higher education and research aimed to serve the community without distinction and preparing generations who have respect for the Near Eastern ethics.**

**The University Of Balamand emanates from the Eastern Orthodox tradition, a tradition open to the other, accepting the other and working with the other to ensure the national interest...**

**The university believes in responsible freedom, in the role of the mind in seeking the truth, in raising the standards of living and in deepening human existence under God. Based on its historical roots, the university strives for Christian-Islamic understanding and coexistence within a pluralist community, a community which is united in its national principles and open to Lebanese and Near Eastern spread...**

**The university is aware of the role it plays in the consolidation of the foundations of the Lebanese country and in the latter's role in the Arab region and in the world. The university invokes education, openness and dialogue as instruments for achieving cooperation and cultural advance in the region, an advance based on interaction with other cultures so as to forge a global civilization based on a cultural diversity which enriches it, nurtures it and ensures the features of peace, justice and progress.**

The committees working on the faculties' reports developed their perspective on themselves in the light of the forgoing text in order for the strategic planning to be in harmony with the university's perspective and embody these expectations in real life. Hence, the reports revealed the existence of five main trends, which constitute the basis for the expected planning. Of course, the novelty is not in the main headings of these trends; it will rather consist in the amount of significance the

university assigns to these trends and the extent of correlation and complementarities it provides for them. These trends are as follows:

**A- A Values-oriented trend (trend #1)** which is associated with the university's identity and its belonging to the Eastern Church and its straight opinion (Orthodox). This trend refers to the fact of looking at man, the community and the environment from a particular perspective based on the following principles:

- 1- Loving the other, respecting him, preserving his dignity and working at promoting all his elements.
- 2- Interacting with other partners in the community in order to bolster the spirit of coexistence, especially between Christians and Muslims.
- 3- Considering the community, in its capacity as a human environment, as the scope which bears witness to God's protection for the whole humanity.
- 4- Selecting the environment as the scope for the revelation of God's love for the entire world.

**B- A scientific trend (trend # 2)** which takes all kinds of sciences, whether mere, applied or human as a chance given to man in order for him to better serve the world. Hence, any science is not considered as an objective of its own but rather an instrument granted to the scientist in order for him to be able to realize his humanity on the one hand and utilize his talents for the sake of the other, on the other hand. This implies, naturally, that the mind, critical thought and scientific inquisitiveness be allocated an exceptional status within university life but within clear, qualitative boundaries as regards the nobility of the objectives and the ethics of the apparatus.

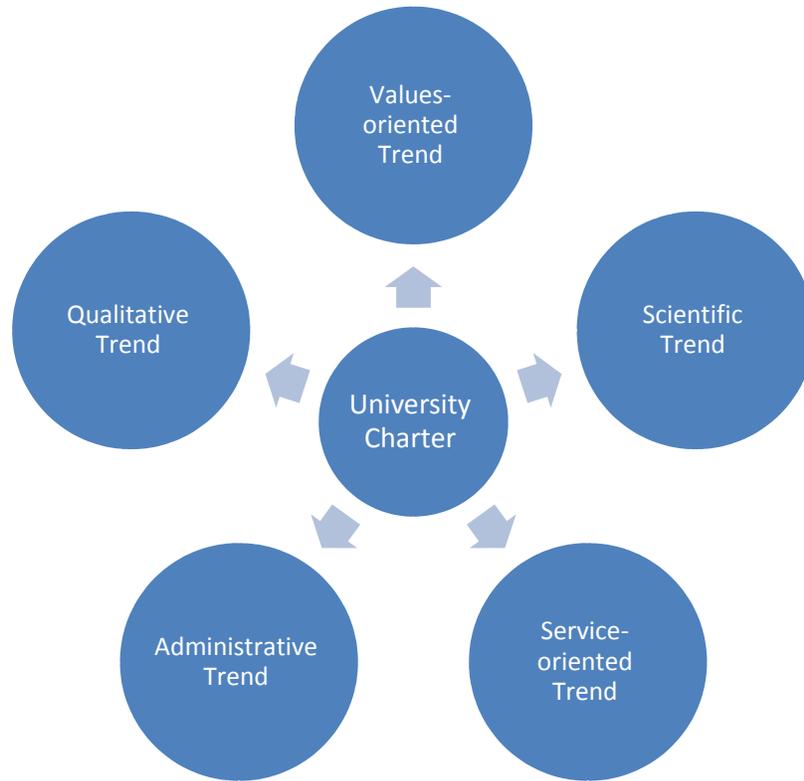
**C- A service-oriented trend (trend # 3)** which regards the university's social presence as the other facet of its responsibility as an institution of higher education. This trend is not restricted to practical aspects with restricted impacts (despite the importance of the latter), but goes beyond them to cultural upbringing, civilizing sense, development, the building of bridges between people and groups and the encouragement to practice the activities which promote these headings. This last

trend is perhaps one of the specific service-oriented aspects, which are the responsibility of an institution of higher education such as our university, which belongs to a Near Eastern civilization that has its own peculiarities.

**D- A qualitative trend (trend # 4)** which considers excellence not a ground for boast and egoism, but a duty associated with the fact of servicing. The university's striving for excellence in the processes of teaching and learning, in theoretical and applied research, in the provision of community services and in the contribution towards elaborating the civilization of the future is a "spiritual" striving par excellence. It fulfills God's will to develop the weights of responsibility falling on the university as a whole and its staff and faculty members as well. Thus, for the University of Balamand, the striving for excellence is not an intellectual extravagance to be bestowed upon it but rather an intrinsic part of its identity.

**E- An administrative trend (trend # 5)** which supports the other trends because it gives them the chance to come up and express themselves through the best available instruments and potentials. This connotation of Administration goes beyond the inevitable organization to bestow upon the fact of dealing with the management issue an aspect consistent with the following Prophet's saying: "Let your matters be handled competently and neatly". In fact, letters can be extinguished; however, they resuscitate the spirit, and an institution such as the University of Balamand is solicited to develop unrivaled methods able to assist its perspective on itself and contribute to the implementation of a planning, which emerges from its own charter.

In accordance with the foregoing, the strategic trends can be summed up as follows:



## 2- The University's strategic objectives

As instructed, the faculties submitted reports illustrating their main perspectives and trends through strategic objectives requested to turn into pragmatic, achievable projects. It was necessary to place these strategic objectives within a comprehensive approach that constitutes the entity for the university's administration to be based upon in prioritizing the projects and adopting plans extending over the next ten years.

The afore-mentioned report observes ten strategic objectives as follows:

**A- An academic, developmental objective (objective # 1)** aimed to reconsider, examining and analyzing the current university programs in the light of the university's perspective on itself and its own role in compliance with the afore-

mentioned trends, especially concerning the human dimension mentioned in the values-oriented trend. This implies a study of the following:

- 1- The curricula's content, their quality, their educational outcomes, their scope to qualify individuals through both instruction and advancement and the ways to implement them.
- 2- The cultural programs provided within the university, especially as regards their role in broadening students' horizons and familiarizing them with the cultural thought, the richness of its diversity and the significance it assigns to the Near Eastern heritage.
- 3- The caliber of faculty members who will be entrusted with the qualifying process as well as their awareness of the particularity of both the university and its programs.
- 4- The teaching methods and learning support resources used in every domain (classrooms, library, monitoring and follow-up, etc...)

**B- An academic, modernizing objective (objective # 2)** aimed to introduce new degrees, in both existing and new majors, which give the university an opportunity to get involved in the progress of higher education around the world and cover the needs of both the community and the current or prospective labor market through the following:

- 1- Monitoring and anticipating these needs through keeping abreast of the course of higher education in the era of globalization and telecommunications revolution.
- 2- Laying the frameworks to support the creation of these new additions at the university, both on the human and logistic levels.
- 3- Boosting the relation with the community, its institutions and the labor market as well in order to develop them and benefit from their support.

**C- An academic, research objective (objective # 3)** aimed to develop all kinds of research at the university so that the latter be able to assume the role which falls upon it owing to its identity or to the service it is required to provide in order to satisfy both current and prospective community needs through the following:

- 1- Setting up the research priorities that will be adopted by the university and all its components.
- 2- Drawing the academic, administrative and artistic cadres able to bolster the research effort and ensure its productiveness, all with the conception of the proper motivations it requires.
- 3- Developing logistic capabilities in order for the university to become the focus of attention in a number of majors of its choice.

**D- An academic, qualitative objective (objective # 4)** aimed to adopt the "Quality Assurance" policy as a base for the development of the culture of quality at the university and all its branches in order to achieve an actuality compatible with the requirements of the principles of "Accreditation", as required in the international academic community, which implies the following:

- 1- Working towards the initiation of the culture of censorship (internal, first, then external)
- 2- Introducing internal regulatory frameworks in order to carry on with the process of enhancing the performance at the university so as to fulfill the requirements of the "Accreditation" systems.
- 3- Laying the operational rules and procedures, which ensure this progression.
- 4- Refining the criteria for acceptance at the university so as to draw the finest students and keep them enrolled at the university through a financial aids policy and an internal treatment which reward excellence and ensure equal opportunities.

**E- A relational, external objective (objective # 5)** aimed to develop the university's relationship with the leading institutions of higher education, research and services both in Lebanon and across the world because such a partnership can provide the university, and especially the latter's quality-oriented effort, with human, technical and financial resources, which supposes the following:

- 1- Adopting a policy of priorities as regards the university's peculiar disciplines that it wishes to be renowned for.
- 2- Adopting a clear internal policy able to aid the university in establishing, developing and benefiting from these special external relations.
- 3- Adopting the administrative organization, which allows the university to benefit from these relations to the greatest extent.

**F- A relational, community-oriented objective (objective # 6)** aimed to reconsider the university's policy in regard to the process of becoming open to the community so as to be effective and able to respond promptly to its needs and to the changes occurring within it, which requires the following from the university:

- 1- Ensuring that its current programs serve this objective.
- 2- Developing community service programs, especially those which naturally enable such services.
- 3- Directing some research programs towards the practical orientation for which the community may be in urgent need.
- 4- Developing communication requisites with all community elements.

**G- An administrative objective (objective # 7)** aimed to develop the administrative perspective at the university in order for it to bolster the pedagogical effort that is being made to improve the quality of the performance, as required by the plan. This can be achieved through the establishment of clear basis for censorship, accountability, transparency and the recognition and promotion of any exceptional performance, which requires the following:

- 1- Adopting a new approach to the recruitment process concerning both faculty members and administrative staff.
- 2- Adopting new regulations so as to improve, for all personnel, the living allowances provided by the University, which contributes to strengthening the bonds between them and the institution.
- 3- Establishing frameworks at the University for the qualifying, supervising and monitoring processes, which can contribute to the consolidation of the culture of Quality Assurance.
- 4- Laying a policy on dealing with university students, staff and graduates, which can intensify their sense of belonging to the institution and constitute for them a motivation for taking part in its ascent towards excellence.

**H- A logistic objective (objective # 8)** aimed to develop existing buildings at the university so as to serve the educational objective for which they were built, which particularly concerns the following:

- 1- Developing classrooms and laboratories.
- 2- Developing telecommunication systems within the university on the one hand and between the latter and the outside, on the other hand.
- 3- Developing the methods for using the university's library as a learning center.

**I- A constructional objective (objective # 9)** aimed to consider the university's future needs for buildings able to house the expansion required by the plan's projects. This objective covers the following:

- 1- Future buildings in the Balamand campus as well as other existing or short-term prospective campuses.
- 2- The new research laboratories required for research programs.

3- The facilities that contribute to the achievement of the requirements for reinforcing the "Quality Assurance system" plan at the university.

**j- A financial objective (objective # 10)** aimed to use financial plans to ensure a more effective implementation of the academic strategic planning, which requires the following:

1- Reconsidering the financial system so as to provide better, faster maneuvers, which increases the efficiency of administrative work in regard to faculties.

2- Laying the financial schedule for the required projects, according to the university's priorities, so as to be included in the operational balance for the next ten years or in the developmental projects adopted by the university's presidency.

3- Improving the university's incomes so as to cover the suggested needs.

As regards the compliance of these objectives with the strategic trends provided in the foregoing section of this report, it is illustrated in the following table:

Strategic Plan 2010-2020

Objective Trend	Academic Developmental	Academic Modernizing	Academic Research	Academic Qualitative	Relational External	Relational Community- oriented	Administrative	Logistic	Constructional	Financial
Values-oriented	√	√	√			√				
Scientific	√	√	√	√	√	√		√	√	
Service-Oriented		√	√			√				
Qualitative	√	√	√	√	√		√	√	√	
Administrative				√	√		√			√

### **3- Suggested Projects According to Three Axes**

The following section features the projects provided in the planning and which were sorted into three tables according to their nature. We have indicated in each table the strategic objective with which every suggested project is associated. As for the axes, they are as follows:

A- The Academic Axis: it not only figures in the very heart of this plan but is also the reason behind its elaboration. It is an extensive axis which includes all the facets of academic work such as curricula, pedagogical plans, teaching and learning techniques, quality of performance and guarantee of excellence.

B- The Administrative Axis: it covers the organizational aspect, which supports the plan. It is an extensive axis which includes the systems in need for reconsideration or the new prospective ones in addition to a restructuring or a reorganization of more than one of the university's facilities.

C- The Constructional Axis: it describes the new buildings that the university will need in connection with the implementation of this plan.

Moreover, the projects will be listed in these three axes according to the list of priorities, as regarded by the university's administration. They are organized according to the following:

Projects having a priority numbered (1): Work on these projects will start immediately

Projects having a priority numbered (2): Work on these projects will start in 2011-2012

Projects having a priority numbered (3): Work on these projects will start in 2013-2014

Projects having a priority numbered (4): Work on these projects will start in 2014-2015

Projects having a priority numbered (5): Work on these projects will start later.

**Note:** Some projects have been assigned a dual priority (such as 2-3). This means that it is possible to start the work on some of their associated activities at an earlier time according to the readiness of the university or the concerned faculty or to the operational updates.

Finally, I would like to point out the fact that a timetable for the projects, provided under section 3-4, illustrates their chronology within the plan.

### 3-1 The Academic Axis

I would like to point out the fact that the following table, which deals with the academic axis and tackles twenty five project titles, covers six strategic objectives out of the ten provided in this report. This fact illustrates not only the great importance that this report attaches to the academic dimension but also the intensive work falling upon the university and all of its bodies.

Priority Number	Project Number	Description	Strategic Objective Number	Timescale	Planning & Execution	Decision and/or Approval	Execution Prerequisites
1	2-A	<p><b>Establishing the Pedagogical Training Unit</b></p> <p>Higher education has remarkably developed and nowadays, teaching and learning techniques far outweigh those previously followed. Thus, it has become necessary for the university to keep pace with the current changes in order for faculty members to be qualified to cope with them and give students the opportunity to benefit from this major development, which not only entitles them to be more efficient in the labor market but also distinctively develops their personalities and intellectual capacities.</p>	1	2 years	The University's Presidency	The University Council	Setting up the relevant systems

		This unit aims to keep up with professors' continuous training concerning their acquisition of the skills required for them to perform an exceptional teaching, while focusing on the latest teaching and evaluation methods and using the modern communication techniques.					
1	2-B	<p><b>Reconsidering the content of all programs in order to bolster students' critical thought, develop their personalities and promote their sense of responsibility.</b></p> <p>Nowadays, the curricula are based on the principle of correlation between the learning content and techniques on the one hand and learning outcomes on the other hand, which enables the student to keep up with the needs of the labor market upon his graduation from university.</p> <p>Moreover, the labor market has become globally oriented and job competition is not restricted to</p>	1	3 years	The Faculty Councils	The Curriculum Committees in faculties and university and The Training unit	Preliminary phase under the supervision of the university's Presidency

		<p>technical capabilities but goes beyond them to involve language knowledge, general culture, critical analysis and the aptitude for continuous learning and advancement. This modern approach complies with the university's perspective on man and his development into an effective person within the community.</p> <p>This project aims to launch in the university a workshop, which will thoroughly review the curricula while underlining the immutable fundamentals of the university.</p>					
1	18	<p><b>Establishing the Audit and Quality Assurance Unit</b></p> <p>Following the end of the 20<sup>th</sup> century, the problematic issue of academic excellence has made an impressive appearance in the world of higher education due to many reasons, such as the multiplying of institutions of higher education around the world and the significant increase in</p>	4	3 years	The University's Presidency	The University Council	Establishing the unit and setting up its relevant systems and working mechanisms

		<p>their student numbers- and both are not the least important. Hence, an urgent need arose for evaluating the performance of these institutions, comparing them with one another and recognizing officially the quality of such a performance through accreditation programs. So far, the University of Balamand has engaged modestly with this culture of excellence; however, the scientific advancement requires it to get involved more effectively in the latter.</p> <p>This project aims to create a Quality Assurance unit at the university, a unit that would be responsible for establishing the culture of Quality Assurance and continuous Audit. This unit deals with all of the university's features and is directly responsible to the University President.</p>					
1	1	<p><b>Reconsidering some fundamental programs associated with the university's identity,</b></p>	1	2 years	The Curriculum Committee	The University	

	<p><b>particularly the Culture Studies program so as to promote this trend among all of the university students.</b></p> <p>This project highlights the great correlation between some of the university's programs and its own identity, especially the cultures and civilizations program. In fact, having been founded by the Antioch Orthodox Church, it is vital for the university to take its chances and establish a scientific access to the fundamentals of its approach to the human and community issues in the frame of the Near Eastern prevalence. These programs seek to foster the national spirit, develop the spirit of coexistence and encourage students to take advantage of the human complementarity among the different cultures.</p> <p>This project aims to carry out a radical review of the cultures and civilizations program as the latter constitutes a subject common to all of the</p>				<p>Council</p>	
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		<p>university's faculties and therefore, several faculties should be involved in its elaboration and participate in it. It also aims to encourage all of the departments (whenever possible) to introduce in their programs some innovations which can shed a particular light on the Orthodox cultural prevalence as regards philosophy, arts or literature.</p>					
1	12	<p><b>Drawing Teachers</b></p> <p>During its beginnings, the university did not adopt a particular policy as regards drawing teachers and professors because it needed an academic staff with various degrees and majors. However, with the development of the university's trends and its mutation from an educational institution into a learning and research institution, it had to adopt new policies so as to draw specific professors who would fill a scientific void in the Faculties,</p>	3	7 years	The Faculties	The University Council	Laying plans in the Faculties

		<p>especially in regard to their experience in research and their association with international research centers.</p> <p>This project aims to adopt in the Faculties plans for drawing teachers according to certain frameworks, particular specifications and specific standards in order to smooth the path to the implementation of the strategic plans. These plans will require the approval of the University Council.</p>					
2	2	<p><b>Reconsidering Some Existing Programs</b></p> <p>Many of the existing programs at the university were launched several years ago. Sometimes, these curricula have been associated with the needs of the labor market and have followed the classical orientation prevailing in the world of higher education. However, with the development of the labor market's needs, it turned out that some curricula needed to be reconsidered</p>	1	3 years	The Faculty Councils	The University Council and The Curriculum Committees	Carrying out the relevant studies

		<p>concerning the demand for them or the organization of their content.</p> <p>This project aims to study the need for the existing programs and the necessity of evolving the perspective on them in parallel with both the development of the approach to these majors in the realm of higher education around the world and the needs of the local and international labor markets.</p>					
2	4	<p><b>Subdividing Existing Majors</b></p> <p>This project is based on the same considerations as project number (2). It aims to introduce new majors within the currently existing departments to be compatible with the labor market and occasionally anticipate the latter's needs (Aircraft Maintenance, for example).</p>	1	3 years	The Faculty Councils	The University Council and The Curriculum Committees	Carrying out the relevant studies
2	6	<p><b>Reconsidering the Admission Regulations Currently in Effect at the University</b></p>	1	1 year	The Office of Admissions and	The University	Carrying out the relevant

		<p>Since its beginnings, the University has adopted certain criteria for entrance exams, which convey its resoluteness in being distinguished by its pedagogical orientations. After having acquired many years of experience in higher education and being generally held in esteem by the labor market for the high standard of its graduates, the university is currently in need of a review of some admission norms in order to draw the finest students.</p> <p>This project aims to reconsider the admission criteria, which are currently in effect in Faculties in order to raise the standard of first-year students and work towards the instruction of student lots who are qualified to cope with the requisites of the sought excellence and the progression of scientific research.</p>			Registration	Council	study
2	7-A	<b>Reconsidering student-related systems:</b>	1	1 year	The Financial	The	Reconsidering

	<p><b>Scholarships and Grants System</b></p> <p>The processes of qualifying students and meeting their needs both constitute the main objective of the university's existence; hence, these two aspects feature prominently in the illustration of the university's outlook on man in the realm of actuality. Consequently, all matters concerning student-related systems particularly influence the community's perception of the university's specificity. This conception of organization is not only administrative but has also a "spiritual" dimension.</p> <p>Nowadays, the community's confidence in the university has grown and some of the donations received by the institution are channeled into student scholarships and grants. Therefore, the main aim of this project is to set up a new system for student grants and scholarships based on the previous accumulated experiences and taking into</p>			<p>Administration And the Office of Admissions and Registration</p>	<p>University Council</p>	<p>the scholarship system</p>
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		consideration the donations received by the university, students' financial needs and their social and academic conditions.					
2	7-B	<p><b>Reconsidering student-related systems: Student Advising</b></p> <p>This project is based on the same considerations as project number (7-A). It aims to examine the possibility of making the relations with students more "human", especially in a world where advanced techniques have permitted them to "remotely" carry out many administrative operations. Nowadays, not only the need to advise students and supervise them is greater than before, but also the methods and characteristics of such an advising have changed. Through the establishment of an Advising Unit, this project aims to conceive the effective methods, which enable the university to fulfill its duty consisting in</p>	1	2 years	The Office of Student Affairs	The University Council	Establishing an Advising Unit

		educating future citizens and tomorrow's human beings.					
2	7-C	<p><b>Reconsidering student-related systems: Student Life system</b></p> <p>This project aims to complete what was provided in the two foregoing projects concerning organizing students' life to pave the way for them towards getting accustomed to responsibility and teamwork and participating in university life and in the decision-making.</p>	1	2 years	The University's Presidency	The University Council	Reconsidering Student Life system

2	7-D	<p><b>Reconsidering student-related systems: Student-drawing Policy</b></p> <p>This project is based on the same considerations as project number (6). It aims to develop a student-drawing policy targeted on the finest students, which requires working on the informational aspect, offering financial grants to brilliant students and connecting the university with the labor market.</p>	1	2 years	The Office of Public Relations and the Office of Admissions and Registration	The University Council	Adopting a new student-drawing policy
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2	9	<p><b>Introducing Degrees in Multidisciplinary Majors</b></p> <p>Nowadays, the advancement of sciences has paved the way for an intersection of disciplines in order to respond to scientific and service-related needs which were not even encountered a few years ago (Environmental Sciences, for example). The foregoing applies not only to the interpenetration of mere and applied sciences but also to that of sciences in general and Human sciences (such as Medicine, Psychology, Physical Education and Health Sciences, etc...)</p> <p>This project aims to get into gear the work of conceiving a set of degrees in multidisciplinary programs, which spur new researches and give our students the opportunity to be foremost in fulfilling the needs of the labor market.</p>	2	3 years	The Concerned Faculties	The University Council and The Curriculum Committee	
2	14	<p><b>Setting up Research Projects</b></p> <p>The University of Balamand is a young institution,</p>	3	3 years	The Faculty Councils and	The University	Prioritizing projects and

	<p>which undertook a while ago to mutate into a research university, which not only conveys knowledge but also generates it. However, it has limited resources and needs to prioritize the research plans, which would form the grounds for drawing new professors, conceiving Master's and Doctoral programs and developing research laboratories.</p> <p>This project aims to set up research projects in all Faculties (a fact which does not necessarily nullify the professors' individual achievements) to be completed according to the relevant priorities and developing the work of the Research Council at the university in regard to its working mechanisms and its supervisory role on the ongoing researches.</p> <p>I would like to point out the fact that some Faculties have mentioned their priorities in their reports and have enclosed in the latter a table of the suggested priorities.</p>			<p>The Research Council</p>	<p>Council and The Research Council</p>	<p>laying research plans Developing the Research Council system</p>
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2-3	15	<p><b>Developing the Research Laboratories</b></p> <p>This project is based on the same considerations as project number (14). It aims to improve the state of the research laboratories to meet the requirements arising from the research plan that the University Council will have adopted according to the Faculties' suggestions.</p>	3	4 years	The Faculties	The University Council	Prioritizing and Assessing the requirements
2-3	17/19	<p><b>Developing Teaching and Learning Methods</b></p> <p>According to the considerations of project number (2-A), the mission of the Pedagogical Training Unit within this project consists in laying plans to develop the teaching and learning methods with the assistance of local and international experts. This is expected to be achieved through training seminars tackling field expertise and pedagogical researches, which qualify university cadres to keep abreast of the latest pedagogical developments taking place today in the world of higher</p>	4	3 years	The Pedagogical Training Unit	The University Council	Laying and programming development plans

		education.					
3	10-A	<p><b>Introducing Doctorate Degrees- Faculty of Engineering</b></p> <p>The Faculty of Engineering is highly credited with the significant researches undertaken by its professors. It considers itself capable of setting up soon all the requirements for launching doctoral programs in the four majors, which were exhaustively treated in the Faculty's report.</p> <p>This project aims to develop all the components of this plan, whether human, scientific or financial and it can be achieved within a relatively limited preliminary phase.</p>	2	3 years	The Faculty of Engineering Council	The Curriculum Committee and The University Council	Developing the laboratories
3	10-B	<p><b>Introducing Doctorate Degrees- ALBA</b></p> <p>For a long time, Architecture has been considered a major which does not call for a Doctorate degree to complement its scientific acquisitions because its artistic characteristic was predominant.</p>	2	3 years	The ALBA Council	The Curriculum Committee and The University	Developing the Laboratories

		<p>However, the scientific advances have lead in the last quarter of the previous century to the launch of Doctoral programs in Architecture; first, in the United States of America, then in Europe. As regards ALBA, the local and international recognition of the high standard of its graduates does the faculty great credit; hence, its report has suggested the launch of a Doctoral program in Architecture.</p> <p>This project aims to prepare all the requisites of this exceptional renewal in ALBA's program concerning qualified professors and equipped laboratories.</p>				Council	
3	10-C	<p><b>Introducing Doctorate Degrees- Institute of Theology</b></p> <p>To date, the Antioch Church would send both its secular and clerical students abroad in order for them to pursue their studies at the doctoral level.</p>	2	5 years	The Institute's Council	The Curriculum Committee and The University	Developing the Library and International Relations

		<p>However, a need arose lately for conceiving local research programs that would be based in their scientific research on the Antiochian problematic to unveil the history of Antioch and its theological contributions to the Universal Church and develop field researches, which promote sponsorship in order for the Institute of Theology to assume its incumbent role.</p> <p>This project aims to pave the way for the Institute to be prepared within a five-year timescale to offer Doctoral programs in association with other theological institutes from around the world, in addition to ensuring all the consequent requirements, such as library development, international relations and academic cadre.</p>				Council	
3	10-D	<p><b>Introducing Doctorate Degrees- Faculty of Medicine</b></p> <p>The Faculty of Medicine has launched Master's</p>	2	3 years	The Faculty of Medicine Council	The Curriculum Committee	Developing the laboratories

		<p>programs in Medical Sciences for specific majors, based on its scientific cadres and their extensive experiences in Medical Sciences fields. Also, the Faculty's report has highlighted a few majors which could become its very own distinctive degrees.</p> <p>This project aims to develop the research potentials in the Faculty by taking advantage of its available human resources and new laboratories, which will be provided by the new building allocated to the Faculty in the Balamand campus.</p>				and The University Council	
3	5-A	<p><b>Introducing Distance Learning</b></p> <p>At the end of the previous century, the means of communication have witnessed a development unseen in the whole history of humankind and higher education has taken advantage of this development to launch a number of programs applying these techniques. The world is still in the</p>	1	4 years	The University Council	The Concerned Faculty, The Pedagogical Training Unit, The Curriculum	Establishing The Pedagogical Training Unit

		<p>process of studying the outcomes of this development and its consequences on the quality of higher education. As regards Lebanon, these learning procedures are, to this day, only partially recognized by the government. The University of Balamand has had a few experiences in this domain, which are positive, although they do not lead, until now, to official degrees.</p> <p>This project aims to lay the frameworks for the development of distance learning projects concerning both the pedagogical and technical aspects and conducting a comprehensive study of their contents and scientific constraints.</p>				Committee and the Information Technology Center	
3	5-B	<p><b>Establishing the Languages Center</b></p> <p>Language skills are preponderant within higher education because of the escalating linguistic weaknesses in secondary education. Moreover, language-learning techniques have developed and</p>	1	3 years	The Faculty of Arts Council	The University Council and The Curriculum	Carrying out a comprehensive study of the School of Languages

		<p>correlated with other disciplines such as Education, Information Technology, Electronics, Translation, Psychology, etc...</p> <p>This project aims to create a School of Languages, which becomes an exceptional center for teaching languages and providing the associated services.</p>				Committee	
3	8	<p><b>Introducing Master's Degrees in Existing Majors</b></p> <p>As regards the development of its programs, the University has adopted a gradual approach, which is inherent in the processes of observing excellence, acquiring expertise and strengthening Faculty and staff members both on the academic and technical levels. Hence, the university has not developed Master's programs until lately. However, today there is a growing need for considering these programs from a particular perspective, which makes them, conform with the needs of the local community on the one hand and</p>	2	2 years	The concerned Faculty Council	The Curriculum Committee and The University Council	Carrying out a comprehensive study

		<p>further theoretical and applied research on the other hand.</p> <p>This project aims to study the prospects of developing the Faculties' potentials to offer Master's degrees in existing majors based on research projects and with the assistance of capable human resources, which pave the way for the University to have its own distinctive majors that it considers adequate to serve the community.</p>					
3	13	<p><b>Developing Research-Oriented International Relations</b></p> <p>The University of Balamand has established exceptional international relations characterized by mutual respect and fruitfulness, two factors that fostered these relations on the qualitative level rather than the quantitative one. Some of these relations are associated with the research</p>	3	2 years	The Office of International Relations	The University's Presidency	Developing the work and mechanisms of the Office of International Relations

		<p>issue about joint researches or joint thesis supervisions.</p> <p>This project aims to develop the work of the office in charge of these relations .It will emphasize on its central role for a greater effectiveness, and will lay plans to affiliate the university's Faculties and departments with international research centers in order to sustain the research plans, which will be approved by the University Council.</p>					
3	3	<p><b>Introducing Field Training</b></p> <p>The labor market has become more demanding in regard to university graduates while the pedagogical approach has developed and currently associates the learning process with field know-how. Consequently, the university is required to ensure its graduates' readiness for work upon their graduation.</p> <p>This project aims to associate the curricula with</p>	1	1 year	The Concerned Faculty Council, The Curriculum Committee and The Training Unit		Developing the curricula and establishing contact with the civil community

		the work process through well-organized training programs based on the cooperation between the university and the civil community (which represents the labor market), while taking into consideration the consequent clarity in the evaluation methods and learning techniques.					
3	21	<p><b>Setting Out The System for Joint Advisory Councils</b></p> <p>Based on the considerations of the aforementioned project number (3) and for smoothing the path to the implementation of this significant pedagogical trend, this project aims to establish joint advisory councils, which connect the academic majors with the representatives of the labor market. This requires the university to lay a clear conception of this matter in preparation for the formation of such councils.</p>	5	1 year	The Concerned Faculty Council	The University Council	Setting up the Joint Councils System
3	24-A	<b>Establishing The Office of Pastoral Services-</b>	6	3 years	The Institute's	The	Laying the

		<p><b>Institute of Theology</b></p> <p>The concept of ecclesiastical care has evolved and so did the Faithfull’s expectations of the services that the church can provide either to parishioners themselves or through its associated social institutions or other facilities. Similarly, the Institute of Theology has integrated in its new programs several courses about pastoral care and started to consider pastoral training as an intrinsic part of the students' qualification process.</p> <p>This project aims to establish an Office of pastoral Services in charge of organizing the services provided by the Institute, offering counseling for those who seek it and carrying out the studies related to pastoral care in general.</p>			Council	University Council	conception and approving it
3	24-B	<p><b>Establishing A Center For Religious Pedagogical Publications- Institute of Theology</b></p> <p>Despite the issuance of a great number of</p>	6	2 years	The Institute's Council	The University Council	Laying the conception and plans and

		publications in Arabic language directly associated with the religious matter, the Antiochian Library remains modest concerning pedagogical publication in its modern sense. Today, the church depends on a number of publications issued by other churches despite the fact that the latter are in need of verification and revision on many levels. This project aims to establish a center for religious publications under the Institute's supervision and in collaboration with experts in pedagogy, media and psychology.					approving them
2	24-C	<b>Introducing A Summer Mobile University- ALBA</b> Within the framework of the services, which could be provided by the ALBA to the community, this project aim to introduce a summer university to broaden the artistic sensibility within the community? Hence, the project requires touring around the Lebanese regions in order for its	6	3 years	The ALBA Council	The University Council	Laying the relevant Plans

		benefit to be more widespread.					
3	24-D	<p><b>Introducing Open Annual Programs- Faculty of Business and Management</b></p> <p>Nowadays, Management and Economics play a major role in people's lives; thus, it may be important for the Faculty of Business and Management to contribute to giving the citizens the opportunity to broaden their horizons and knowledge in these new domains.</p> <p>This project aims to give the community the opportunity to be acquainted with the latest findings in the world of Management and Economics.</p>	6	2 years	The University Council	The University Council and The Faculty Council	Laying long-term Plans
3	24-E	<p><b>Establishing and/or Developing an Advisory Center- Faculty of Engineering and Sciences</b></p> <p>During the last fifty years, sciences have developed at an accelerated rate and with the consequent development in techniques; it has become difficult</p>	6	2 years	The University Council	The University Council and The Faculty Council	Originating Advisory Centers and organizing their working

		<p>for both citizens and the institutions of the civil community (especially small or medium-sized ones) to become familiar with the correct use of these applications. The Faculty of Engineering has a previous experience of this domain through the center, which was established a few years ago. This project aims to establish advisory centers, which provide the civil community with advisory technical services and represent for the students of the concerned faculties the framework of a practical training.</p>					<p>mechanisms in accordance with laws.</p>
3	24-F	<p><b>Organizing Environmental Tourism- faculty of Sciences</b></p> <p>Environment has become a global concern, which plays a major role in many domains, such as the economic one, which is not the least important. Moreover, the environment is the domain not only for scientific study but also for affinity between</p>	6	3 years	The Faculty Council	The University Council and the Faculty Council	<p>Laying the long-term Plan in collaboration with the Faculty of Business and</p>

		<p>man and nature in accordance with the divine commandment.</p> <p>This project aims to organize an environmental tourism as an area for community-oriented services based on sciences on the one hand and on the importance of discovering and protecting the nature in Lebanon, on the other hand.</p>					Management
3	25-A	<p><b>Establishing an Environmental Observatory</b></p> <p>This project is based on the same considerations as project number (24-F), which are related to the environmental aspect.</p> <p>It aims to establish an environmental observatory, which observes and monitors all matters associated with the environmental situation in Lebanon and its effects on all health, geographical, living and economical conditions.</p>	6	2 years	The Faculty Council	The University Council	Organizing the structure and the requirements
5	25-B	<p><b>Establishing a Normal School (or Teacher's College)</b></p>	6	2 years	The Faculty Council	The University	Carrying out the relevant

	<p>Pedagogical advancement has become reality in a great number of industrial countries around the world. It contributes significantly to widen the gap between these countries and other developing communities. To this day, Lebanon has not been able to keep pace with these advances as effectively as expected, knowing that the standard of the education provided within its schools was satisfactory. Therefore, the need arose for reorganizing the structure of pedagogy in Lebanon, a task that is being undertaken today by the competent ministry. However, universities are unable to find the appropriate place for developing their pedagogical conceptions and training their students to apply them.</p> <p>This project aims to establish a Normal School, which provides an exceptional teaching standard and enables the university students who are interested in the pedagogical domain to ready</p>				<p>Council</p>	<p>studies in compliance with laws.</p>
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		themselves for the careers awaiting them.					
3	16-A	<p><b>Organizing Scientific Conferences</b></p> <p>This project aims to encourage the Faculties to organize international conferences (every single year or two) in the fields of interests for which the University wishes to be renowned. These conferences are associated with the research priorities that the University will have approved.</p>	3	Ongoing	The Concerned Faculties	The University Council	Setting up the appropriate mechanisms
3	16-B	<p><b>Organizing Scientific Publications</b></p> <p>This project aims to organize the scientific publications at the university about the writing, printing and distribution processes. It is based on a draft, which has been previously laid and is currently being studied by the university's presidency.</p>	3	Ongoing	The Concerned Faculties	The University Council	Establishing the Publications Unit at the University
3	11-A	<p><b>Introducing New Majors: Pharmacy</b></p> <p>The Board of Trustees has decided to launch the Pharmacy program based on the study that has</p>	2	2 years	The University Council	The University Council	An Executive Decision

		been carried out for this effect. The executive procedures consist in preparing the official application file for the issuance of a decree establishing the program.					
3	11-B	<p><b>Establishing the Sheikh Nahyan Center For Arab Studies and Dialogue of Civilizations</b></p> <p>The Board of Trustees has approved, in principle, the establishment of the center. The executive procedures consist in laying the constituent document, which defines the scope of the center's academic activities and its working mechanisms within the University.</p>	2	2 years	The University Council and The Curriculum Committee	The University Council	Laying the Constituent Document
3-4	11-C	<p><b>Introducing New Majors: the School of Design</b></p> <p>The Balamand-located ALBA has studied a comprehensive program for a School of Design, which falls within the frame of ALBA-located schools. These curricula are expected to be approved, in accordance with regulations, at the</p>	2	2 years	The ALBA Council and The Curriculum Committee	The University Council	Setting its location in the Balamand Campus

		university in order to submit a license request application to the competent authorities.					
3-4	11-D	<p><b>Introducing New Majors: School of Fashion Design (Ecole de Stylisme)</b></p> <p>The ALBA's curricula cover a wide range of Art forms as currently known in the world of higher education. The ALBA intends to launch this new major within a specialized school due to the latter's important role in generating a number of professions.</p>	2	2 years	The ALBA Council	The University Council And The Curriculum Committee	Carrying out the relevant study
4	11-E	<p><b>Introducing New Majors in the Faculty of Business Management</b></p> <p>The Faculty of Business Management intends to prepare for the launch of new majors in the Faculty aimed to broaden the scope of its academic work.</p>	2	2 years	The Faculty Council and The Curriculum Committee	The University Council	Carrying out the relevant study

### 3-2 The Administrative Axis

This axis covers some of the administrative issues raised by the Faculties' reports in order to serve the academic work. However, some projects mentioned within this section only aimed to the direct implementation of a few projects, which have been mentioned in the Academic axis.

Priority Number	Project Number	Description	Strategic Objective Number	Timescale	Planning and Execution	Decision and/or Approval	Execution Prerequisites
1	14	<p><b>Developing The Research Council System</b></p> <p>This project seeks to implement the requisites for developing the researches at the university and ensuring their excellence and their compliance with the priorities adopted by the University Council. Therefore, it aims to develop the Research Council System at the University in order to pave the way for it to assume a positive and effective role.</p>	3	1 year	The Research Council	The University Council	Carrying Out the relevant study
1	16	<p><b>Establishing the Publications Office</b></p>	3	1 year	The	The	The study is

		<p>The Publications Office at the university tackles the publications having an informational character. As for academic publishing, to this day, it has not been organized despite the increased demand and the rising need for it concerning academic relations.</p> <p>This project aims to establish a Publications Office, which tackles scientific publication and ensures its high standard in both content and form according to the study carried out for this purpose.</p>			University's presidency	University Council	available
1	26	<p><b>Reconsidering the System related to Faculty members</b></p> <p>This project is based on the same considerations as the afore-mentioned projects number 17 and 20. Thus, it aims to reconsider the system related to faculty members to improve their working conditions, bolster their performance and value them.</p>	4	1 year	The University's presidency	The University Council	Carrying out the relevant study
1	27-B	<p><b>Developing the Office of Personnel</b></p> <p>To date, the Office of Personnel has tackled routine</p>	7	1 year	The University's	The University	Carrying out the relevant

		procedural tasks. This project aims to transform the office so that it becomes responsible for the current or prospective "human resources" at the university, which radically metamorphoses its role to comply with the plan's requirements.			Presidency	Council	study
2	13,22, 23	<p><b>Developing the International Relations Systems</b></p> <p>The university's international relations have tremendously developed, paving the way for it to be trusted by the international higher education community. However, the university needs to "institutionalize" these relations by developing the operational systems of the office, which supervises them so that it can sustain the considerations provided within projects number 13, 22 and 23.</p> <p>This project aims to set up a system for international relations and developing the administrative work within the competent office to enable it to effectively manage the files it tackles.</p>	3 / 5	2 years	The University's Presidency	The University Council	Carrying out the relevant study

2	27-A	<p><b>Developing the staff-related system</b></p> <p>The staff-related system currently in effect at the university complies with the requisites of the Lebanese Labor code and does not regard staff as an essential pillar of academic work; hence, it needed to be improved.</p> <p>This Project aims to set up a new staff-related system and adopting a modern approach towards the recruitment process, which ensures staff rights and cuts down the expenses falling upon the university.</p>	7	2 years	The Office of Personnel	The University Council	Carrying out the relevant study
2	29	<p><b>Approving the development of some Faculties' frameworks</b></p> <p>Some academic divisions have pointed out in their reports their need for developing their structure due to many reasons. The private projects subsequent to this general project aim to the following:</p> <p>29-A- Developing the effectiveness of the ALBA's framework, which requires internal</p>	7	2 years	The Concerned Faculties' Councils	The University Council	Carrying out the relevant studies

		<p>administrative decisions.</p> <p>29-B- Amending the framework of the Faculty of Business and Management in order to enhance the community's perception of it and improve its internal working mechanisms. This suggestion has been mentioned in the faculty's report.</p> <p>29-C- Amending the framework of the Institute of History, Archeology and Near Eastern Heritage so as to ensure the complementarities of the researchers' work at the Institute. This suggestion has been exhaustively treated in the Institute's report.</p> <p>29-D- Developing the structure of the Center for Environmental Studies in order for it to assume the new responsibilities suggested in the report.</p>					
2	31	<p><b>Developing the Work of the Office of Public Relations</b></p> <p>The Faculties' reports have raised the issue of the development of the Office of Public Relations in its</p>	7	1 year	The University's Presidency	The University Council	Carrying out the relevant study

		<p>capacity as the body in charge of the whole communication process with the community concerning both information and publicity, including non-academic paper and electronic publications.</p> <p>This project aims to lay a new conception of this office, which defines its incumbent tasks, working mechanisms and financial and human requisites.</p>					
2	38	<p><b>Developing the Financial System</b></p> <p>With the expansion of the university's work and the diversification of the services it provides, the reports have highlighted the need for developing the university's financial system to permit a greater flexibility while preserving the same standard of accuracy and transparency.</p> <p>This project aims to reconsider the current financial system in order to serve better the needs of the academic activities carried out by the faculties, especially about researches and community-oriented</p>	10	2 years	The University Council and Financial Administration	The Board of Trustees	Carrying out the relevant study

		services.					
2	39,40	<p><b>Setting up Financing and Developmental Projects</b></p> <p>These two projects translate the requisites of the financial plan into financing and developmental projects. Their practical conceptions will be treated exhaustively in the sixth section of this study.</p>	10	4 years	The University's Presidency	The Board of Trustees	Laying the relevant plans
2-3	28	<p><b>Performing New Recruitments</b></p> <p>When this plan enters the preliminary and implementation phases, there will be a remarkable increase in the need for new recruitments both in the existing and prospective offices and in the Faculties. This project aims to lay the relevant conceptions in this regard.</p>	7	3 years	The concerned faculties and Offices	The University's Presidency	Carrying Out the relevant studies
2-3	30	<p><b>Developing the Library</b></p> <p>In 2011, the Library will be moving to a new site and mutating from a classical university library into a "Learning Center", which requires a reconsideration of its staff incumbent tasks and appropriate numbers.</p>	7	2 years	The Library's administration	The University's Presidency	Carrying out the Relevant study

		This project aims to lay a new framework for the Library in addition to expanding its staff numbers and training them.					
3	21	<p><b>Developing partnership systems with the community</b></p> <p>This project aims to elaborate an adequate conception, which could form the grounds for partnership agreements with the civil community, as regards both joint advisory councils and the training associated with students' qualification process.</p>	5	1 year	The University's Presidency	The University Council	Laying the relevant conception
4	34	<p><b>Developing the Maintenance Services System</b></p> <p>Some of the faculties' reports have mentioned the need for developing the maintenance systems currently in effect at the university to provide a preventive maintenance.</p> <p>This project aims to lay a modern conception for the maintenance of the university's buildings and its logistic matters while taking into consideration the organization and human resources required for this</p>	8	1 year		The University's Presidency	Laying the relevant conception

	purpose.					
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### 3-3 The Constructional Axis

Priority Number	Project Number	Description	Strategic Objective Number	Timescale
1	35-A	Building the Balamand University Hospital	9	3 years
1	33	Expanding the telecommunications network	8	2 years
1	37-B	Executing the Akkar Project	9	4 years
1	35-K	Building the Power Plant and its annexes	9	4 years
1-2	32	Improving Classrooms state	8	2 years
1-2	34	Developing maintenance conditions	8	2 years
1-2	35-G	Constructing the Chemical Engineering Building	9	2 years
1-2	37-A	Constructing new buildings for the Beirut-located ALBA	9	5 years
2	37-C	Executing the Souk-El-Gharb Project	9	5 years

<b>2</b>	36	Surveying the laboratories in order to develop them	9	3 years
<b>2</b>	35-B	Building Sheikh Nahyan Center For Arab Studies and Dialogue of Civilizations	9	2 years
<b>2-3</b>	35-I	Expanding and Developing the Achrafieh Campus	9	3 years
<b>3</b>	35- F	Building the Sports stadium	9	5 years
<b>3-4</b>	35-E	Building the School of Engineering Complex	9	4 years
<b>3-4</b>	37-D	Executing the Qennabet Broummana Project	9	4 years
<b>4</b>	35-D	Building the ALUMNI Center	9	4 years
<b>5</b>	35-H	Building the Environmental Station in Anfeh	9	5 years
<b>5</b>	35-C	Constructing new building for the Balamand-located ALBA	9	4 years

**3-4 Projects Timetable**

A timetable illustrating the timescale for the afore-mentioned projects is featured in the following:

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1	1	█									
2	1		█								
2-A	1	█									
2-B	1	█									
3	1				█						
4	1		█								

Strategic Plan 2010-2020

5-A	1										

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
5-B	1										
6	1										
7-A	1										
7-B	1										
7-C	1										
7-D	1										
10-A	2										
10-B	2										

Strategic Plan 2010-2020

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
10-C	2				[Redacted]							
10-D	2				[Redacted]							
11-A	2				[Redacted]							
11-B	2				[Redacted]							
11-C	2				[Redacted]		[Redacted]					
11-D	2				[Redacted]		[Redacted]					
11-F	2					[Redacted]						
8	2				[Redacted]							
9	2		[Redacted]									

Strategic Plan 2010-2020

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
12	2	[Red]										
13	3				[Red]							
13,22,23	3 and 5		[Blue]									
14	3		[Red]									
14	3	[Blue]										
15	3		[Red]			[Red]						
16	3	[Blue]										
16-A	3				[Red]							
16-B	3				[Red]							

Strategic Plan 2010-2020

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Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
17/19	4		█		█						
18	4	█									
26	4	█									
21	5				█						
21	5				█						
24-A	6				█						
24-B	6				█						

Strategic Plan 2010-2020

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
24-C	6				[Red]						
24-D	6				[Red]						
24-E	6				[Red]						
24-F	6				[Red]						
25-A	6				[Red]						
25-B	6						[Red]				
27-A	7		[Blue]								
27-B	7	[Blue]									
28	7		[Blue]			[Blue]					

Strategic Plan 2010-2020

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
29	7										
30	7										
31	7										
32	8										
32	8										
33	8										
34	8										
34	8										
34	8										
35-A	9										
35-B	9										

Strategic Plan 2010-2020

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
35-C	9										
35-H	9										
35-D	9										
35-G	9										
35-I	9										
35-K	9										
35-E	9										
35-F	9										
36	9										

Strategic Plan 2010-2020

37-A	9	[Redacted]									
			[Redacted]								

Project Number	Strategic Objective #	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
37-B	9	[Redacted]									
37-C	9		[Redacted]								
37-D	9				[Redacted]						
					[Redacted]						
38	10		[Redacted]								
39,40	10		[Redacted]								



## ***Section 3***

## **Financing the Plan**

The university has undertaken a tremendous task in which all the offices and Faculties took part in order to delineate a strategic plan for the university extending over the next ten years. This strategic plan has occasioned a series of requisites and needs for the university consisting in a series of building and developmental projects, which have been summed up in the Constructional Axis.

The estimated financial cost of the projects provided in the Constructional Axis is as follows:

### **1- Building the Balamand University Hospital**

The construction of the Balamand University Hospital will be funded by a \$20 million donation from His Excellency Prime Minister Saadeddine Hariri. This four-storey hospital will have a total built-up area of 23,000 square meters and will be able to accommodate 200 beds. It will also provide a full range of medical specialties and services.

Moreover, the medical equipment will cost an estimated \$15 million, which adds up the total cost of this project to \$35 million. However, I would like to point out that equipment purchases from the supplying companies can be phased and paid through loans or in installments.

### **2- Expanding the Telecommunications Network**

The requirements for developing and expanding the telecommunications network within the Balamand campus on the one hand and between the latter and the other Beirut branches on the other hand have been determined based on the studies carried out by advisory companies. These requirements include renewing the equipment, installing a VoIP (Voice over Internet Protocol) system and a state-of-the-art data center and ensuring the security of all these installations. The total cost of this project is \$5 million to be paid over 2 years.

### **3- Executing the Akkar Project**

A donation from His Excellency Mr. Issam Fares consisting of \$5 million in addition to two pieces of land having a total area of 105,000 square meters, the first one located in the Bayno real Estate region and the other one in the Klayaat, El Cheikh Zenad region. It will be directed towards founding the **Issam Fares Institute of Technology** on the two afore-mentioned sites. The building will cover 8,500 square meters of area with a construction cost estimated at \$5 million in addition to a \$3 million equipment cost. The project is scheduled for completion within 4 years.

### **4- Building the power Plant and its annexes**

The university needs to build its own Power Plant and according to the estimations carried out by Mr. Pierre Damous advisory office, this station will be 1,350 square meters in area and will cost an estimated \$2 million to be paid over 4 years.

### **5- Developing Classrooms State**

In order to keep pace with the technological advances in the teaching and learning domains, the University needs to furnish classrooms with state-of-the-art equipment such as smart boards, computers and other required resources. The equipment cost for each class has been estimated at \$3,000; hence, furnishing half of the 54 current classrooms will cost an estimated \$80,000 to be paid over 2 years.

### **6- Constructing the Chemical Engineering Building**

In October 2008, the University has launched the department of Chemical Engineering; hence, it has decided to establish a building allocated to this new major. The latter will have a built-up area of 5,900 square meters, including an underground floor for building services, a parking and 3 upper floors housing classrooms, laboratories and offices. The construction cost is estimated at \$3 million half funded by a donation from Mr. Maroun Semaan, president of PETROFAC firm and there is a

strong probability that the same donor will cover the remaining sum. As for the equipment cost of this building, it is estimated at \$2 million.

#### **7- Constructing new buildings for the Beirut-located ALBA**

A new building will be constructed to house the Beirut-located ALBA. It will have approximately the same area as the new 6,000-square-meter Balamand-located ALBA building and will cost an estimated \$6 million.

#### **8- Executing the Souk-El-Gharb Project**

A new branch of the University of Balamand will be established on a piece of land covering 48,000 square meters of area donated to the University by His Excellency Walid Beik Jumlat. The University will offer in this branch Bachelor's degrees in a few majors associated with the following Faculties: Engineering, Health Sciences, Sciences, Business and Management and Arts and Social Sciences. The cost of this project is estimated at \$15 million.

#### **9- Carrying Out a Survey of the Laboratories in order to develop them**

Within the framework of its striving to develop scientific research and launch doctoral programs in several Faculties, the University will work towards financing research laboratories over the next 3 years at a cost of \$5 million.

#### **10- Building the Sheikh Nahyan Center for Arab Studies and Dialogue of Civilizations**

An \$800,000 donation from His Highness Sheikh Nahyan will be directed by the University towards the launch of the **Sheikh Nahyan Bin Mubarak Al Nahyan Center for Arab Studies and Dialogue of Civilizations** with a construction and equipment cost estimated at \$3 million. The University has already started work on the preliminary plans for the building allocated to this center.

#### **11- Expanding the Achrafieh Campus**

The University aims to expand the Achrafieh campus in order for it to accommodate the increasing student numbers in the Faculties of Health Sciences and Medicine. Consequently, it will construct a new 5,300-square-meter building which will also provide underground parking areas. The building is scheduled for completion within 2 years with a construction and equipment cost estimated at \$5, 3 million.

#### **12- Expanding and developing the building housing The Faculty of Health Sciences**

The building currently housing the Faculty of Health Sciences in Achrafieh will be expanded at a cost of \$500,000.

#### **13- Building the Sports Stadium**

Due to the increase in student numbers and the loss of the Tennis courts site for the establishment of the new complex allocated to the School of Engineering, the University will build a new sports stadium in the proximity of student dormitories. The stadium will cover 10,000 square meters of area with a construction and equipment cost estimated at \$8 million. Work on this project will start in the next 5 years.

#### **14- Building the School of Engineering Complex**

In order to accommodate the increasing student numbers and the new majors and laboratories introduced to the Faculty of Engineering, the University intends to build the School of Engineering Complex which will have a total built-up area of 9,500 square meters including underground parking areas able to accommodate 300 cars. The construction and equipment cost is estimated at \$15 million to be paid over 4 years.

#### **15- Building the ALUMNI Center**

At the beginning of the current year, the University has launched the project aimed to establish the ALUMNI Center, which will be the second home for all of its

graduates. The building will provide all ALUMNI with a number of facilities such as a library, a restaurant, conference and meeting rooms and offices. It will have an area of 2,000 square meters at a cost of \$2 million, which will be funded by Alumni donations within a maximum 4-year timescale.

#### **16- Building the Environmental Station in Anfeh**

The university intends to establish a 9,100-square-meter environmental station in the Anfeh region near Deir El Natour aimed to carry out environmental and marine researches. The estimated construction and equipment costs are respectively \$7, 5 million and \$1 million.

#### **17- Constructing a new building for the Balamand-located ALBA**

The University will construct a new building for the Balamand-located ALBA so as to accommodate the increasing student numbers and introduce new majors. The building will have a total built-up area of 6,000 square meters with a total construction and equipment cost estimated at \$6 million, to be paid over 4 years.

#### **18- Building the Faculty of Medicine and Health Sciences Complex**

This complex located in the main Balamand campus consists of two buildings having a total area of 7,500 square meters, in addition to a 7,500-square-meter parking area. It is scheduled for completion in September 2010 with a construction and equipment cost estimated at \$9 million.

#### **19- Building the Issam Fares Learning Center**

The University is in the process of building in the main Balamand campus the **Issam Fares Learning Center** which will have a total built-up area of 5,900 square meters. The project will cost \$5, 25 million partially funded by a \$3 million donation from His Excellency Mr. Issam Fares. The construction of the Learning Center is scheduled for completion in June 2011.

#### **20- Developing the Electric Power Network**

Due to the accelerated expansion of the University, the addition of new buildings and the increase in power consumption, it has become necessary for it to extend and develop the electrical network in its campus, a project that will cost an estimated 1, 5 million.

### **Recapitulation**

The Strategic Plan represents for the university a quantum leap towards directing its advancement over the next ten years. However, this plan has delineated the fundamental requirements for the university, summed up in the following table, and which will weigh the university down with financial burdens estimated at \$114 million.

Besides the mentioned financial and developmental cost directly associated with the constructional axis, there are additional financial burdens emanating from the urgent need to develop some university offices, as mentioned in the plan, and to focus on the Quality Assurance issue. This is associated with a number of projects, which have been previously mentioned, including but not restricted to developing the Office of Personnel, the financial system, the work of the Office of Public Relations and the library. These additional financial and developmental costs arise from the prospective increase in faculty and staff numbers necessary for the university in order to keep pace with the forthcoming advances associated with the implementation of the ten-year-plan.

	<b>Project Title</b>	<b>Area (in m<sup>2</sup>)</b>	<b>Construction Cost (\$ M)</b>	<b>Equipment Cost (\$ M)</b>	<b>Total cost (\$ M)</b>	<b>Donations (\$ M)</b>	<b>Net Cost (\$ M)</b>
<b>1</b>	Building the Balamand Hospital	23000	20	15	35	20	15
<b>2</b>	Expanding the telecommunications network			5	5		5
<b>3</b>	Executing the Akkar project	8500	5	3	8	5	3
<b>4</b>	Building the Power Plant and its annexes	1350	1,1	0,9	2		2
<b>5</b>	Developing classrooms state			0,08	0,08		0,08
<b>6</b>	Constructing the Chemical Engineering Building	5900	3	2	5	1,5	3,5
<b>7</b>	Constructing new buildings for the Beirut-located ALBA	6000	4,8	1,2	6		6
<b>8</b>	Executing the Souk-El-Gharb Project				15		15
<b>9</b>	Surveying the laboratories to develop them				5		5
<b>10</b>	Building the Sheikh Nahyan Center For Arab Studies and Dialogue of Civilizations	2100	1,7	1,3	3	0,8	2,2
<b>11</b>	Expanding the Achrafieh Campus	5300	4,25	Q,05	5,3		5,3
<b>12</b>	Expanding/developing the Faculty of Health Sciences building						0
<b>13</b>	Building the Sports stadium	10000			8		8
<b>14</b>	Building the School of Engineering Complex	9500	11	4	15		15
<b>15</b>	Building the ALUMNI Center	2000	1,6	0,4	2		2
<b>16</b>	Establishing the Environmental Station in Anfeh	9100	7,5	1	8,5		8,5
<b>17</b>	Constructing new buildings for the Balamand-located ALBA	6000	4,8		1,2	6	6
<b>18</b>	Building the Faculty of Medicine and Health Sciences Complex	15000	8	1	9		9
<b>19</b>	Building the Issam Fares Learning center	5900	4,7	0,55	5,25	3	2,25
<b>20</b>	Developing the Electric Power Network				1,5		1,5
	<b>Grand Total</b>				144,63	30,3	114,33

## Conclusion

These foregoing tables highlight the great importance of these projects and their urgency for the university's future. As provided in the situation analysis undertaken by each of the Faculties, the university faces today great challenges but it has, in parallel, strong assets to cope with them, with emphasis on its peculiarities and its striving for excellence. The university's administration will have to proceed with the projects according to the listed priorities, bearing in mind that the years to come will have features unprecedented in the university's history.

Moreover, the projects which have been assigned the number (1) under the list of priorities clearly suggest that the university is requested today to adopt bolder pragmatic plans in order to ensure the sought quality and abide by the Quality Assurance principles required by international regulations. This will necessitate working out new frameworks, introducing innovative systems and widening staff circles in order to sustain the intended academic endeavor.

Nowadays, the university boasts a distinctive campus and capable human resources who are efficiently looking after the university. Therefore, today, it is requested, through a decision from its Board of Trustees, to move ahead in the course it has initially planned out in order that it can serve its community and express its devotion to the church which has launched it towards the realms of the world.

Balamand, March 24<sup>th</sup>, 2010

**APPENDIX: List of the Faculty committees charged with preparing the ten-year academic plan**

**The Saint John of Damascus Institute of Theology committee**

Ayuch, Daniel- Committee head

Abou Mrad ,Nicolas

Dannaoui,Elie

Georgi,Fadi

Massouh, Fr. Georges

Wannous,Ramy

**Academie libanaise des Beaux-Arts (ALBA) -Sin El fil**

Edde, Isabelle- Committee head

Yazigi, Antoine - Consultant

**School of Plastic Arts committee**

Abbas,Reine

Aoun,Youssef

El Hajj,Ghada

Farah,Noelle

Harfoush,Nicole

Mbarkho,Ricardo

Seif,Nicole

**Institute of Urban and Regional Planning committee**

Akel, Ziad

Bitar, Hassan

Kiame, Jihad

Samaha,Paula

Sharafeddine, Wafaa

Shiniara, Fadi

Yaziji, Serge

**School of Architecture committee**

Abboud, Kamel

Burgi, Vera

Eid, Samer

Haddad, Nicole

Khayyat, Georges

Sabbagha, Saba

Shukr, Toni

**The Institute of Decorative Art (Interior Architecture and Design Section)  
committee**

Abdelnour, Abdelnour

Baroud, Mark

Jeha Badawi, May

Khairallah, Antoine

Yusuvitch, Adolf

Yusuvitch, Jumana

**Institute of Decorative Arts (Graphic Design and Advertising Section) committee**

Abi Nader Beaini, Aurore

Brunas, Alain

Ferrari, Jean-Christophe

Kteit, Ghassan

Majdalani, Nayla

Mujaes, Sami

Smayra, Khalil

Stanjovsky Boulos, Michele

**Administrative Committee**

Dib, Sleimane

Nassif, Aline

Zachariou, Christine

**Academie libanaise des Beaux-Arts (ALBA) –Balamand**

Lahoud, Ibrahim- Committee head

Beaini, Joseph

Dannaoui, Elie

Fiani, Pauline

Khairallah, Antoine

Tarabay, Paula

Zachariou, Yanni

**Faculty of Arts and Social Sciences**

Nicolas, Maureen- Committee head

Annous, Samer

Dagher, Charbel

Moussa, Elie

Ofeish, Sami

Rouadi, Naim

Serhan, Carla

Williams, Peter

**Faculty of Sciences**

Abdulaziz, Abdulrahman - Committee head

Abdel-Massih, Roula

Aouad, Samer

Bitar, Amine

Greige, Hanna

Itani, Omar

Masri (El), Rania

Melki, Antoine

Nakat (El), Hanna

Tannous, Tony

**Faculty of Engineering**

Karam, Elie- Committee head

Jadayel, Oussama

Moubayed, Walid

Najjar, Majed

Zakhem (El), Henri

**Faculty of Business and Management**

Mnassa, Elie- Committee head

Debs (El), Hamid

Doueihy, Paul

Kheir, Hala

Saab, Gretta

**Faculty of Public Health and Health Sciences**

Abi-Habib, Laurie

Aoun, Habbouba

Chalhoub, Elias

Daoud, Ziad

Rizk, Ursula

**Faculty of Medicine and Medical Sciences, Saint George's Faculty of  
Post Graduate Medical education**

Afif, Claude- committee head

Aoun, Jean-Paul

Ashti, Karim

Bahhous, Judy

Berdan, Khalil

Diab, Nabil

Hage (El), Imad

Hage (El), Paul

Jalbout, Nadim

Kehdi, Georges

Khashab, Maha

Kobrossi, Bassim

Mouawad, Pierre