



# Enjeux de la mise en place d'un système d'assurance qualité dans les institutions d'enseignement supérieur

Jacques Lanarès

# Les labels qualité fleurissent



# spécifiques



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un événement couronné de succès!**  
Quelque 200 personnes ont assisté à la conférence  
organisée à l'occasion du 30e anniversaire du

**Événements**

June

**03**

12:00-13:00

Séminaires ESS - FROM  
ARTIFACIO  
INSTALATIONS: A  
MULTICULTURALITY-INFORMED

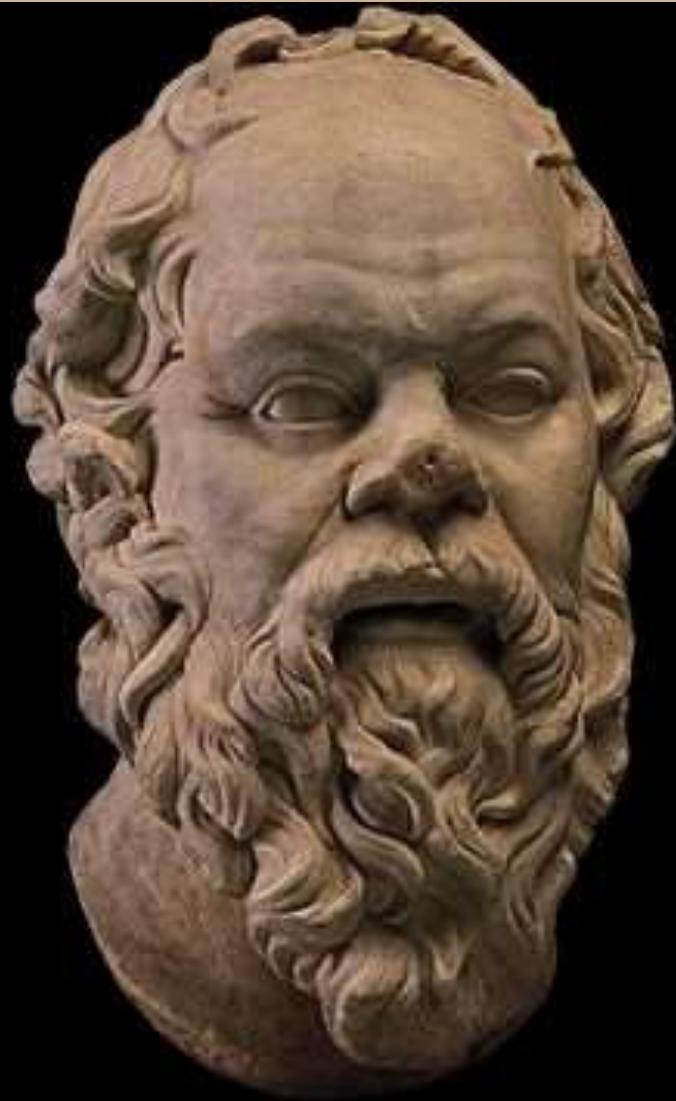
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Mais ceux qui s'attachent à moi, bien que certains d'entre eux paraissent au début complètement ignorants, font tous, au cours de leur commerce avec moi, ..., des progrès merveilleux non seulement à leur jugement, mais à celui des autres

Socrate

## Le souci de la qualité

n'est pas nouveau, ce qui change:

- Reflexion collective
- Exigence de visibilité

3 niveaux d'analyse

à Politique

à Économique

à «Pédagogique»

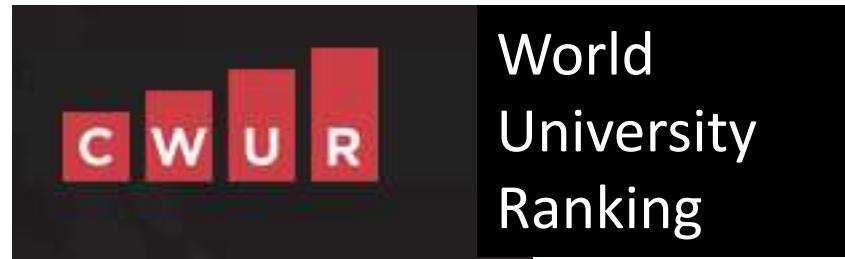
## Au plan Politique

- “New Public Management” -> Efficience
- Plus autonomie => plus d’ “accountability”
- « Employabilité »

## Economique

- ò Réduction finances  
& augmentation  
effectifs étudiants
- ò Globalisation  
& compétition

# Globalisation et compétition



3 niveaux d'analyse

à Politique

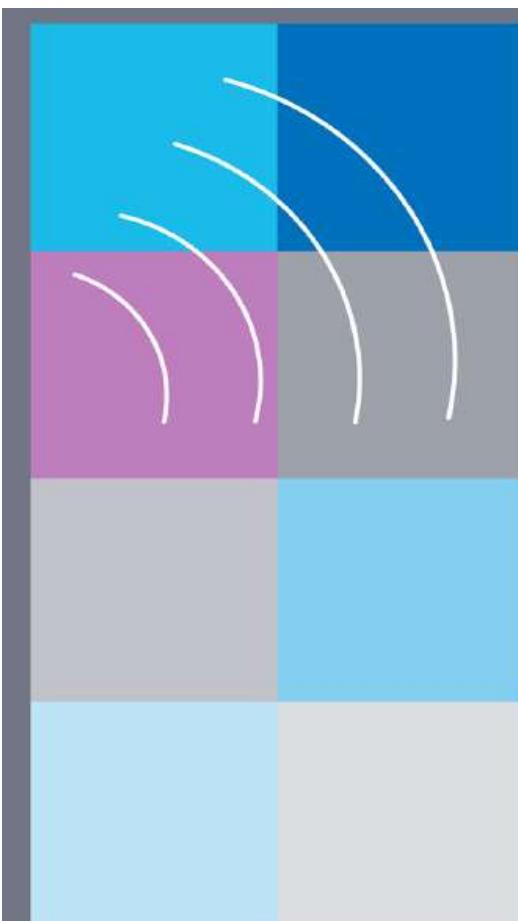
à Économique

à «Pédagogique»

## Le développement de systèmes Qualité internes

Pour tenir compte

- de l'autonomie des universités
- Du coût et des effets limités de la seule assurance qualité externe



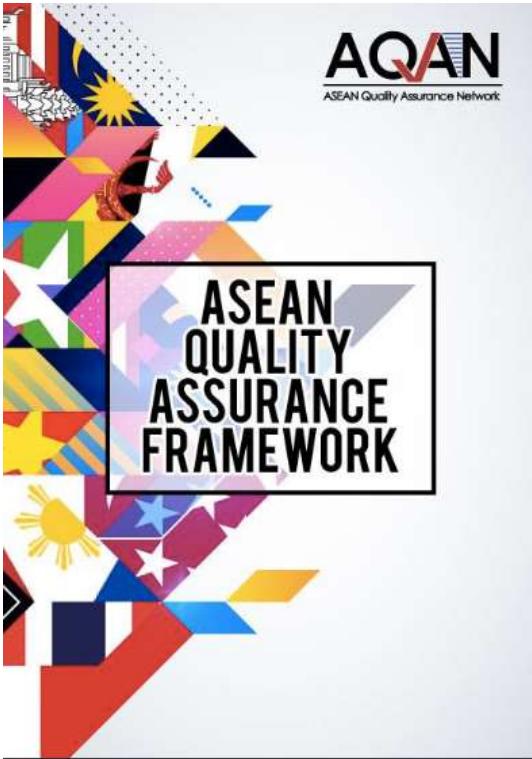
# ESG 2015

Références et lignes directrices pour l'assurance qualité dans l'espace européen de l'enseignement supérieur (ESG)

## 1.1 ■ Politique d'assurance qualité

### Référence :

**Les institutions disposent d'une politique d'assurance qualité rendue publique et faisant partie intégrante de leur pilotage stratégique. Les parties prenantes internes développent et mettent en œuvre cette politique par le biais de structures et de démarches appropriées, tout en impliquant les parties prenantes externes.**



### 3.1

The institution has a primary responsibility for quality



#### 5.1 Principles

Quality and QA are primarily the responsibility of HEIs



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**414.205.3**

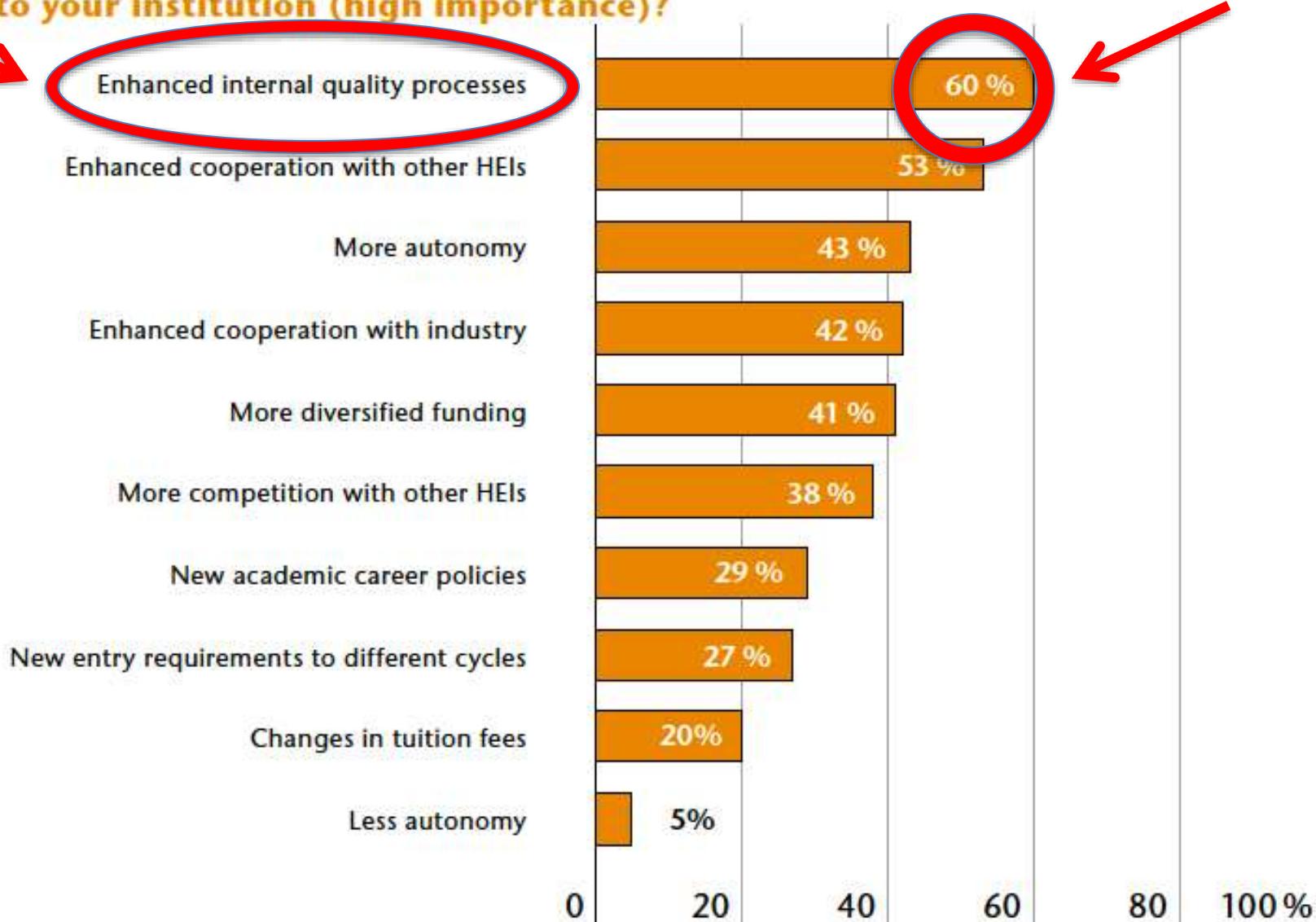
# **Directives du Conseil des hautes écoles pour l'accréditation dans le domaine des hautes écoles (Directives d'accréditation LEHE)**

## **Section 5      Procédure d'accréditation**

### **Art. 9           Dispositions générales**

<sup>1</sup> La procédure d'accréditation porte sur le système d'assurance de la qualité de la haute école ou de l'autre institution du domaine des hautes écoles.

**Table 2. Q8. Over the last ten years, how important have the following changes been to your institution (high importance)?**



En 2015 – 75 %

EUA - Trends 2010 – 821 institutions

# 10 enjeux

- Répondre à des attentes différentes
- Expliciter sa vision de la qualité
- Construire un système
- Développer une culture
- Impliquer les acteurs
- Clarifier les responsabilités
- Préserver une vision complexe de l'enseignement
- Utiliser les résultats et faire évoluer le système
- Développer le système d'information
- Communiquer

**1**

*Répondre à  
des attentes  
différentes*

# S'inscrit dans un champ de tensions

Eduquer un grand nombre

↔ Identifier relève

Contribuer au développement

↔ Rayonner à l'international

Accountability

↔ Liberté académique

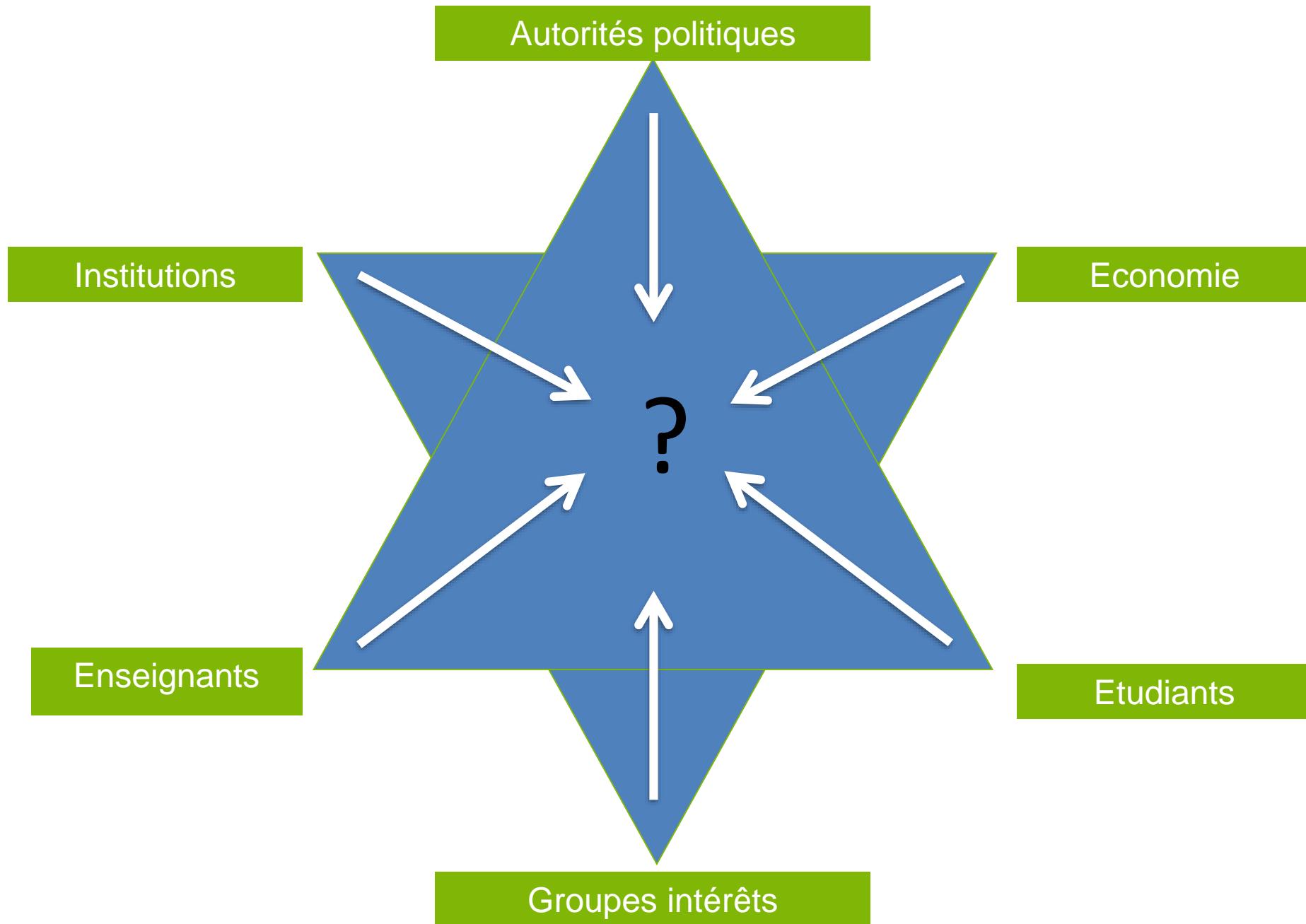
Recherche de pointe

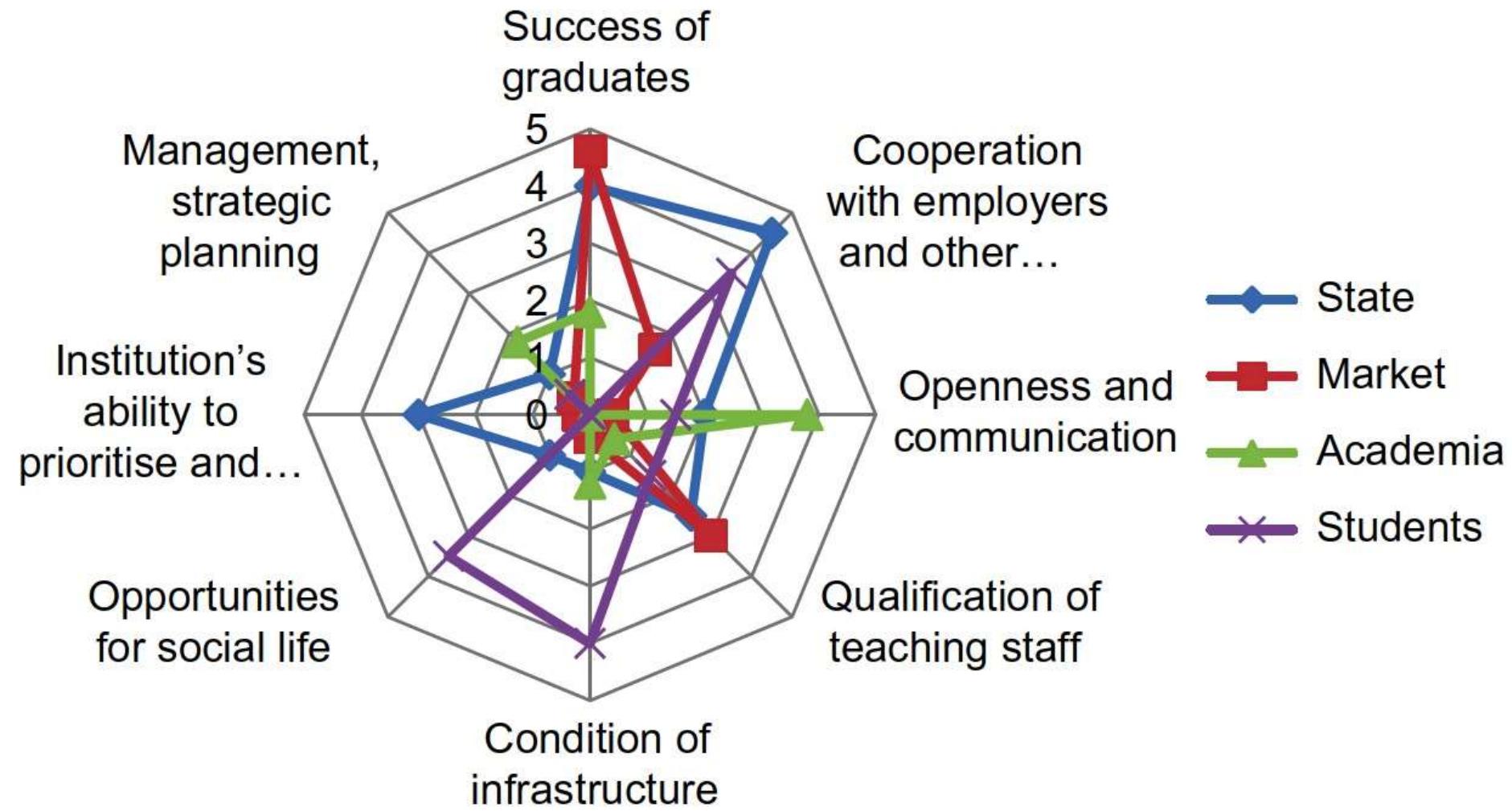
↔ Valorisation enseignement

Service public

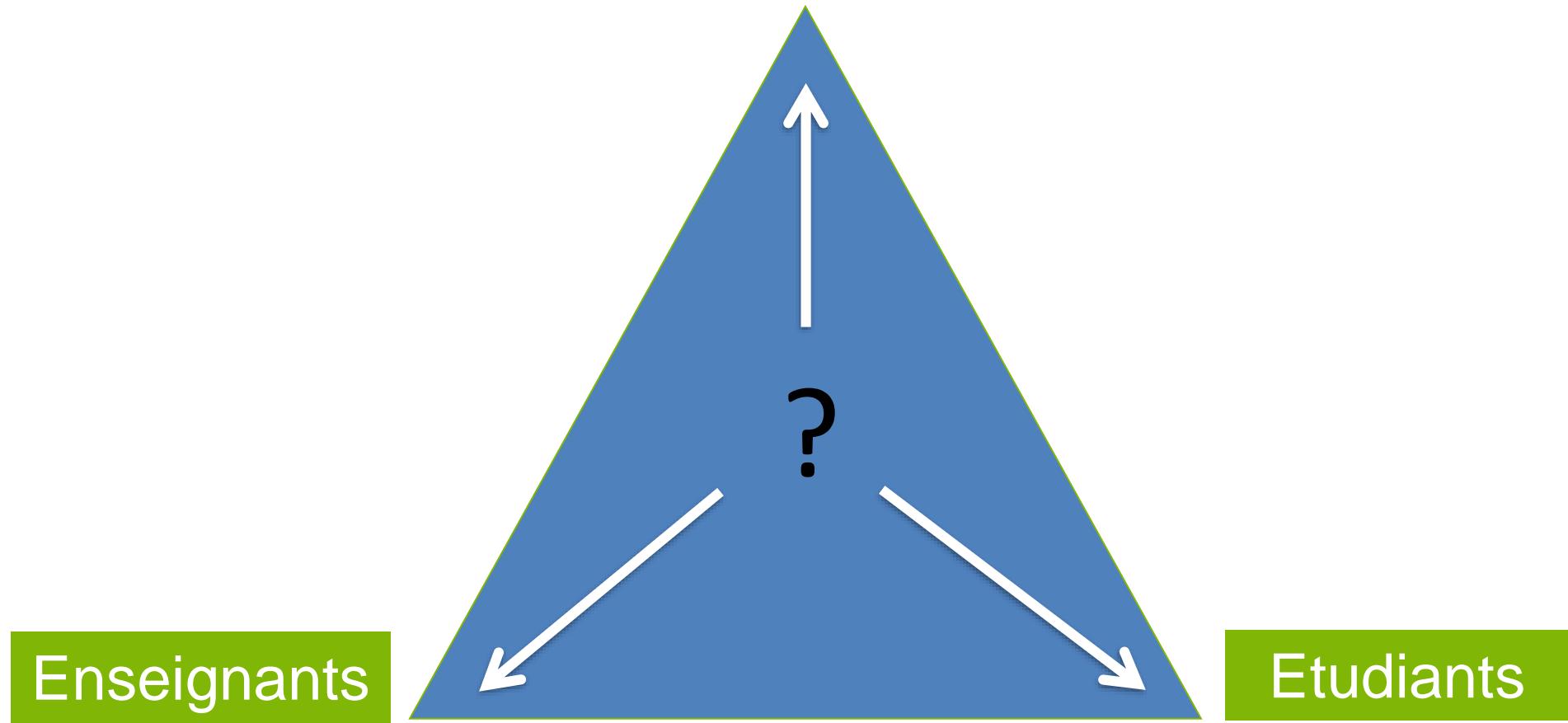
↔ Financement externe

.....





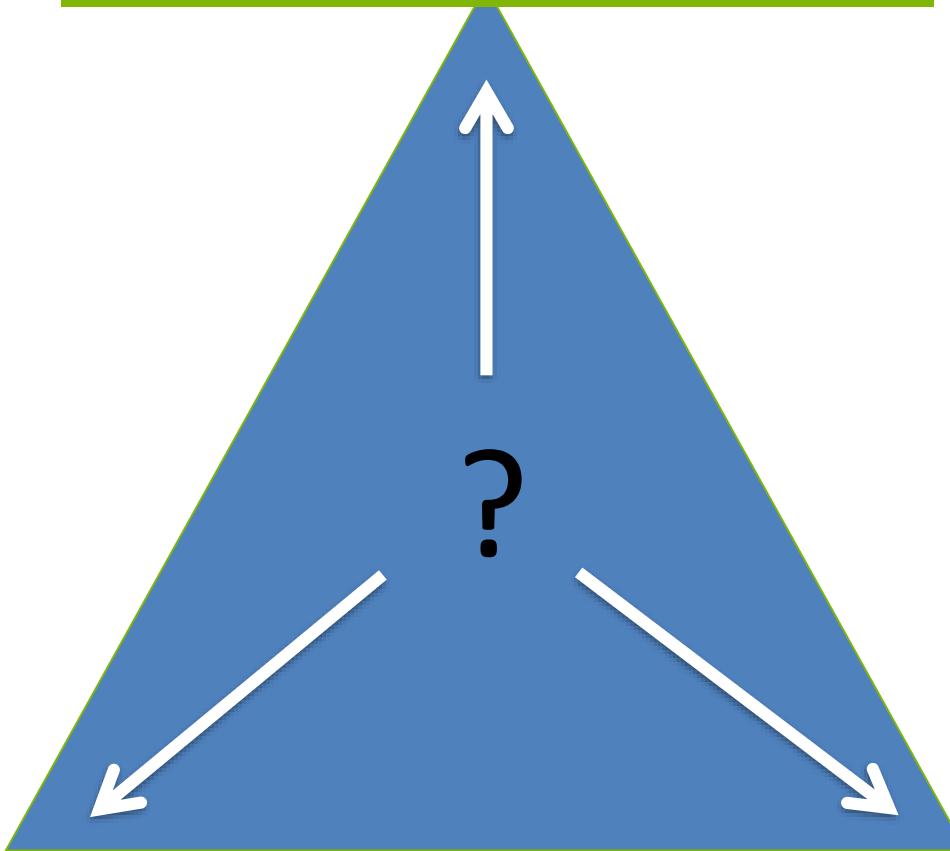
Autorités  
politiques



Répondre aux différentes attentes

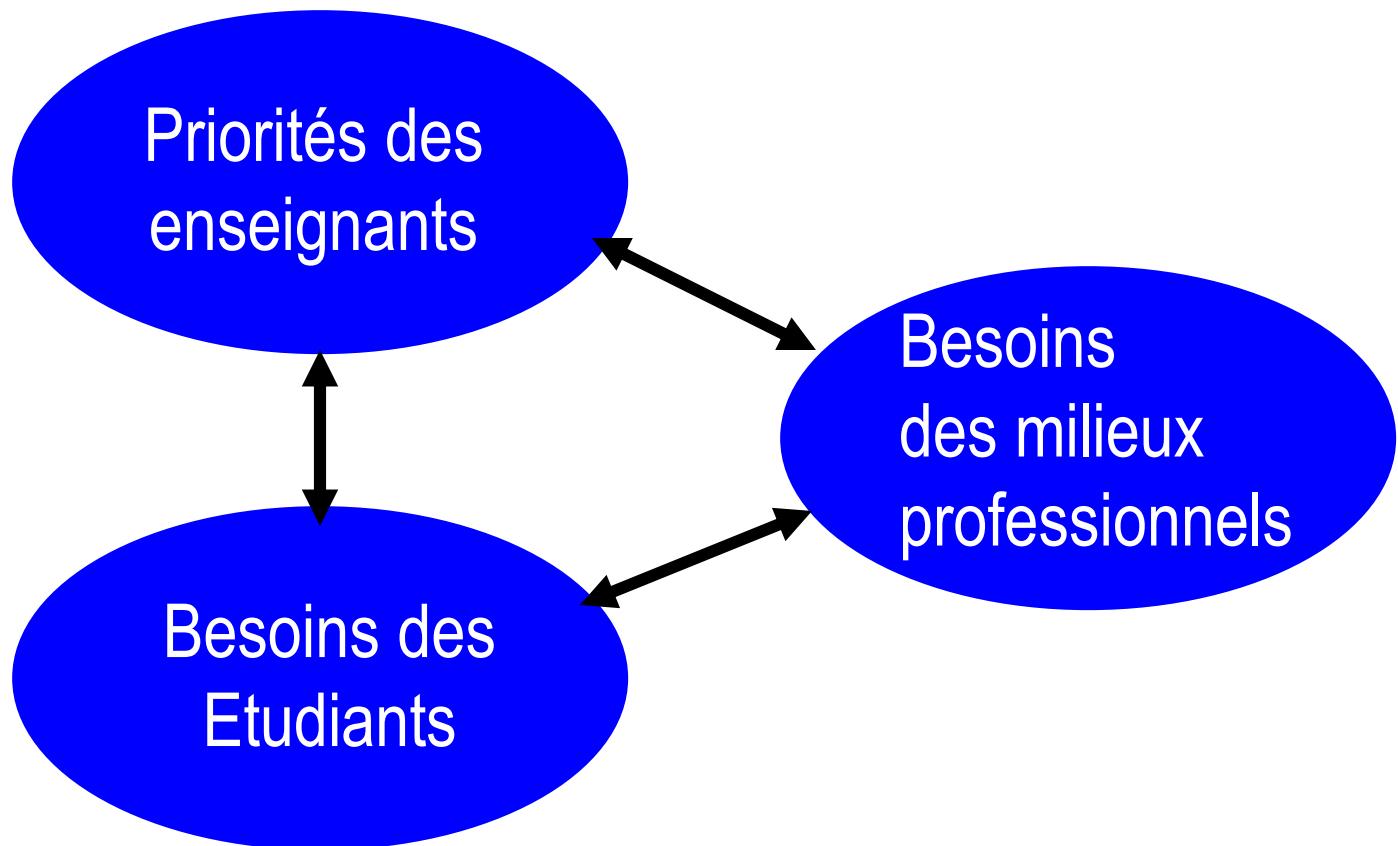
Indicateurs performance

Rankings



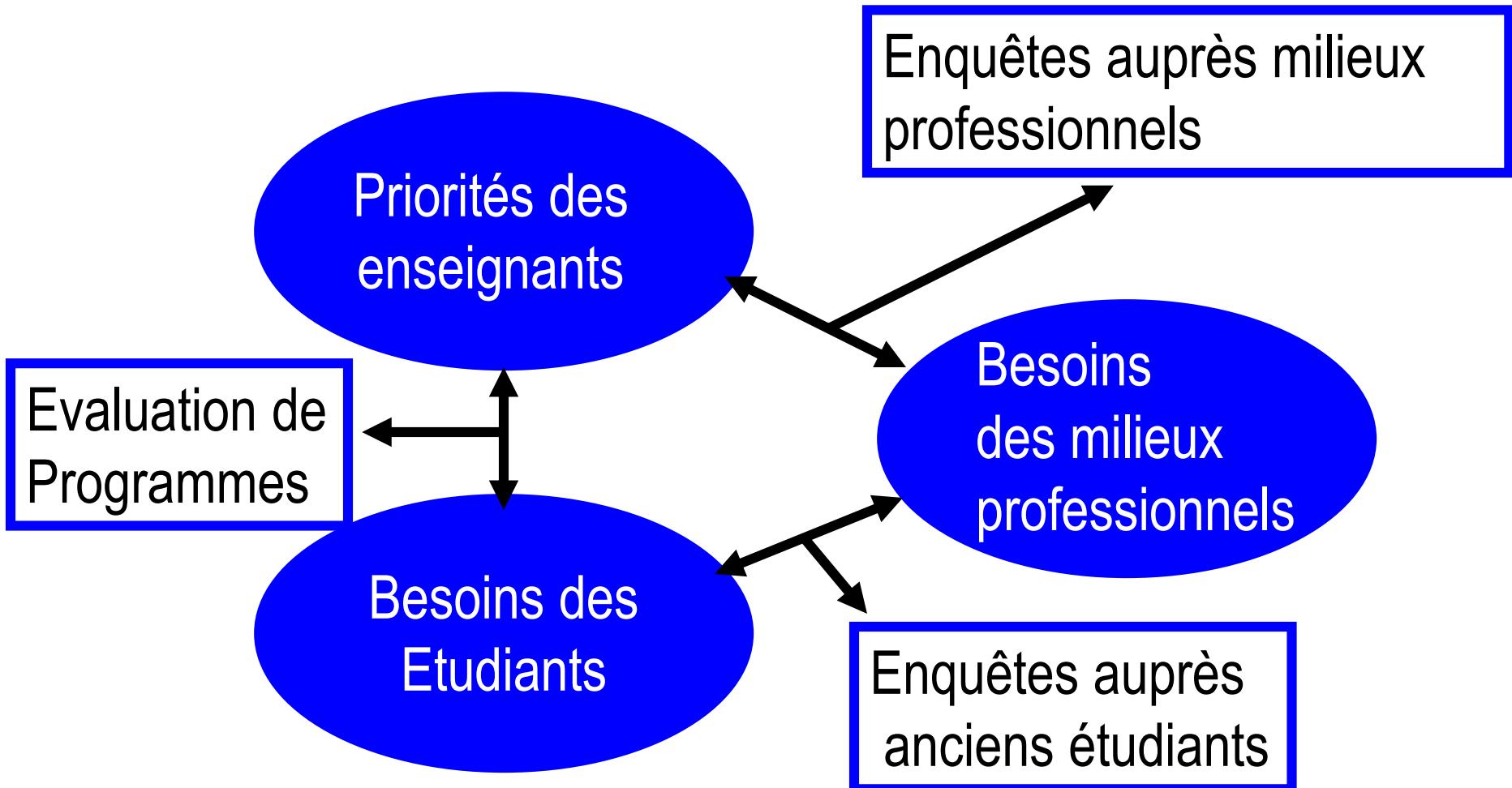
Répondre aux différentes attentes

# Des besoins et priorités différentes



# Une approche « dynamique »

## La qualité comme processus de régulation de tensions



2

*Expliciter une  
vision de la  
Qualité*

**La Qualité une inconnue célèbre .....**

**Compréhensions différentes de la Qualité**

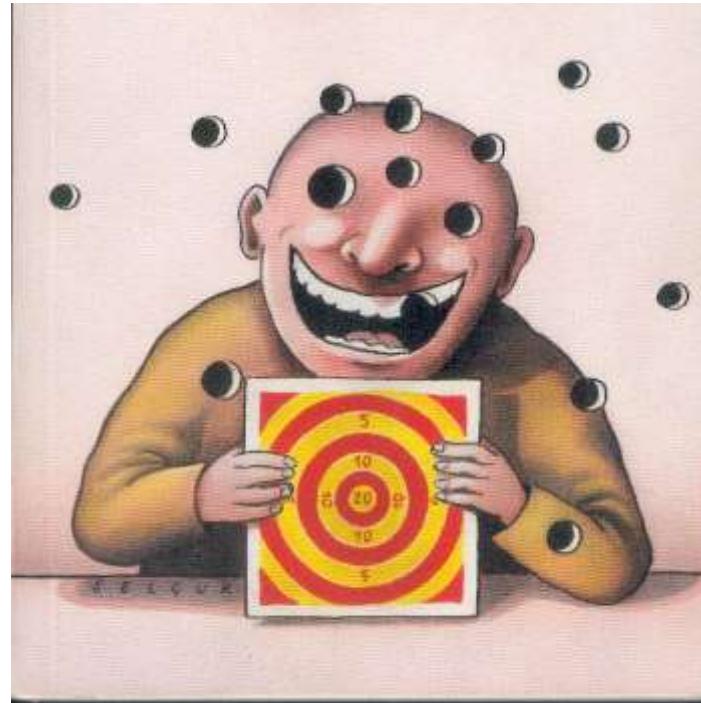
Exceptionnel

Satisfaction du client

Rapport qualité prix

80% Fitness for purpose

# Qualité « Fitness for purpose »

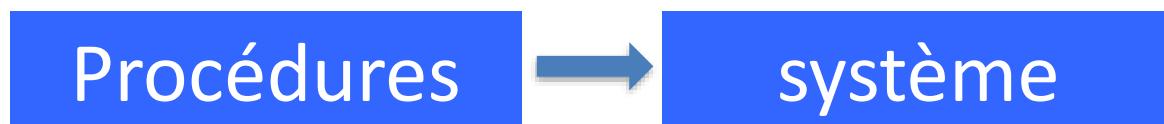


L'évaluation se fait en fonction de la mission propre de l'institution et de ses objectifs et non par rapport à des critères externes

3

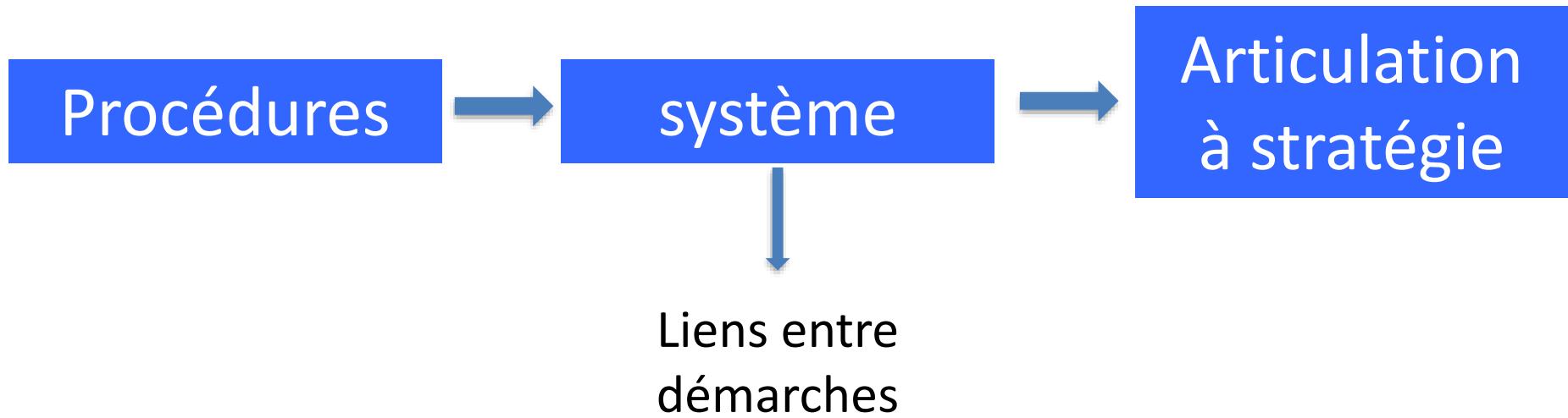
*Construire  
un système  
intégré*

# créer un système intégré

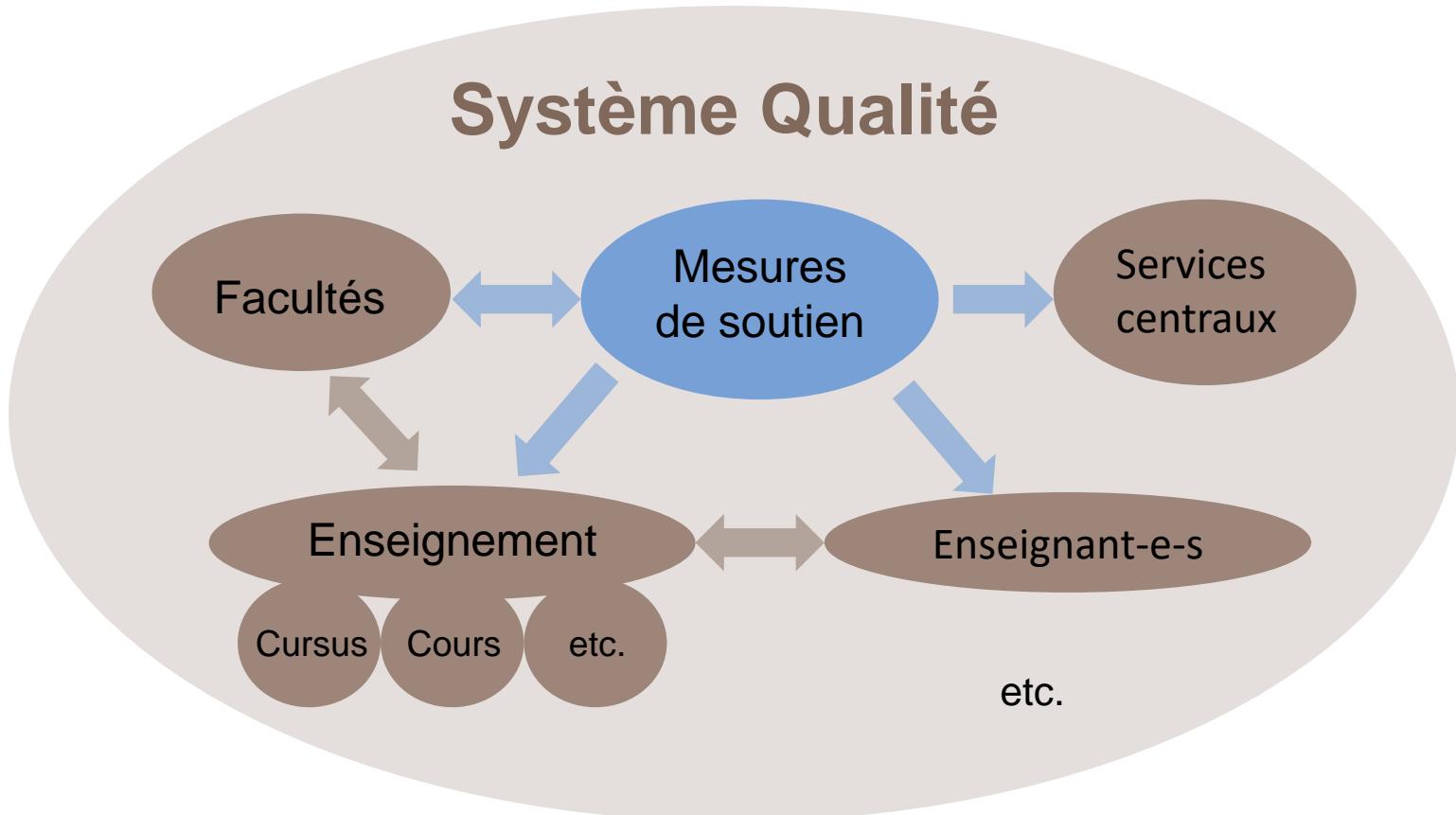


Liens entre  
démarches

# créer un système intégré



# Créer un système cohérent



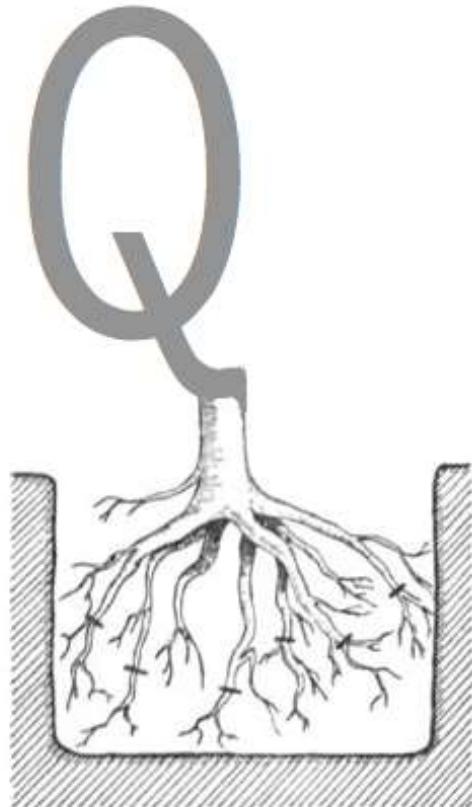
Qui englobe évaluation et soutien au développement

4

*Développer une  
culture Qualité*

# enraciner une culture qualité

## Pour des effets réels



# Culture Qualité

« Qualité en tant que **valeur partagée** et **responsabilité collective** de toute la communauté incluant étudiants et personnel administratif. »

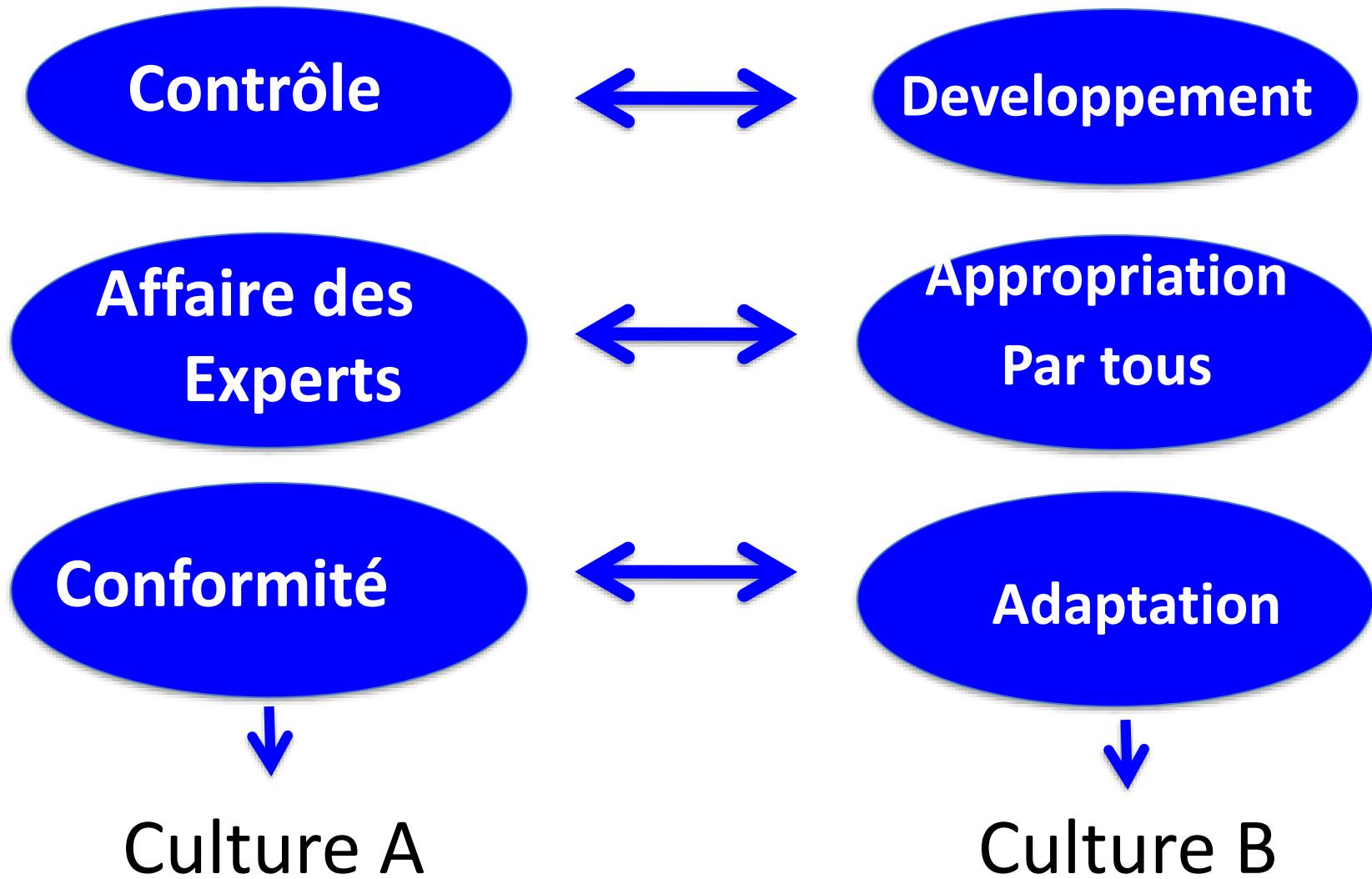
EUA 2006

## Differents niveaux

- Valeurs
- Processus
- Culture
  - Recherche collective de l' amélioration
  - Valeurs sous-jacentes aux processus

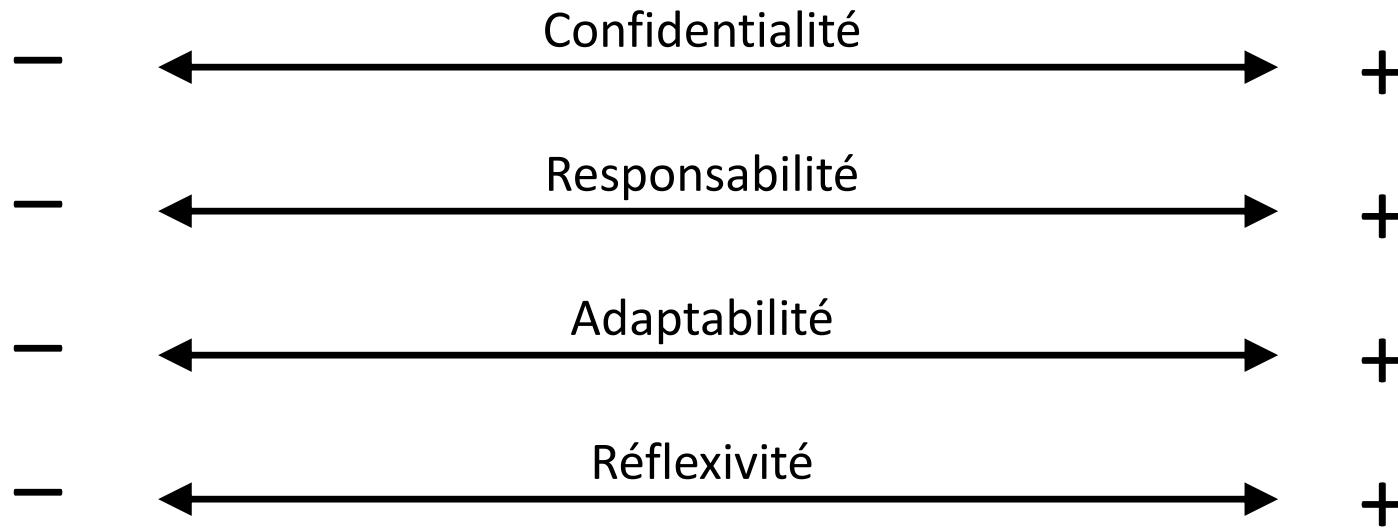
Au cœur de la culture  
organisationnelle : les valeurs

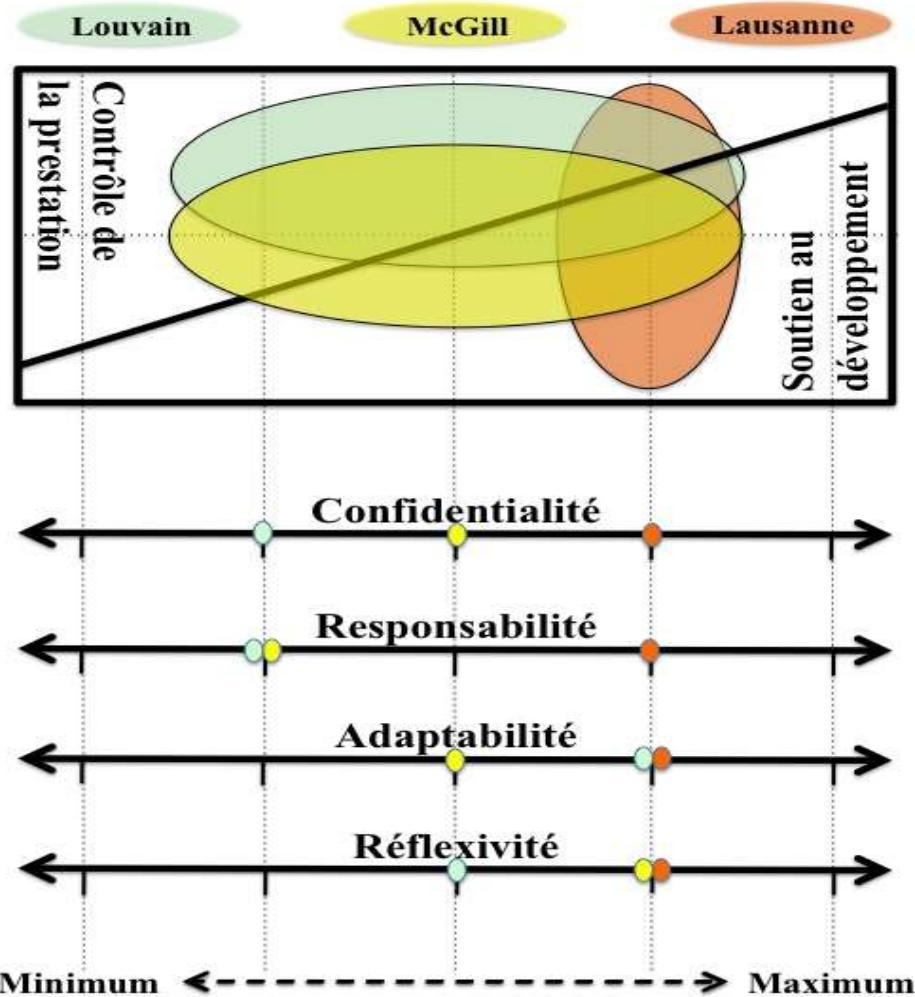
# Differents “jeux” de valeurs créent différentes Cultures Qualité

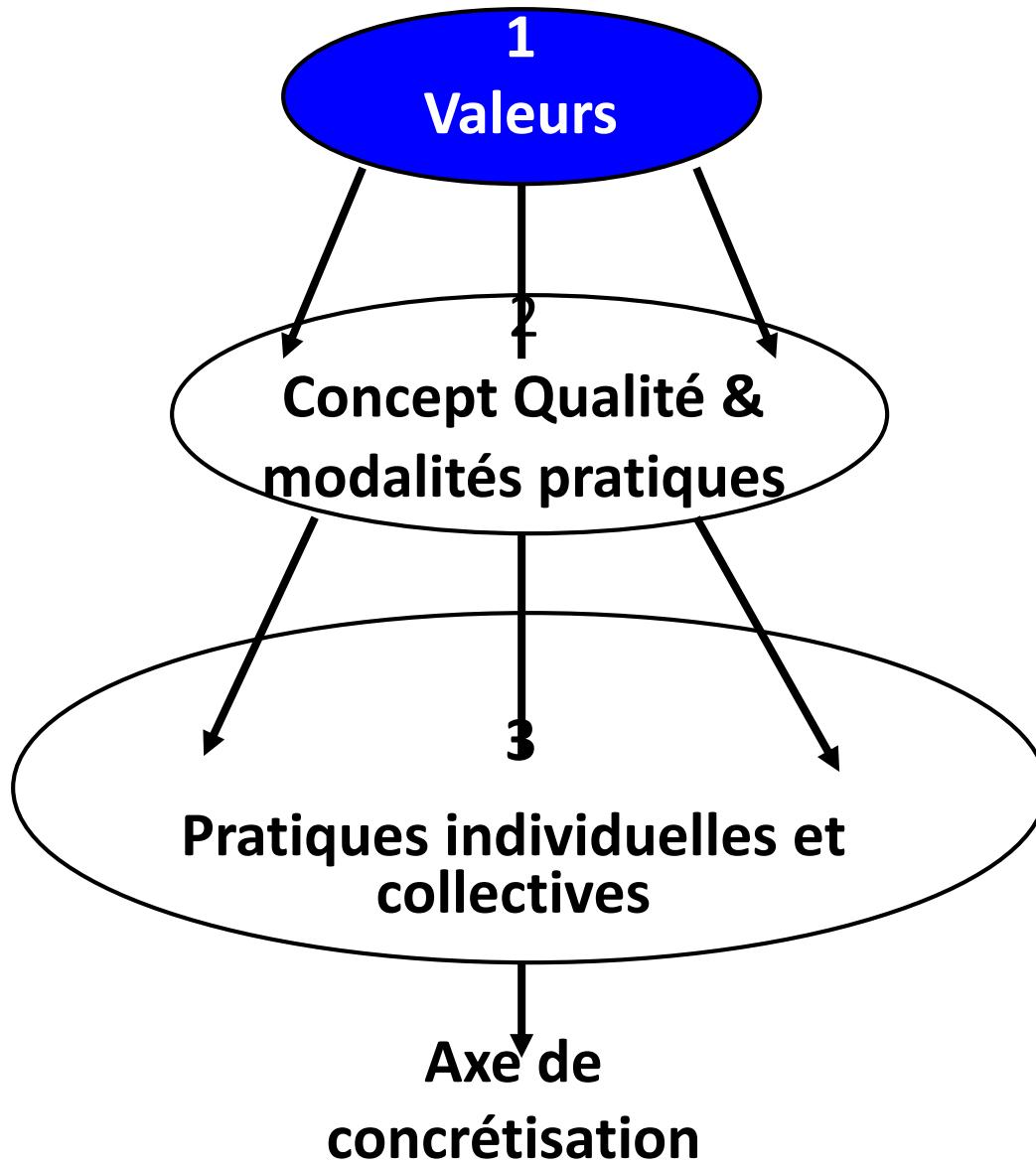


**Contrôler la prestation**

**Soutien au développement**

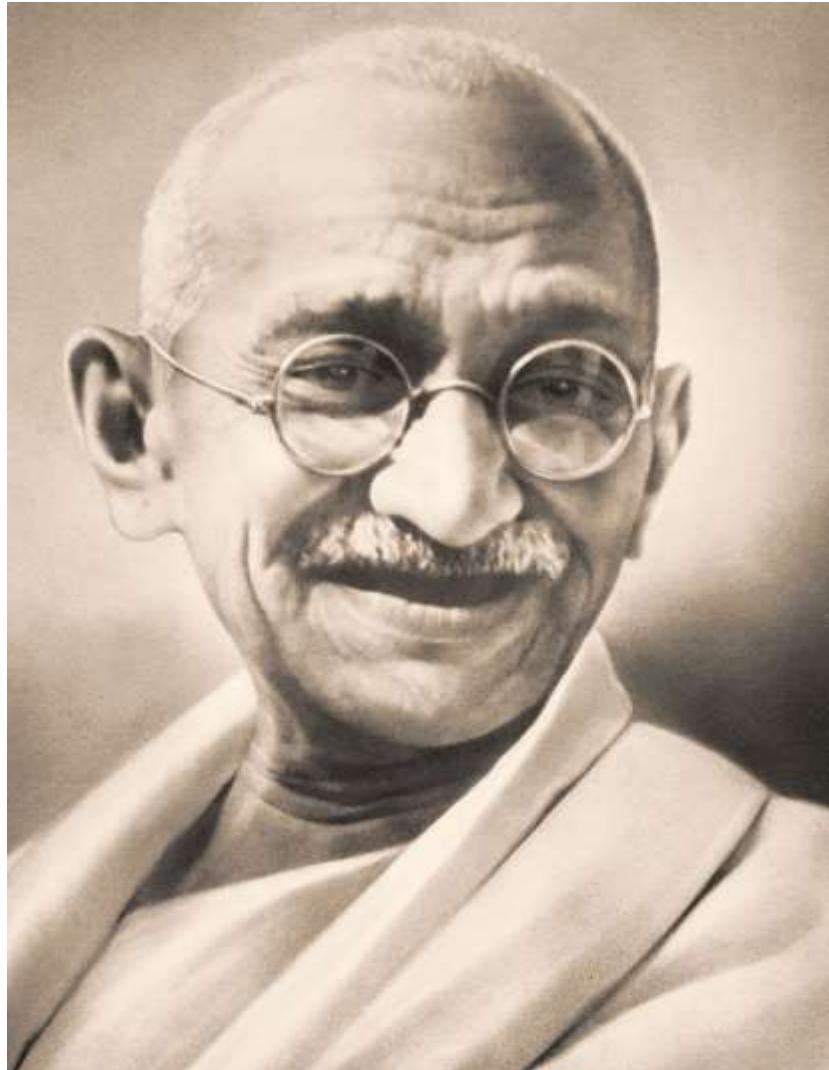






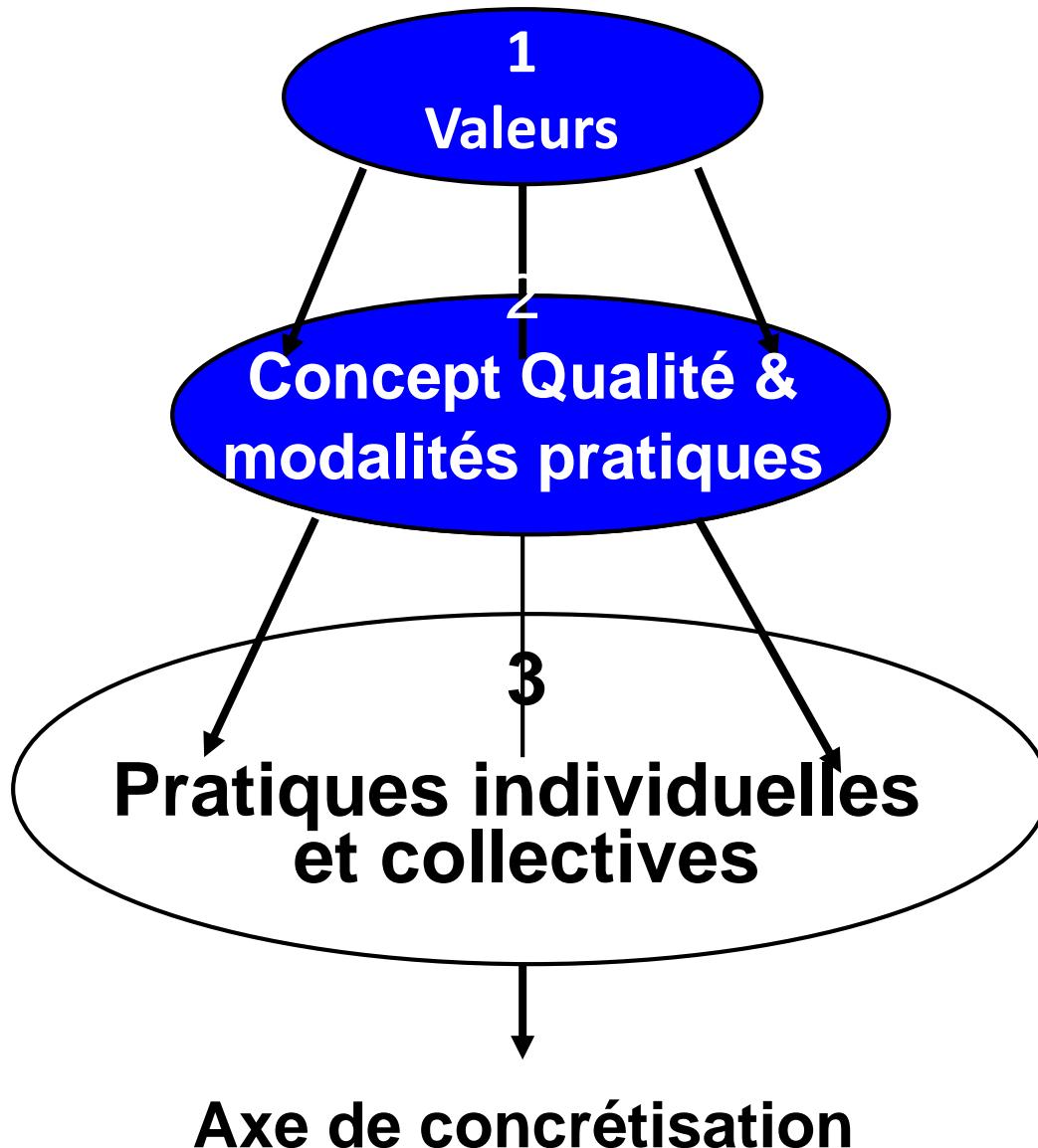
# Culture favorable au développement

- Réflexivité
- Responsabilisation
- Participation / communication
- Chercher erreur pas coupable
- Approche systémique

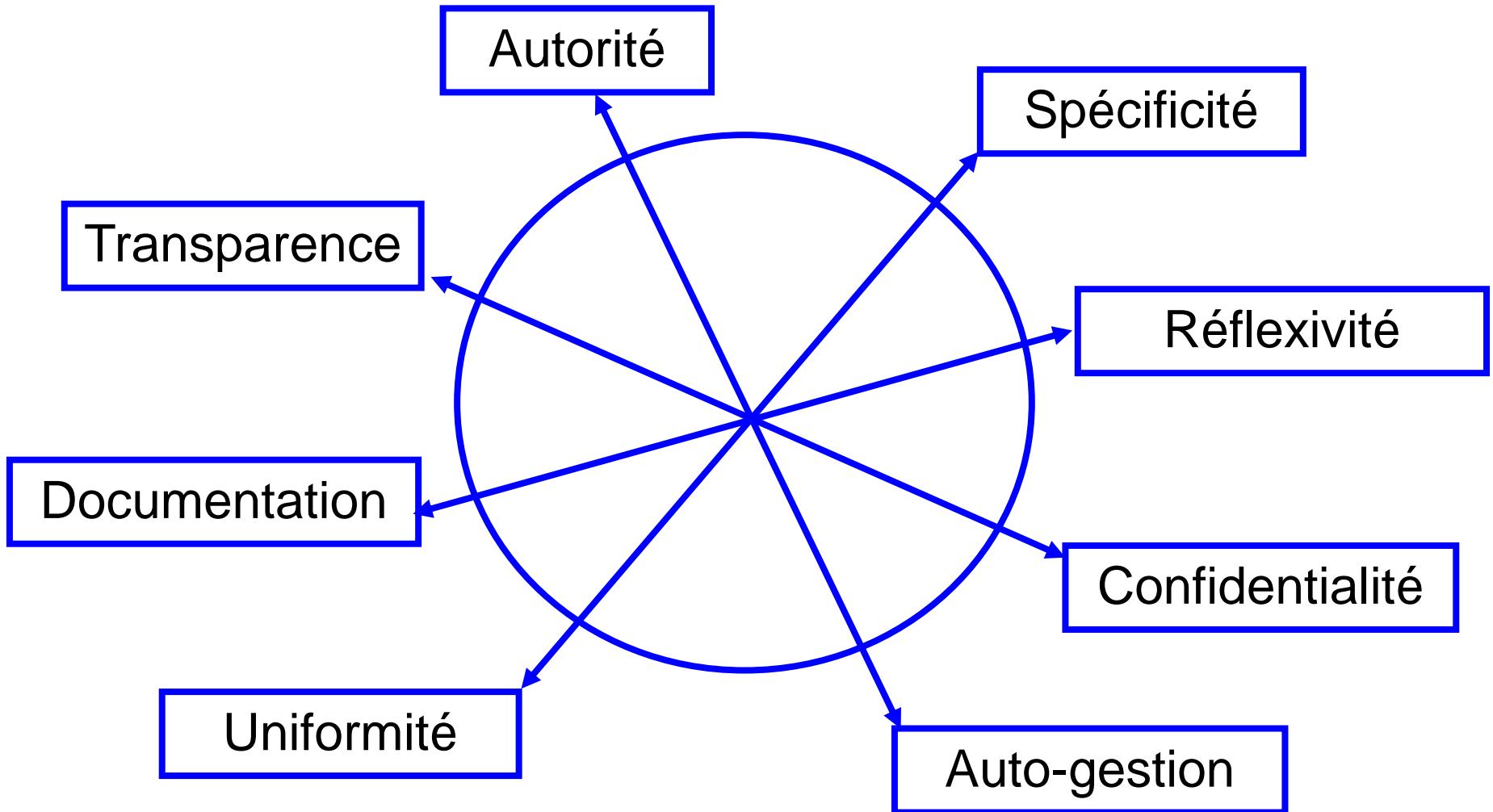


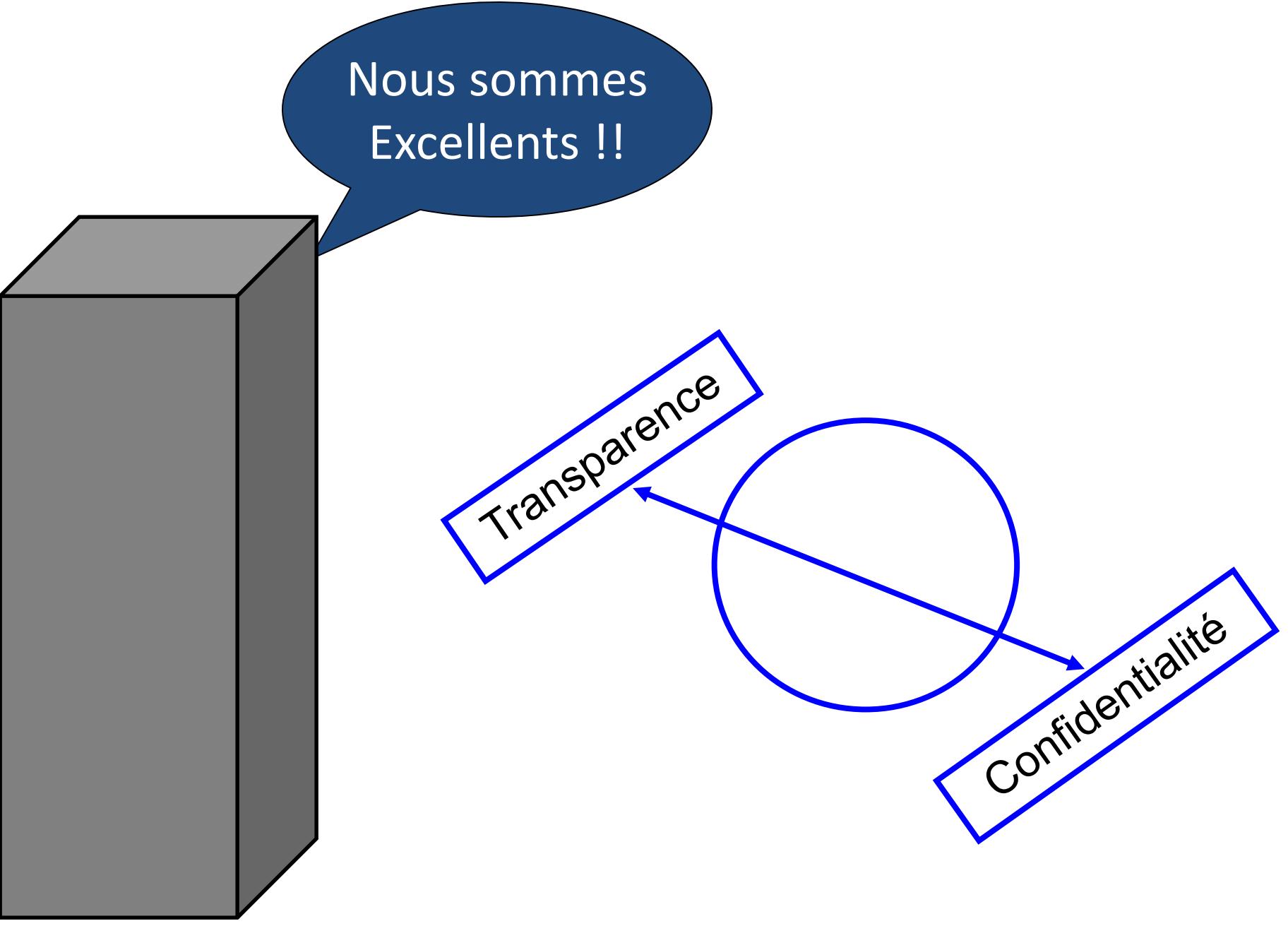
“If you want to  
change the world  
you must BE the  
world you want to  
see ”

Gandhi



# Réguler les tensions entre valeurs





Nous sommes  
Excellents !!

Transparence

Confidentialité

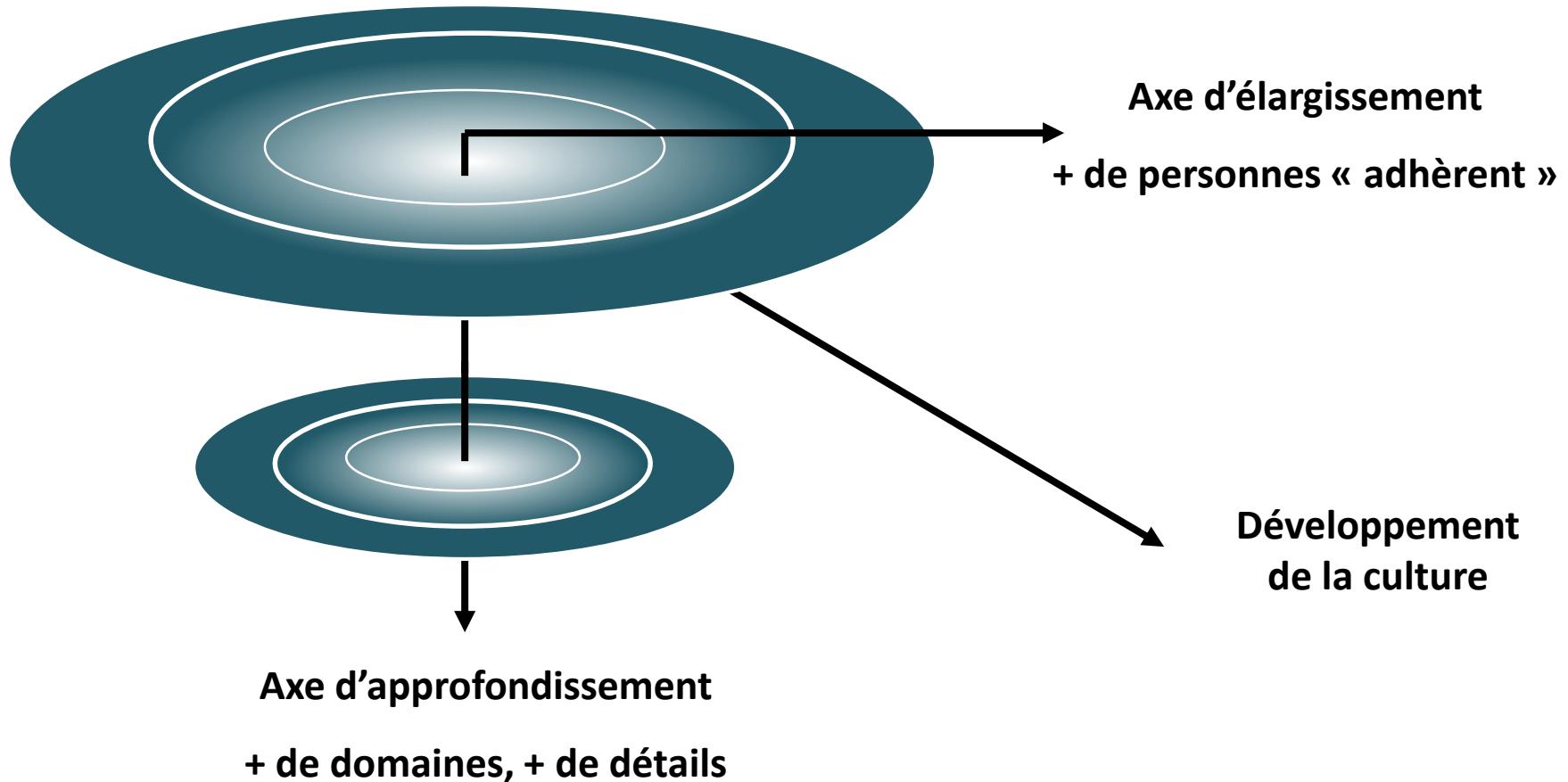
# Une recherche constante d'équilibre



5

*Impliquer les  
acteurs*

# Développer une culture qualité



## Review of quality teaching in higher education

- Avoir une forte implication du leadership
- Combiner processus «Top-Down» & «Bottom-Up»
- Impliquer la communauté universitaire
- Développer des mesures de soutien
- Donner suffisement de ressources pour la qualité
- Diffuser une culture qualité

- “*The general assumption that is inherent in much organisational research on the relationship between leadership and culture is that leaders create cultures ... and cultures yield leaders. The dynamics of this reciprocal process vary from organisation to organisation*”

- Dickson and Mitchelson, 2007

« The leader's perspective about quality and the attention that he or she gives this issue will **drive everything** that happens in the organization. Change in leadership is one of the most clearly understood factors in both the decline and improvement of quality, and in how an organization decides to focus on quality in all sectors. »

Dew 2009

## Impliquer la diversité des acteurs

- A l'intérieur et à l'extérieur
- Dans l'élaboration des processus
- Dans la mise en œuvre des processus

6

*Clarifier les  
responsabilités*

## Matrice niveau conceptuel

Processus	Propose	Consulté	Décide
Elaboration concept Qualité	Direction	Commission + Doyens	Direction
Elaboration règles du jeu processus	Commission		Direction
Plan stratégique	Propose	Doyen + conseil	Direction

## Matrice niveau mise en oeuvre

Processus	Responsable	Delégué	soutien	Analyse résultats	Décide
Eval Faculté	Direction	Doyens	CQ/USIS / CSE/	Faculté	
EEE	Enseignant		CSE	CSE/Ens.	Ens.
Eval.	Direction	Doyens	CSE / USIS	Enseignant	Direction

7

*Préserver une  
vision complexe  
de  
l'enseignement*

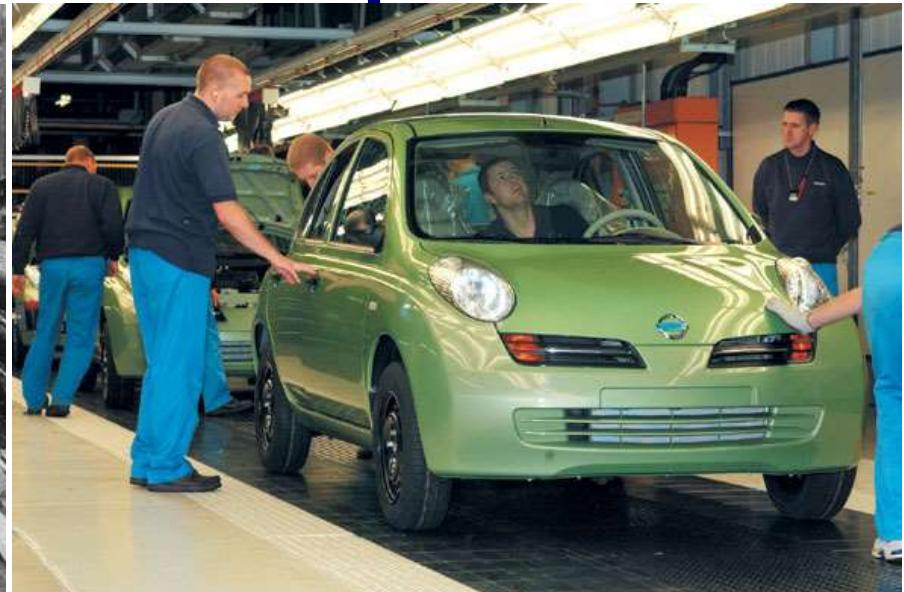
# Une vision linéaire.....

Contrôle qualité



1940

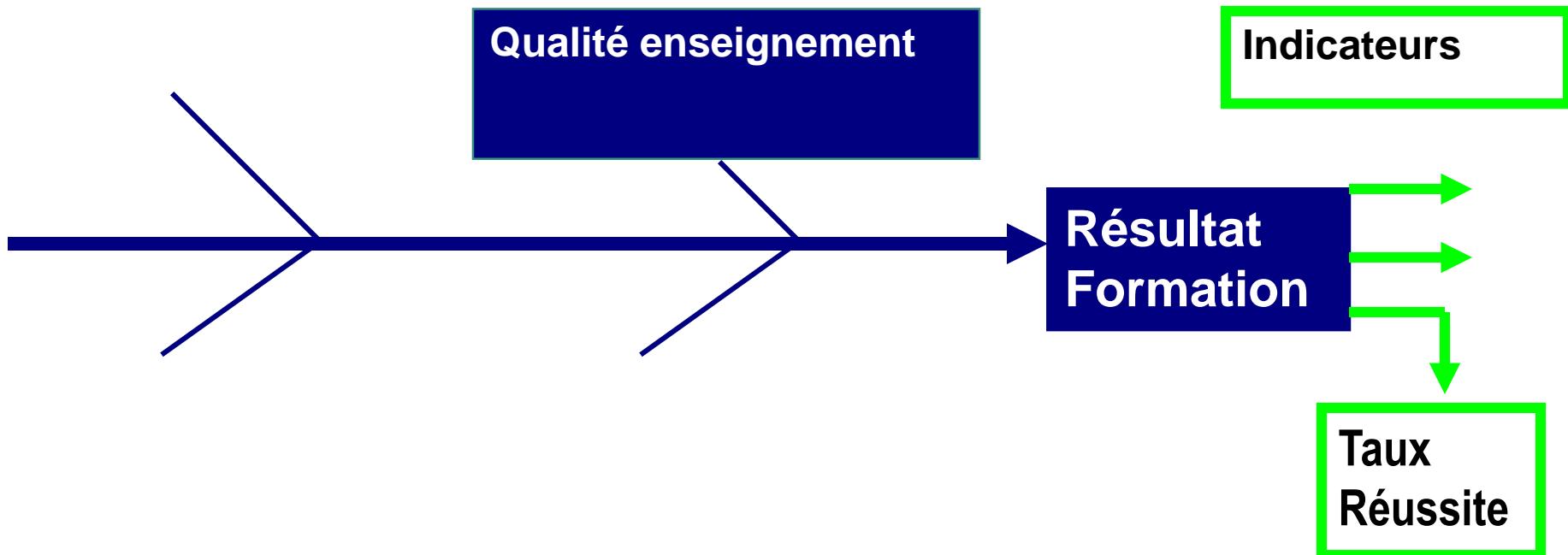
Normes ISO



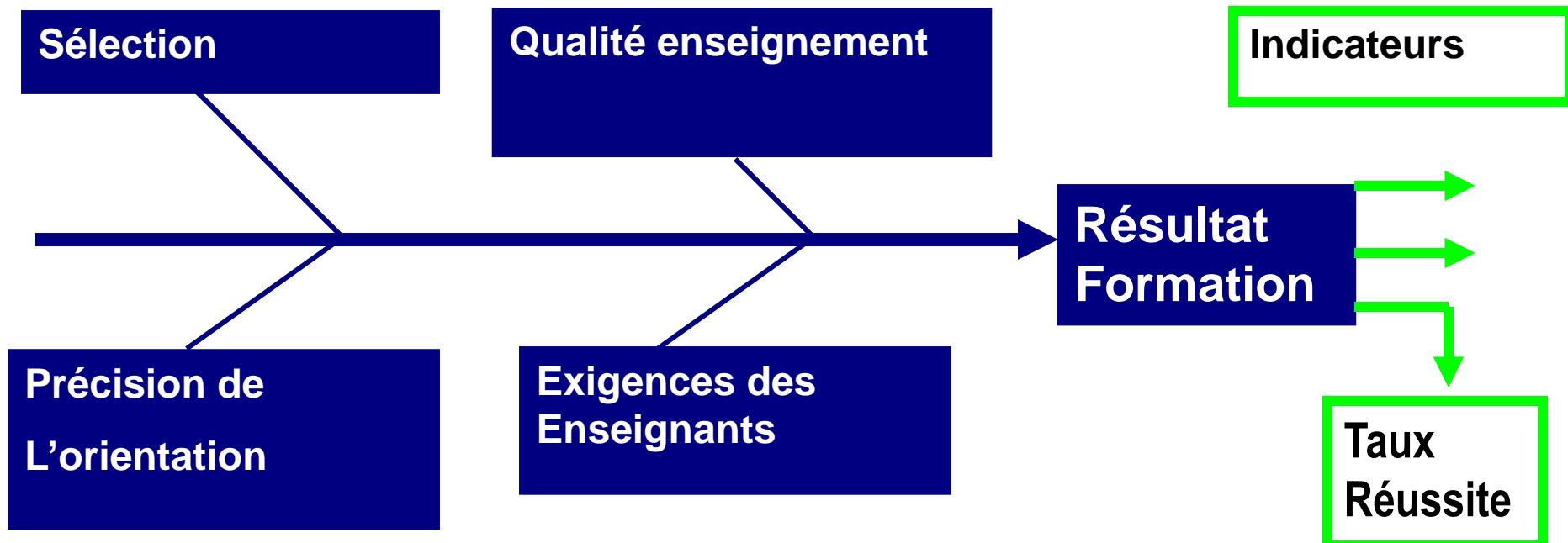
1987

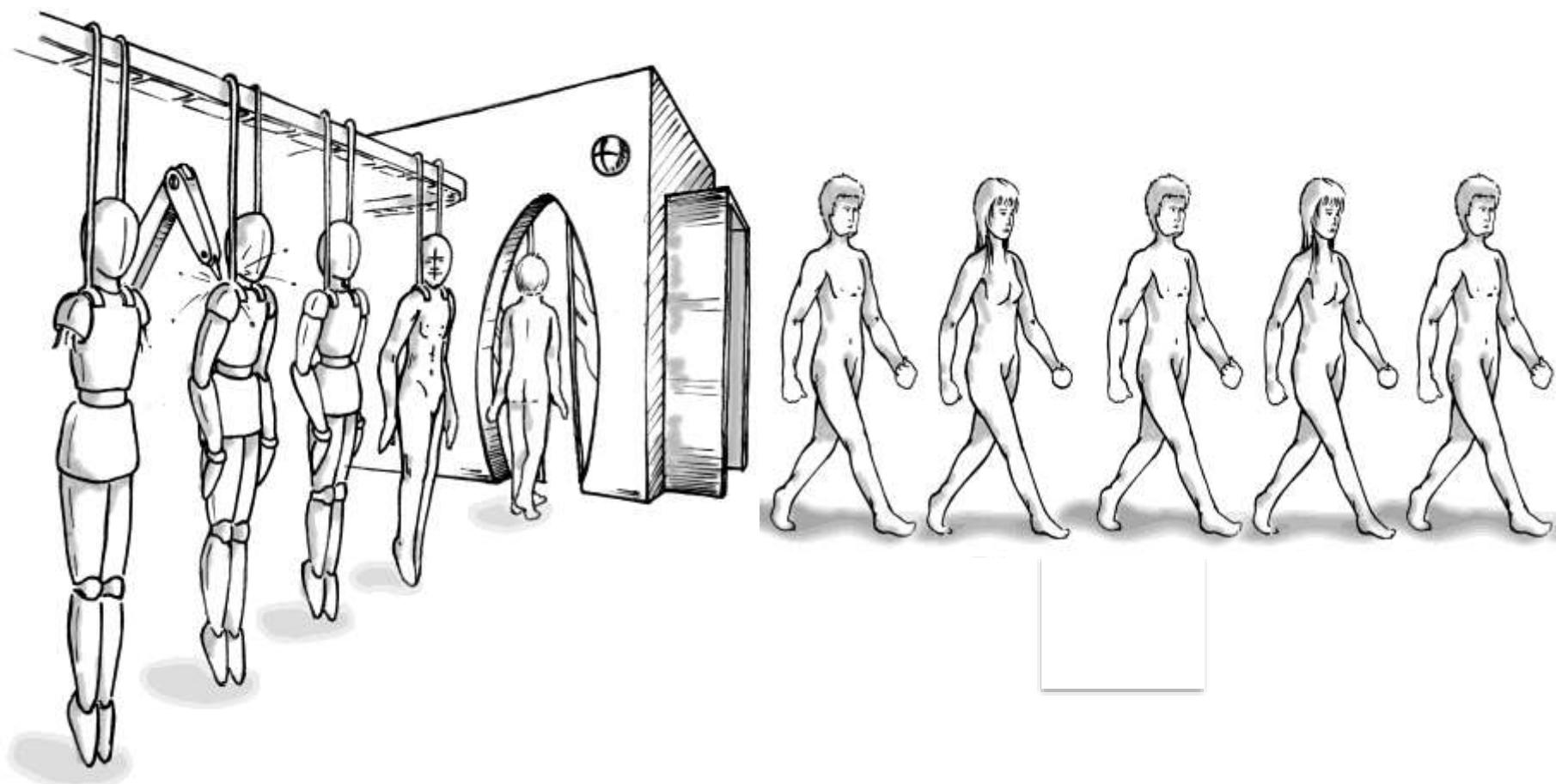


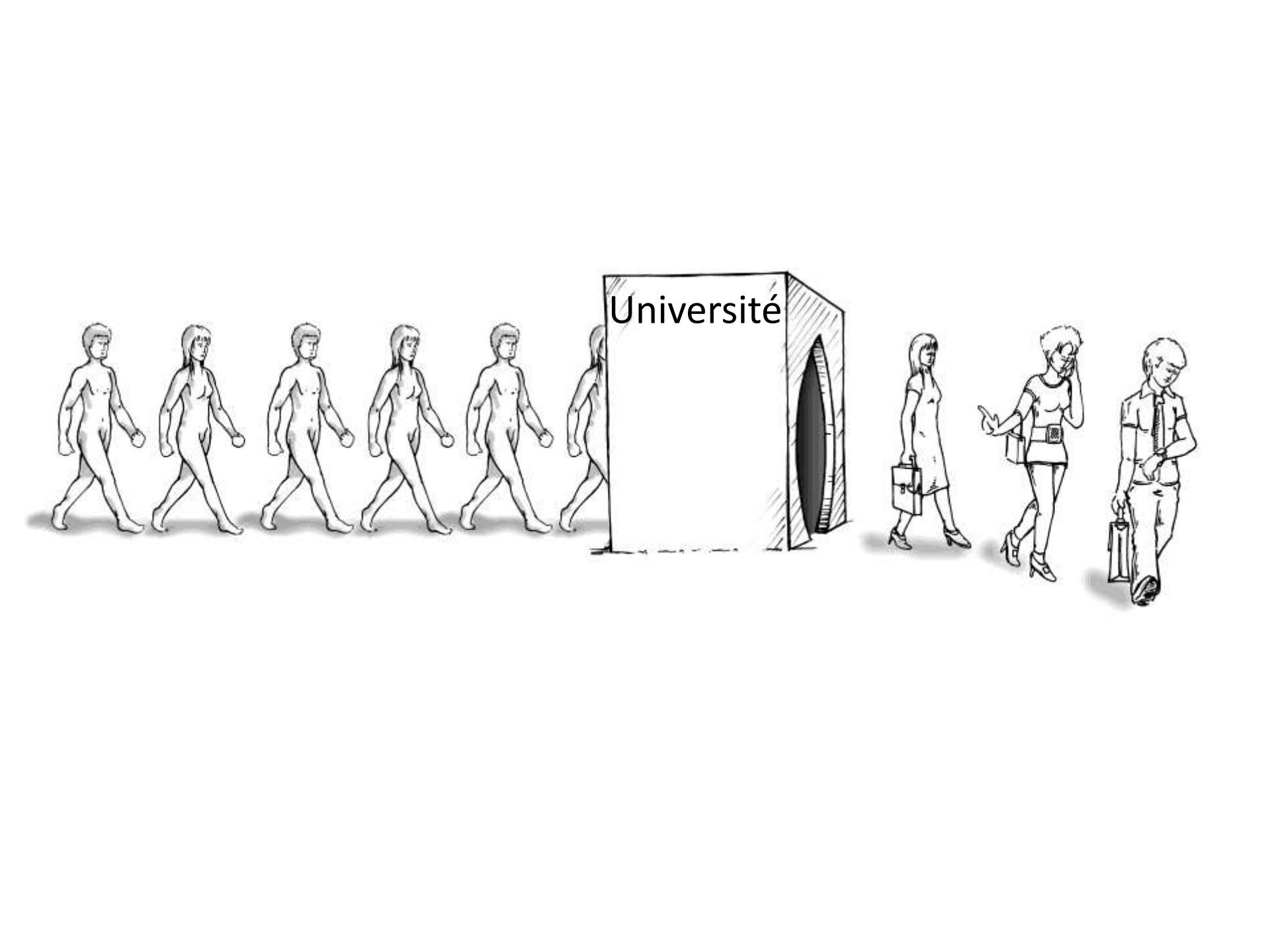
# Une causalité difficile à établir



# Une causalité difficile à établir





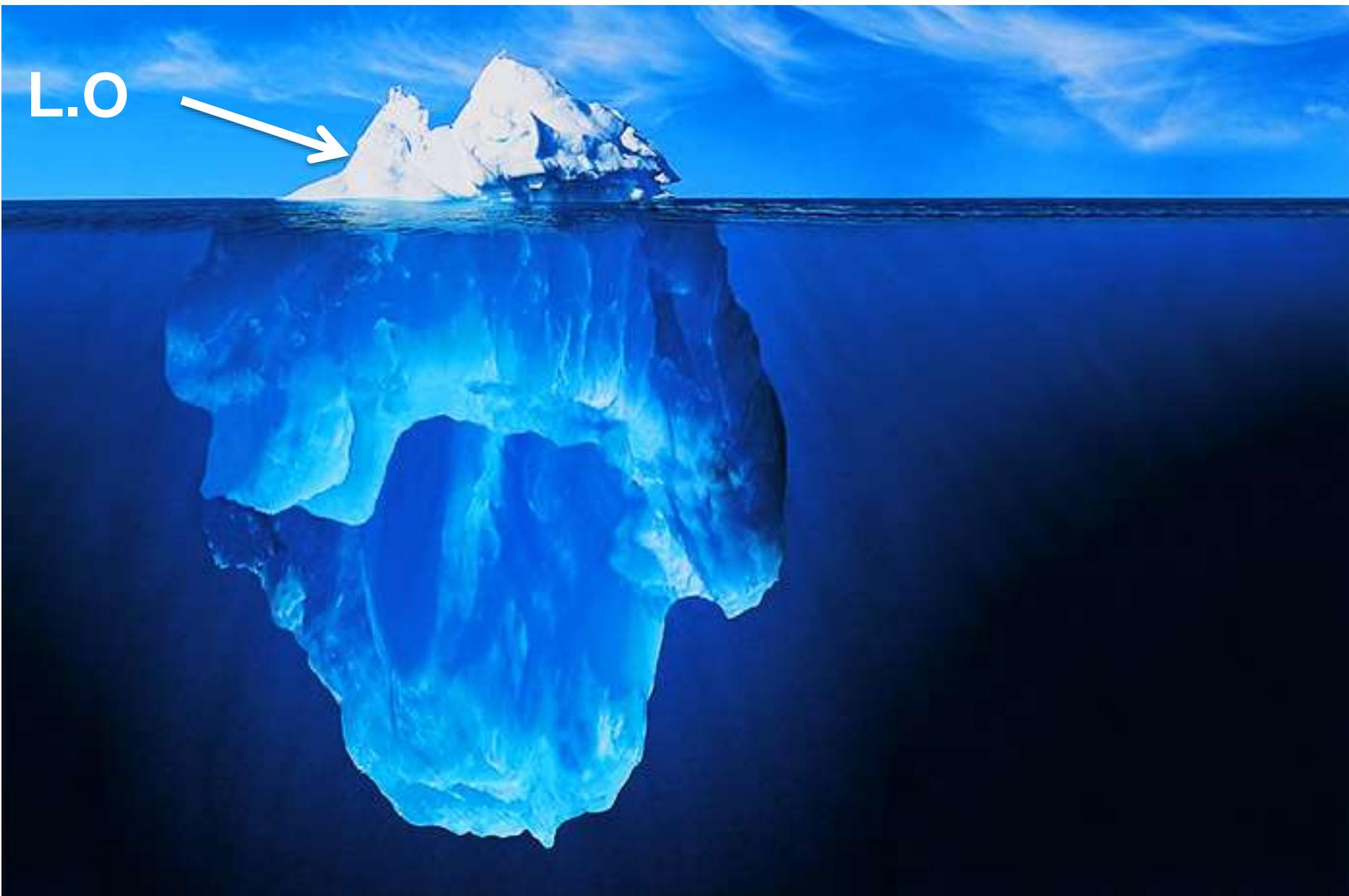


Université



# L'apprentissage, processus largement invisible

L.O



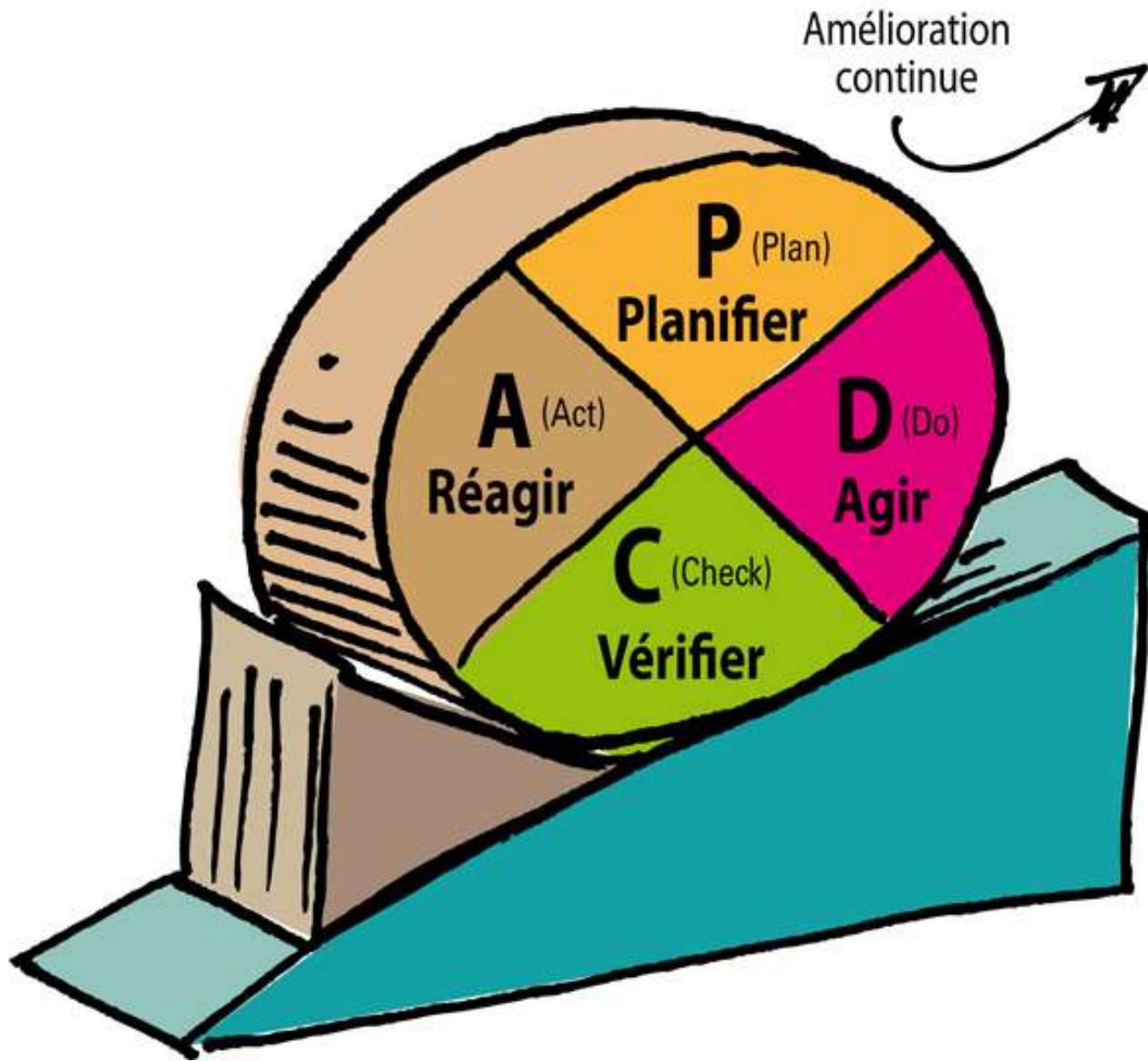
# L'apprentissage une co-construction



8

*Utiliser les résultats et faire faire évoluer le système*

## SCHÉMA DE LA ROUE DE DEMING



« Quality in itself contributed little to any effective transformation of the student learning experience »

Harvey & Newton 2004

BUT = effet réel sur la qualité pas une bureaucratie



# 9

*Developper  
le système  
d'information*



## EUREQA moment!

"[K]ey performance indicators have to make sense to the grassroots while supporting institutional strategies."

Sursock 2011

**10**

*Communiquer*

## **Les démarches qualité sont au service**

- De l'apprentissage organisationnel
- De l'accountability
- De la transparence envers les usagers
- Du développement de la confiance

## **Les démarches qualité sont au service**

- De l'apprentissage organisationnel
- De l'accountability
- De la transparence aux usagers
- Du développement de la confiance

**=> COMMUNICATION**

# **Les démarches qualité sont au service**

- De l'apprentissage organisationnel
- De l'accountability
- De la transparence aux usagers
- Du développement de la confiance

**=> COMMUNICATION**

Essentielle dans le développement culturelle qualité

« L'important dans la communication,  
c'est l'accusé de réception »

Jacques Lacan



# EUREQA MOMENTS!

## TOP TIPS FOR INTERNAL QUALITY ASSURANCE

ANNA GOVER AND TIA LOUKKOLA



EUREQA is co-funded  
by the European Commission  
under the Tempus Programme (2012).



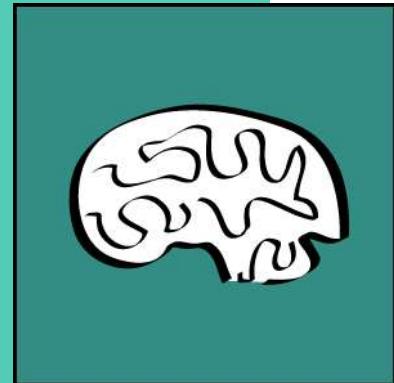
# En conclusion...

- La qualité s'inscrit dans un champ de tensions nécessitant une régulation permanente.
- engagement institutionnel fort et dans la durée
- Intégrer les démarches en système et lier avec activités stratégiques
- Enraciner une culture qualité



# En conclusion...

Eviter que la recherche de la conformité remplace la réflexion sur la pertinence



A wide-angle photograph of a park or natural area. In the foreground, a large, dark tree trunk and branches frame the scene. A paved path leads from the bottom center towards the horizon. The path is surrounded by green grass and some low-lying bushes. In the distance, there are more trees and a range of mountains under a clear sky.

Merci de votre attention

Jacques.lanares@unil.ch



Université Saint-Joseph de Beyrouth  
جامعة القديس يوسف في بيروت

# L'accréditation comme levier de développement: Reflets d'une pratique

Nada Moghaizel-Nasr

Déléguée du Recteur à l'Assurance qualité et la Pédagogie universitaire  
7 décembre 2017



## Pour commencer

- Se « développer » c'est **apprendre, se modifier, changer**
- **Changer déstabilise** représentations et pratiques
- **Cerveau programmé pour résister au changement.** N'aime pas changer : se protège donc résiste (cerveau reptilien, système limbique)
- **Cerveau programmé pour changer** : plasticité, souplesse
- Chez les humains le changement **ne se décrète pas**
- **Savoir le piloter. Assurer des conditions** est essentiel.  
(Comment on s'y prend)







## 1- Expliciter la **vision** du processus

***Savoir ce qu'on veut***

- Fixer développement et amélioration **comme finalité au plus haut niveau de l'université**
- Etre au clair qu'il s'agit d'instaurer/renforcer une **culture et non des procédures « administratives » et collecte de données**
- Culture garantit **amélioration/développement continus**
- Donc: processus d'**appropriation** et non d'imposition.  
Contrainte ne fonctionne pas à long terme
- Expliciter cela dans une **Feuille de route** orientant la démarche
- **Diffuser** auprès de la communauté universitaire



## 2- Donner du **sens** au processus

### **Motiver**

- **Rassurer:** montrer que standards externes s'assurent de notre fidélité à **nous-mêmes d'abord** : mission, vision, valeurs et **exigences internationales**
- **Expliciter critères:** pertinence, cohérence, efficacité....
- **Expliciter standards:** leur fonction est de s'assurer du respect des critères
- **Adapter** référentiel de l'agence au contexte de l'université: adapter lexique et questions, restructurer selon l'université
- Montrer **valeur ajoutée** des standards, en quoi ils sont utiles



- Transformer **contraintes en opportunités**: montrer que questions de l'autoévaluation emmènent là où l'on n'aurait pas été seul, génèrent des projets donc le développement. *Ex: participation des parties prenantes, évaluation du fonctionnement de la faculté, programmes dans classements internationaux, .....*
- Adopter démarche d'**évaluation « formatrice »**: Faire du moment d'autoévaluation un moment de formation en soi: occasion d'expliquer tranquillement et indirectement certaines choses (*ex: identifier indicateurs, élargir représentation parties prenantes, ...*) d'ouvrir des appétits, de créer de nouveaux besoins





## 3- Assurer une qualité d'accompagnement

### *Rassurer*

- « Pour enseigner l'anglais à Paul il faut connaître l'anglais, mais aussi Paul et les raisons pour lesquelles il veut apprendre l'anglais »: **Bien connaître l'institution** (sa culture, son histoire, ses seuils de maturité, ...)
- Avoir de **l'empathie**: avoir expérimenté pour se mettre à la place (expert = ex-pair). Prévenir du « radicalisme de l'inexpérience »
- Respecter **seuil de maturité**, *zone proximale de développement*
- Respecter **continuité et rupture**: partir du déjà-là. Petites déstabilisations et stabilisations progressives: **Politique des petits pas**
- Respecter **rythme du changement**: ni trop lent ni trop rapide



- Savoir **placer le curseur**: gérer complexité, polarité et tensions de tout projet: *ex: autonomie des facultés / institutionnalisation de procédures* (ceci **et** cela, pas ceci **ou** cela, **en même temps**)
- Avoir une **posture bienveillante** : « *Parti pris de bienveillance* »
  - **Reconnaissance** non “contrôle”: Forces et Bonnes pratiques
  - **Soutien** non jugement: projets d'amélioration
  - **Accoucheur** (sage-femme)





## 4- Mettre en place un dispositif pérenne

### *Structurer*

- Structure de pilotage:
  - Autonome
  - Rôle de **conseil stratégique** et **appui technique**
  - Équipe de pilotage: **légitimité** institutionnelle et professionnelle
- **Infrastructure de gestion:** base de données
- Plateformes **collaboratives** favorisant **synergie**
  - Comité AQ par faculté/ service
  - Réseau référents qualité
  - ...





## 5- Favoriser la participation

### *Mobiliser*

- **Mobiliser les parties prenantes:** rencontres interactives
- **Favoriser la synergie** dans facultés et services: concertation et production collective à toutes les étapes:
  - Autoévaluation, recueil données
  - Priorisation des améliorations
  - Identification des forces et bonnes pratiques
  - Conception de projets: Faire participer le plus grand nombre à leur implémentation
- **Informier et communiquer:**
  - Site
  - News Letter
  - .....





## 6- Fournir outillage et formation

### *Soutenir*

- Concevoir **outils et guides simples et concrets** facilitant :
  - Articulation d'emblée entre **données / améliorations / BP**
  - **Priorisation améliorations** selon paramètres d'impact et faisabilité
  - **Recueil et accès aux bonnes pratiques** (institutionnelles et individuelles)
  - Implémentation des **projets**: conception de plans d'action
- Organiser des ateliers de **formation**
- Favoriser **l'apprentissage par les pairs**:
  - Réseau de personnes ressources
  - Mutualisation bonnes pratiques



## 7- Miser sur les forces

### *S'épauler*

- Renforcer fonctionnement comme **organisation apprenante**: multiplier plateformes participatives et communication
- **Décloisonner, mettre en écho:** **difficultés** des uns avec **bonnes pratiques** des autres (plateforme numérique: 72). *Ex: implication des vacataires, renforcement liens avec marché du travail, liens avec anciens, analyse de compétitivité, évaluation des RA niveau programme*
- Renforcer **fonctionnement en réseau**: identifier puis faciliter accès aux **personnes ressources** (accessibilité selon thèmes, disciplines, campus: uber) et **relais** dans services et facultés
- **Mutualiser bonnes pratiques:** (plateforme numérique et rencontres) et accompagner personnes dans leur rédaction
- **Valoriser réussites** : politique de ressources humaines incitative



## Pour conclure

- Processus d'**humilité**: personnes qui se penchent ensemble sur ce qu'elles font pour l'améliorer et grandir. *Institution apprenante*
- Processus d'**enthousiasme, motivation, mobilisation**
- Processus jalonné de « **transformations silencieuses** », de « *mutations tranquilles* » de « *vrais miracles* (qui) *font peu de bruit* »



# Système de qualité

*Ursula El Hage*

*Décembre 2017*

# Comment rester pertinent dans un monde en constante évolution?



# Les conditions pour une gestion de qualité (PVCA)

## *Les conditions*

Besoin de  
Développement

Vision claire et  
partagée

Capacité pour le  
changement

Plan d'action initial  
clair

## *S'il en manque une*

Pas de priorité

Reflexion initiale  
qui se perd

Frustration

Initiations  
interrompues



*Qu'est ce que la qualité?*

# Qualité

- «*Un produit ou service de qualité est un produit dont les caractéristiques lui permettent de satisfaire les besoins exprimés ou implicites des consommateurs* ».

AFNOR

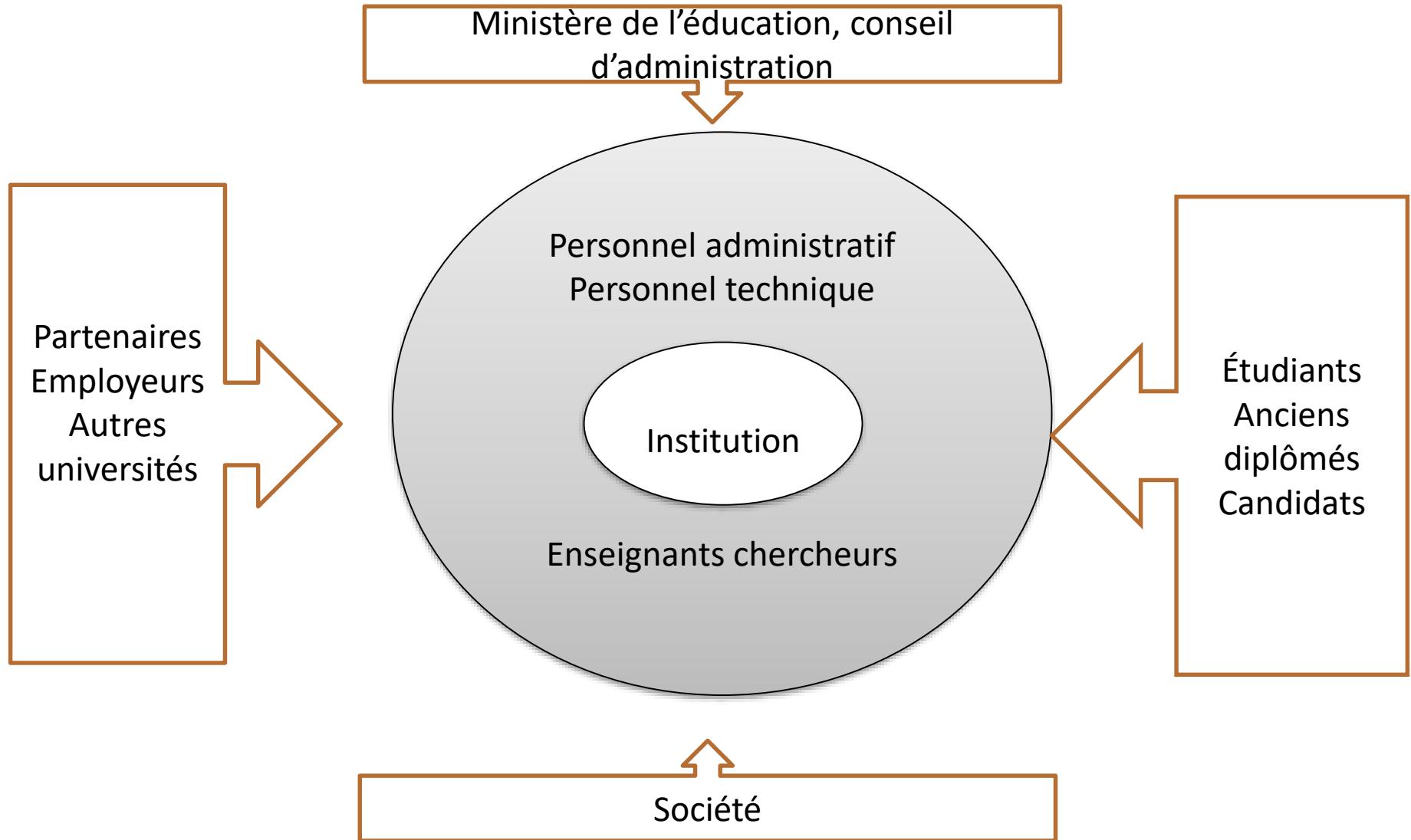
# Excellence

- Les *institutions* « *excellentes* » atteignent et *maintiennent* des niveaux de *performance exceptionnels* qui *répondent* ou dépassent les *attentes* de toutes leurs *parties prenantes*.

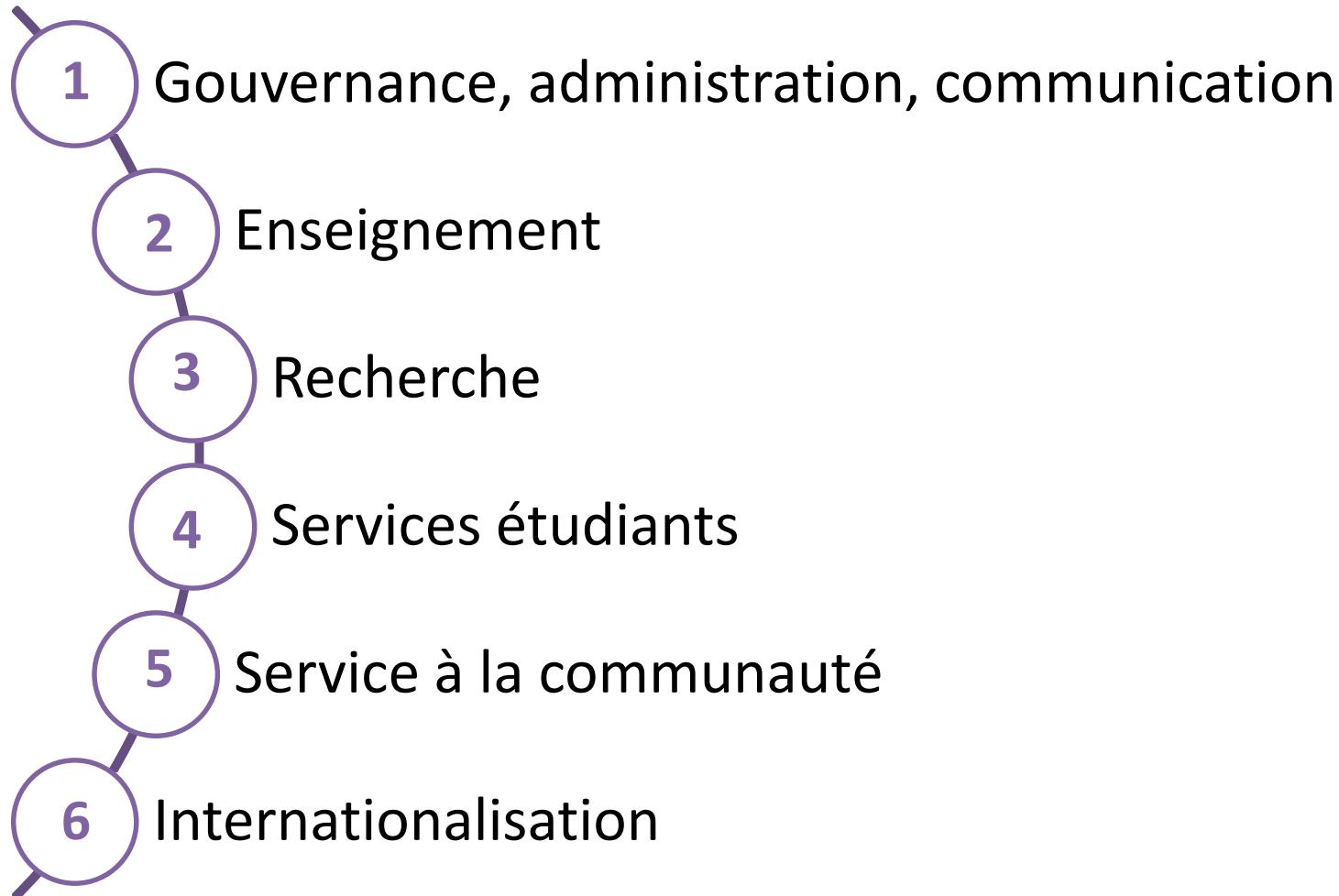
EFQM

# Parties prenantes de la qualité

## Performance/Perception

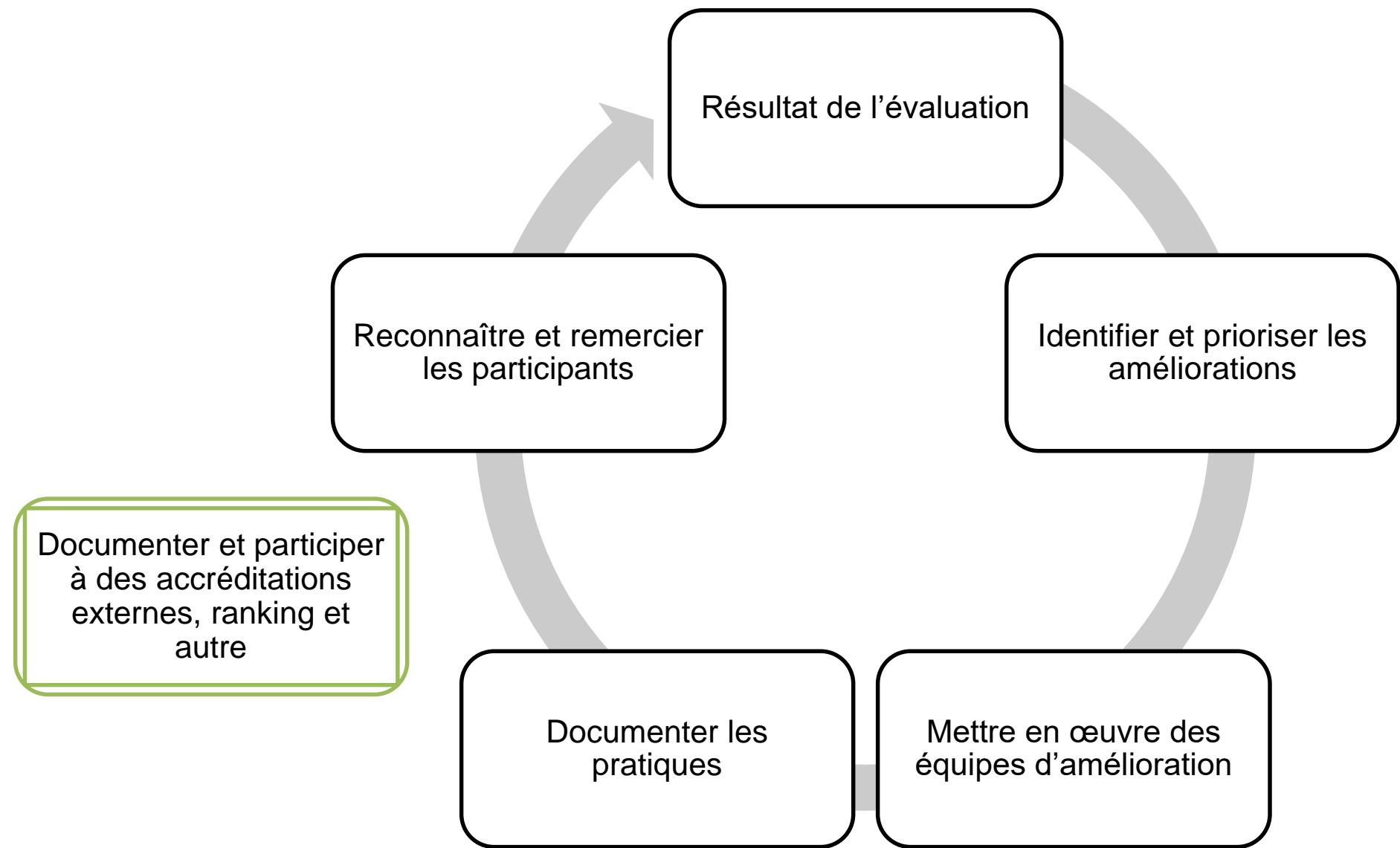


# Possibles domaines de l'assurance qualité



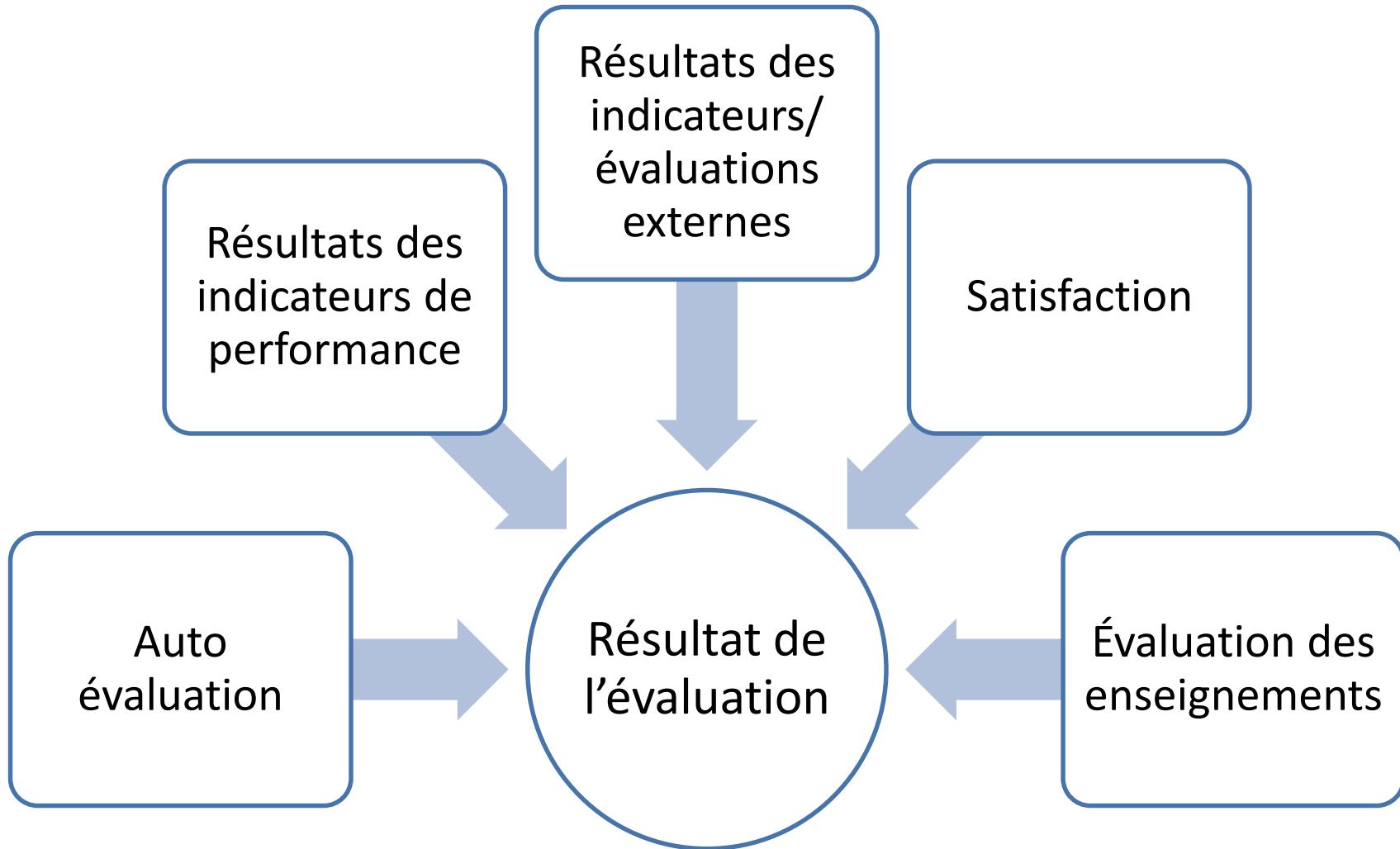
# *Processus d'assurance qualité*

# Processus d'assurance qualité



Formation, documentation, support et communication

# Évaluation





# *Structure d'assurance qualité interne*

# Structure assurance qualité interne

Recteur, vice-Recteurs, équipe de qualité,  
représentants des facultés et services

Équipe opérationnelle responsable de la  
qualité

Doyen et représentants de la faculté

Personne responsable de la qualité

Équipes responsables  
de projets de qualité

Comité stratégique  
qualité

Equipe qualité

Comité stratégique  
qualité faculté

Responsable qualité  
faculté

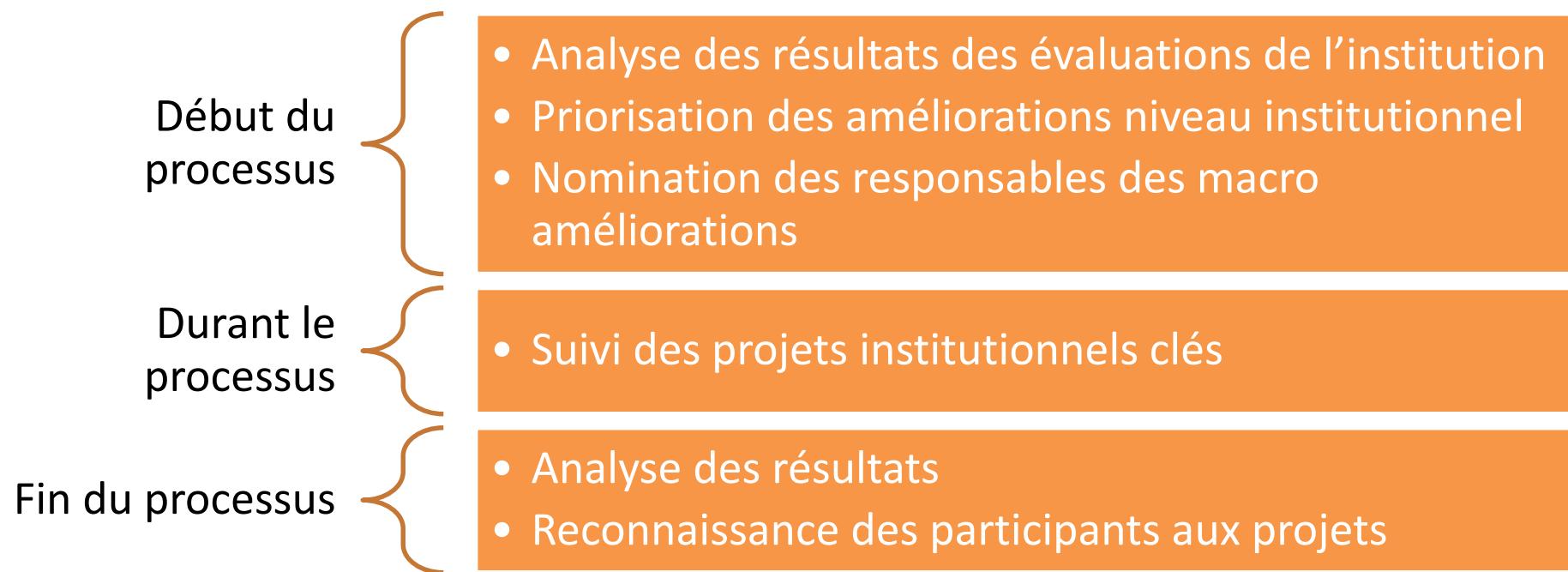
Équipes de  
projet 1

Équipes de projet  
faculté

Rencontres avec les parties prenantes

# Comité stratégique qualité institutionnel

Le comité stratégique assurance qualité de l'institution peut avoir les fonctions suivantes :



# Équipe qualité

L'équipe qualité assure le lien entre le comité stratégique qualité, le personnel, les équipes de projets et les partenaires externes. Quand aux thèmes relatifs à l'Assurance Qualité, il assure :



# Équipe de projets

Les équipes de projet ont comme objectif d'exécuter un projet d'amélioration prioriser par le Comité stratégique qualité. Leur rôle est de :

Début du processus

Durant le processus

Fin du processus

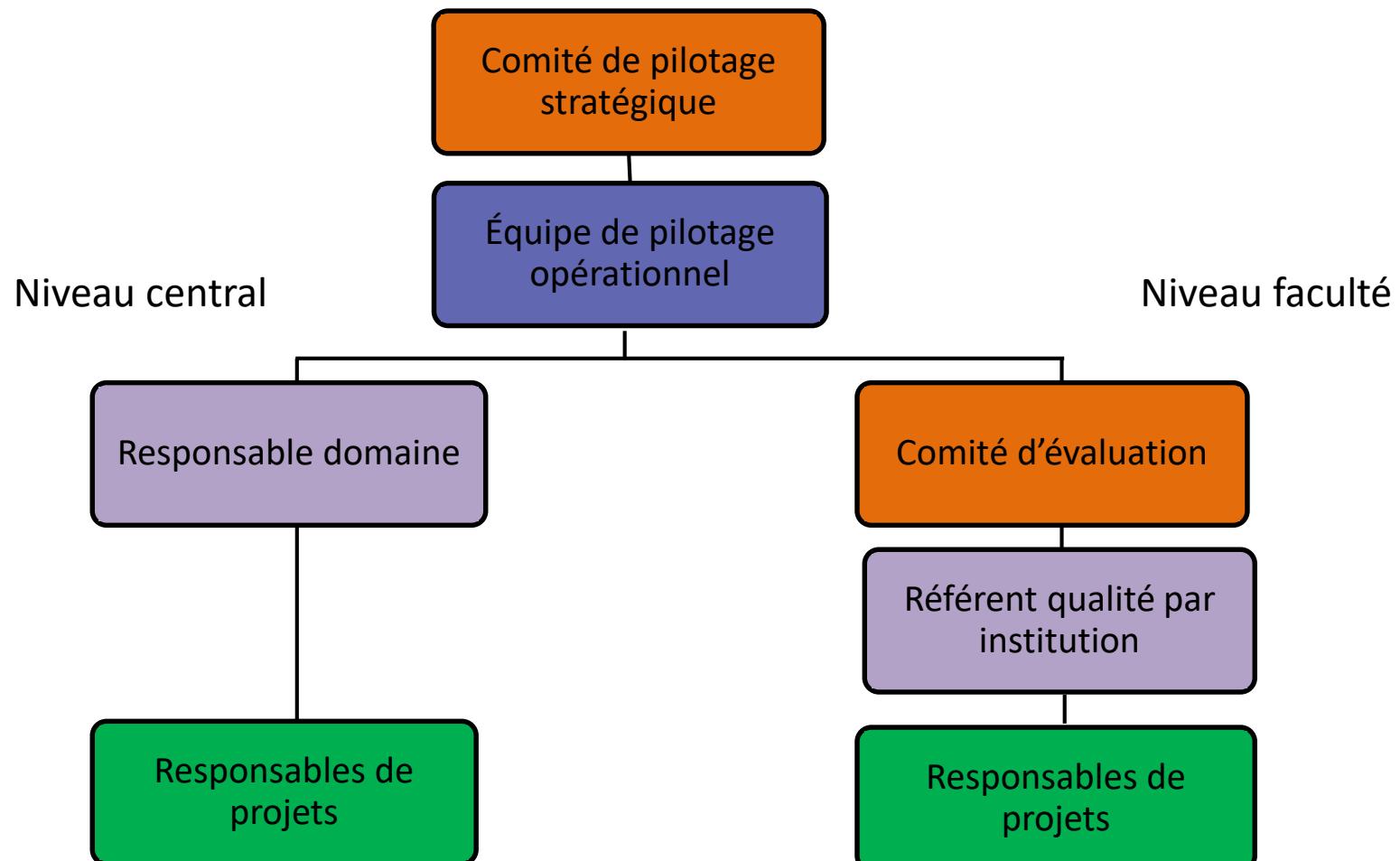


- Conception des projets

- Exécution

- Evaluation des résultats atteints

# Structure qualité USJ



**Rencontres avec les parties prenantes**

# Structures d'assurance qualité dans l'espace européen

- Recteur ou Vice-recteur 64%
- Comité assurance qualité institutionnel 53%
- Une personne responsable de la qualité au Rectorat 36.5%
- Comité assurance qualité par faculté 40.5%

Comité stratégique qualité

- Unité assurance qualité spécialisé au niveau central 53.6%
- Unité assurance qualité spécialisé par institution 9%
- Personnel responsable de la qualité et d'autres activités dans le département 45%

Équipe qualité

- Unité innovation pédagogique et de support 47.7%
- Unité de développement du personnel 38.3%

Équipe de projets

*enquête de l'Association des universités européennes (Zhang, 2010), portant sur 222 universités*

# Pratiques communes dans des universités américaines

Bureau de la planification et de l'efficacité institutionnelle:

Responsable de la planification stratégique de l'institution et des outils de supports pour l'amélioration de la gestion.

Bureau de l'évaluation de l'éducation:

Responsable de l'évaluation de la formation et le support des enseignants au niveau pédagogique.

Bureau de la recherche institutionnelle:

Responsable de la collecte de données pour la prise de décision, accréditation et ranking au niveau universitaire: enquêtes, indicateurs, preuves...

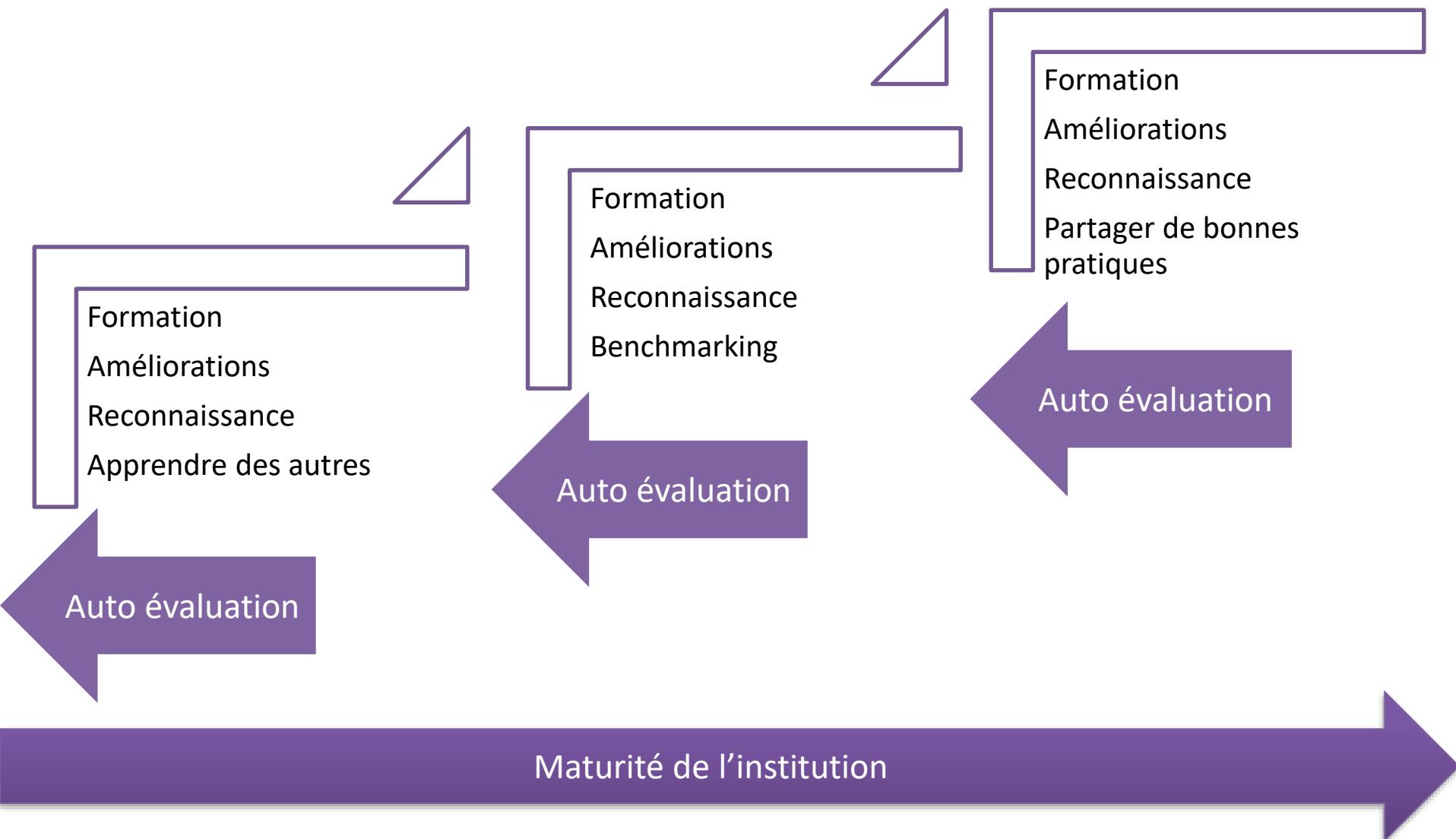


# *Chemin de la qualité*

# Commencer d'une façon simple

- L'assurance qualité n'est pas un projet du jour au lendemain.
- Les implémentations réussies adoptent une vision à long terme, avec des jalons réguliers pour vérifier les progrès et célébrer le succès.
- Plus vous mettez du temps et de l'énergie dans une phase, moins vous en avez pour le reste.

# Chemin de la qualité





# *Points de réflexion*



# Points de réflexion

Décisions de  
gouvernance de la  
qualité

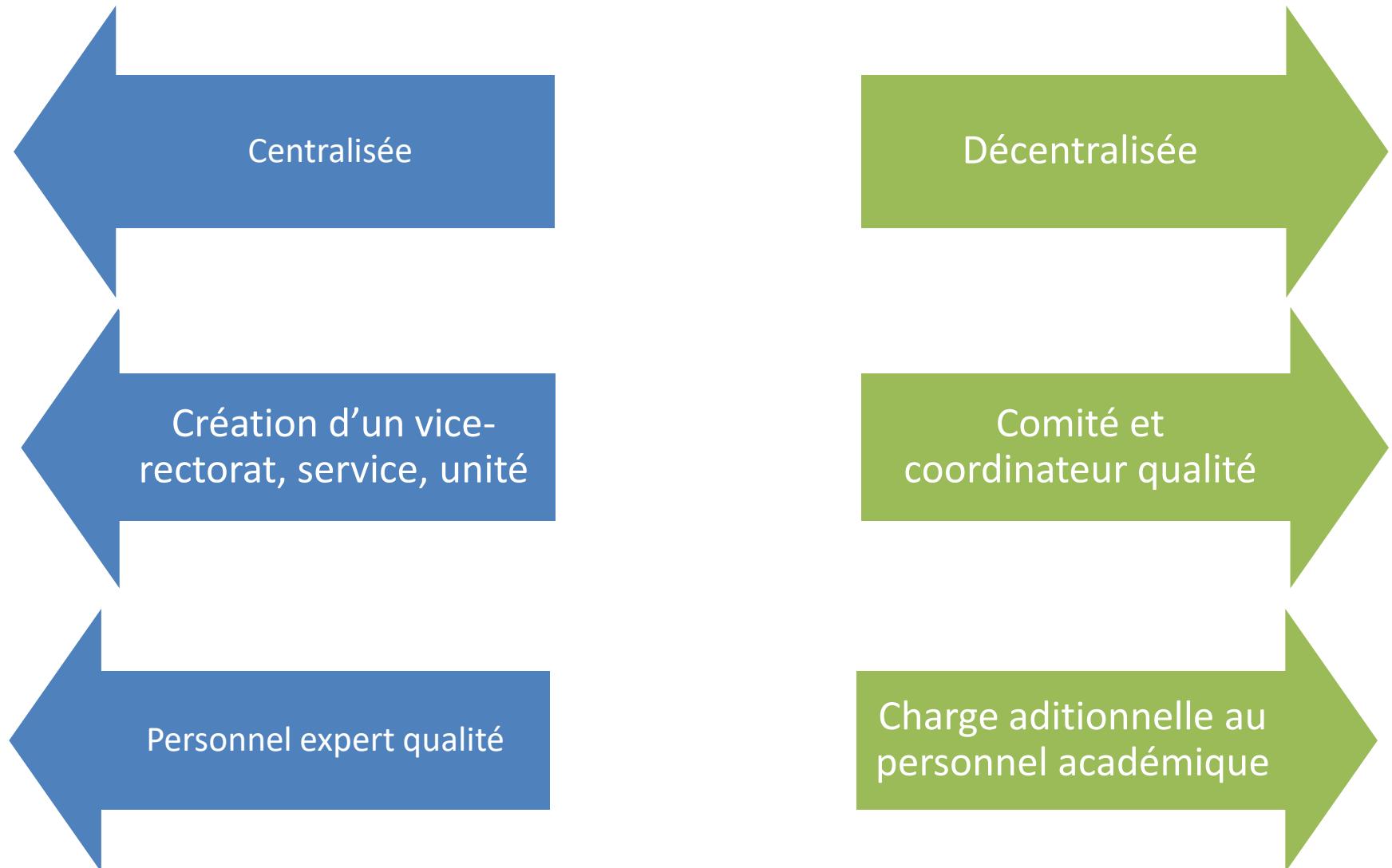
Participation de la  
direction

Développement de  
la communication

Développement de  
l'auto évaluation

Sélection, formation  
et motivation des  
participants des  
projets

# Décisions de gouvernance de la qualité



# Participation de la direction

1

Comment allez-vous introduire le processus qualité dans l'agenda des directeurs?

2

Comment allez-vous introduire les améliorations dans la gestion institutionnelle?

3

Quels facteurs externes favorisent le processus?

# Développement de la communication

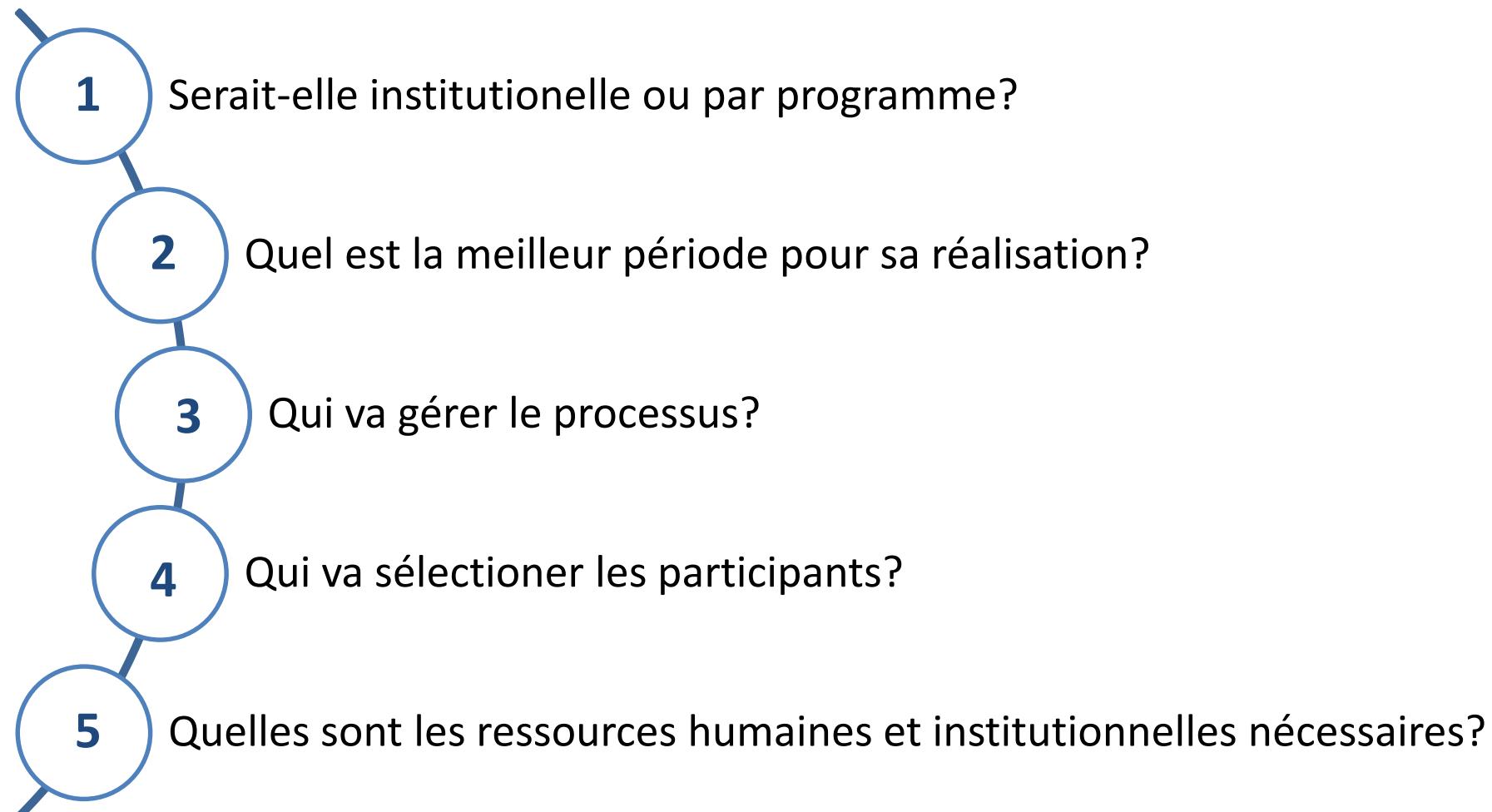
1

Quel est le message que vous allez communiquer?

2

À qui? Qui? Comment? Quand? Où?

# Développement de l'auto évaluation



# Sélection, formation et motivation des participants des projets

1

Qui choisira les équipes pour chaque projets?

2

Comment allez-vous motiver le personnel afin d'y participer?

3

Quelle est la formation/coaching nécessaire pour les aider?

## Contact :

**Ursula El Hage, Expert qualité**

Tel: 01421000 ext. 1171

Email : [uelhage@usj.edu.lb](mailto:uelhage@usj.edu.lb)

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# *Creation and Stabilization of A Quality Assurance System in A Higher Education Institution*

Presentation

At

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AUF, MOEHE, & USJ Quality Assurance Seminar

Thursday December 7, 2017.

By

*Karma El Hassan, PhD.*

*American University of Beirut.*

# *Outline*

- Introduction:
  - Higher Education Context
  - Changing Conceptualizations of Quality
  - Quality Management
- Quality Assurance: Levels, Issues, Types, Governance
- Internal Quality Assurance
  - Requirements
  - Structures
  - Processes and Tools
  - Key Actors/Participants
  - Domains covered by IQA
    - Information System and KPIs
- Internal QA at AUB

# Higher Education Context

Higher education ecosystem is in great flux, evolving at an increasingly rapid pace, and influenced by

- changing demographics,
- global competition,
- political volatility,
- diminished public funding,
- greater private involvement,
- growing accountability demands,
- alternative delivery modes, and
- game-changing technologies

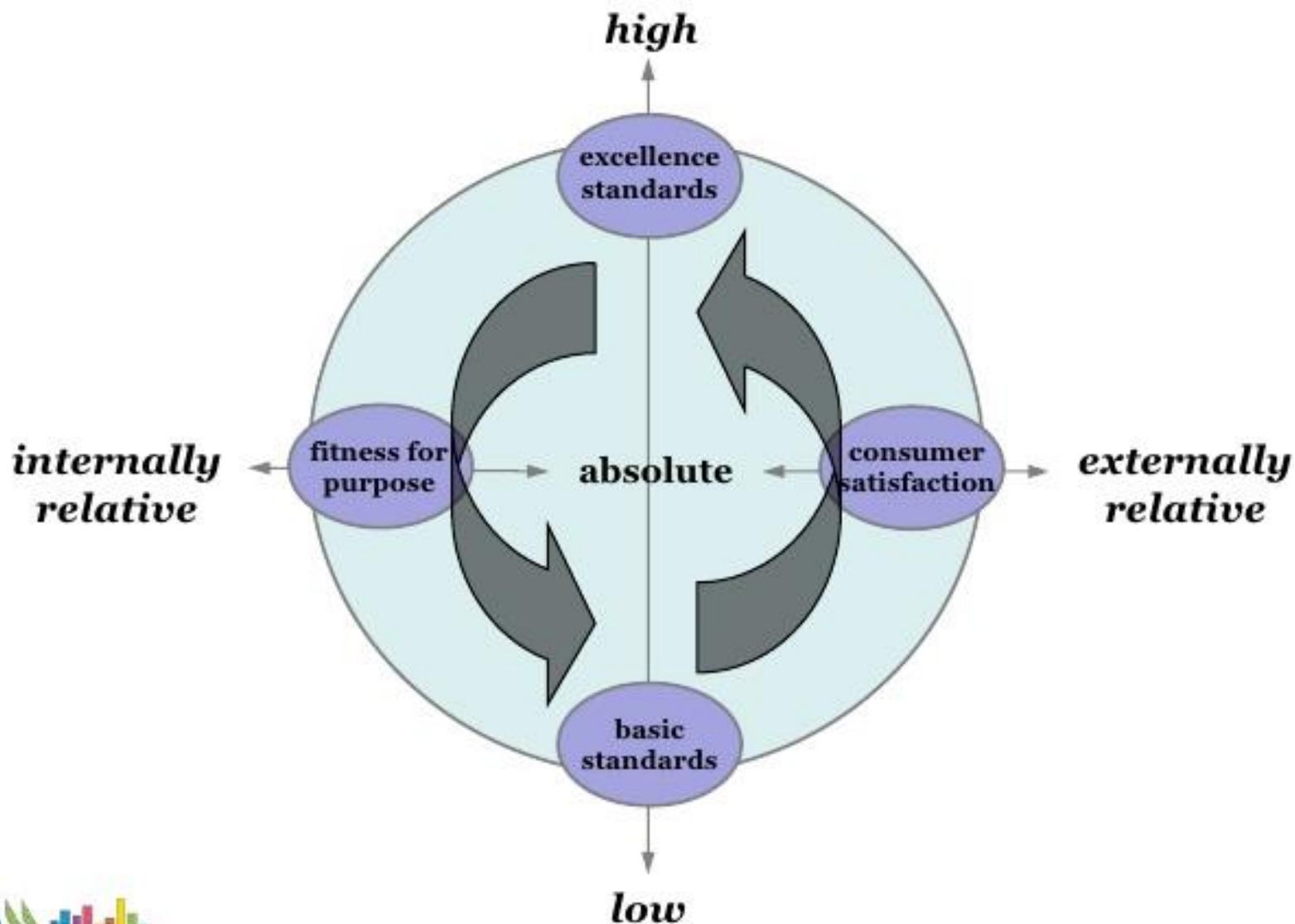
# Higher Education Issues Challenges

- Increased expansion, putting pressure on
  - Quality
  - Financing
- Aligning offerings with outcomes expectations of graduates, society, and the labor market
- Distance provision of education
- Internationalization
- Governance arrangements
- Role of general education

# *Changing Conceptualizations of Quality*

- From established ‘earmarks’ of quality like measures of resources, faculty and staff qualifications to
  - inclusion of learning outcome assessment,
  - focus on **teaching, documentation, and transparency** with more public accessibility to information
- View of Quality affects approach to quality
  - Standards       Basic standards
  - Perfection or excellence       Excellence standards
  - Fitness for purpose       Fitness for purpose
  - Value for money       Consumer satisfaction
  - Transformation and change       Enhancement

# Definitions of quality



# *Quality Conceptualization*

- Primary responsibility for quality lies in HE institution itself, and this provides basis for real accountability of the system.
- Importance of grassroots development of quality rather than a top down approach.
- Promote in institution a quality culture that is fit for purpose that takes into account institution's own context and realities. QA approaches have to be adapted to institutional context.
- A quality culture indicates a change in attitude & behavior.
- Emphasis on improvement not just development of quality, quality enhancement.

# Quality Management

Quality Management aims to develop a “Quality Culture” where Quality is seen as everyone’s responsibility.

The spheres of Quality Management activities are:

- Quality Planning,
- Quality Control,
- Quality Assurance, and
- Quality Enhancement

# *Quality Assurance*

- An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of higher education systems, institutions or programs.\*
- A range of review procedures derived from institution's own strategic goals, fitting into their own quality culture, while also fulfilling external requirements for QA.
- Levels of QA: Institutional and System Levels
  - QA system of an individual HEI (Higher Education Institution)
  - The national system for assuring Higher Education Quality.

\*UNESCO

# *Different Levels of QA*

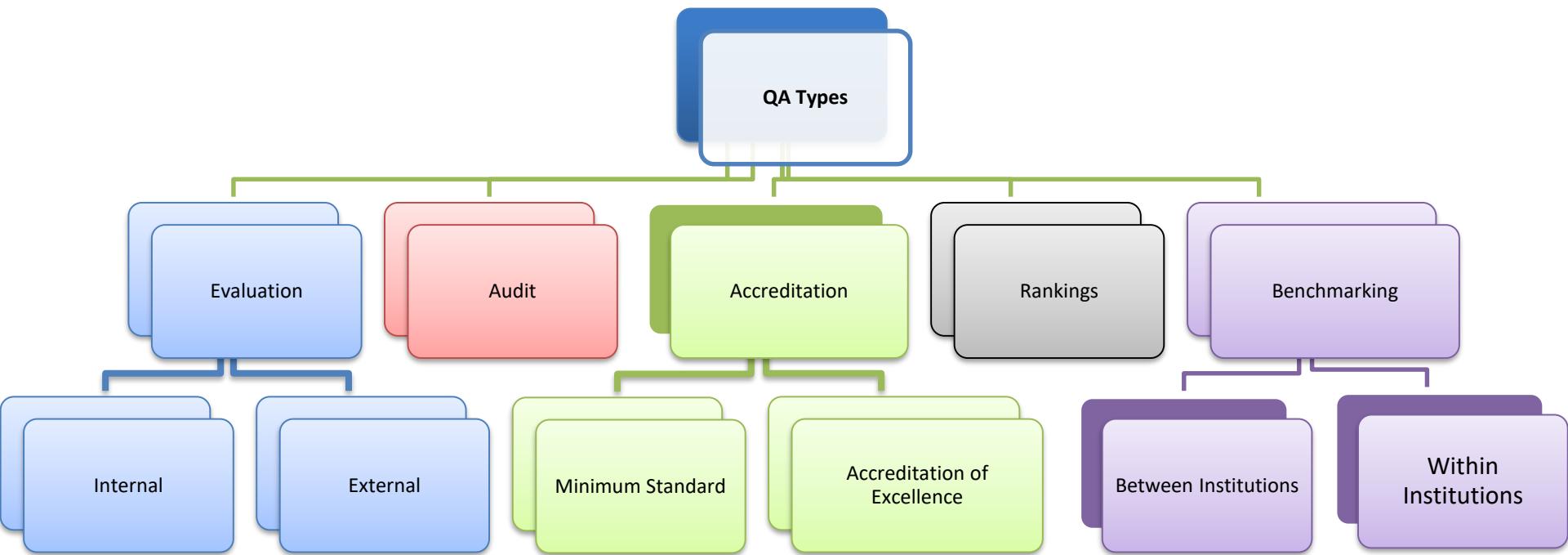


# Quality Assurance Issues

Four criteria are usually used in systematically analyzing quality assurance systems, they were:

- The object and nature (formative or summative; internal or external, or both) of evaluation.
- The relative role of HEIs, agencies and governments.
- The consequences and impact of decisions and/or recommendations.
- The costs of HEI quality assurance systems in relation to the expected benefits. Costs should be reasonable and should not exceed benefits of the quality improvements.

# QA Types of Evaluations



# QA Types of Evaluations

- Evaluation types can be summarized according to use as:
  1. Evaluation (internal, external)
  2. Accreditation (minimum standard, accreditation of excellence)
  3. Auditing of processes for accountability
  4. Benchmarking between institutions and within.
  5. Rankings
- These different approaches are used to evaluate three different targets : Organizations, Degree Programmes and, Subjects.

# Who Should Be in Charge of QA

- Who does the assessments?
  - HEIs themselves,
  - External agencies,
  - Governments
- Quality assurance and quality improvement are a shared responsibility between HEIs and quality assurance agencies and governments, although there are widely diverging views regarding who should have the **leading role**.
- The chosen solution depends on the degree of **trust** governments have in their HEIs to guarantee at least a minimum level of quality or to make permanent efforts to improve.
- The perceived **independence of quality assurance agencies from influence**, both from governments and HEIs, also affects their credibility.

# Approaches to Quality Assurance

## Summative External

- Entail a judgment regarding whether an institution is meeting certain criteria
- Carried out by a specialized external body, experts or peers.
- Based on decision, an institution is either rewarded or sanctioned

## Formative Internal

- encourage an institution to identify its own strengths and deficiencies and develop plans to address the latter
- carried out under the responsibility of those working within an institution
- Do not entail clear penalties
- Marginally based on objective criteria

# *Internal Institutional Quality Requirements*

- Policies and procedures for internal QA
- Structures
- Processes and tools
- Key Actors
- Information system
- Use of Results
- Public Information

# *Internal Institutional Quality Requirements*

## Policies & procedures

- Need an internal regulatory framework with clear and consistent procedures and respective responsibilities
- Should have a formal status and be publicly available
- Link to mission and to strategic planning

## Structures

- Establish unit (s) responsible for IQA, can be in form of
  - Assigned vice chancellor in charge of QA
  - A centralized quality unit like office of institutional research,
  - Unit responsible for professional development of faculty
  - Faculty or department level units/committees

# *Processes*

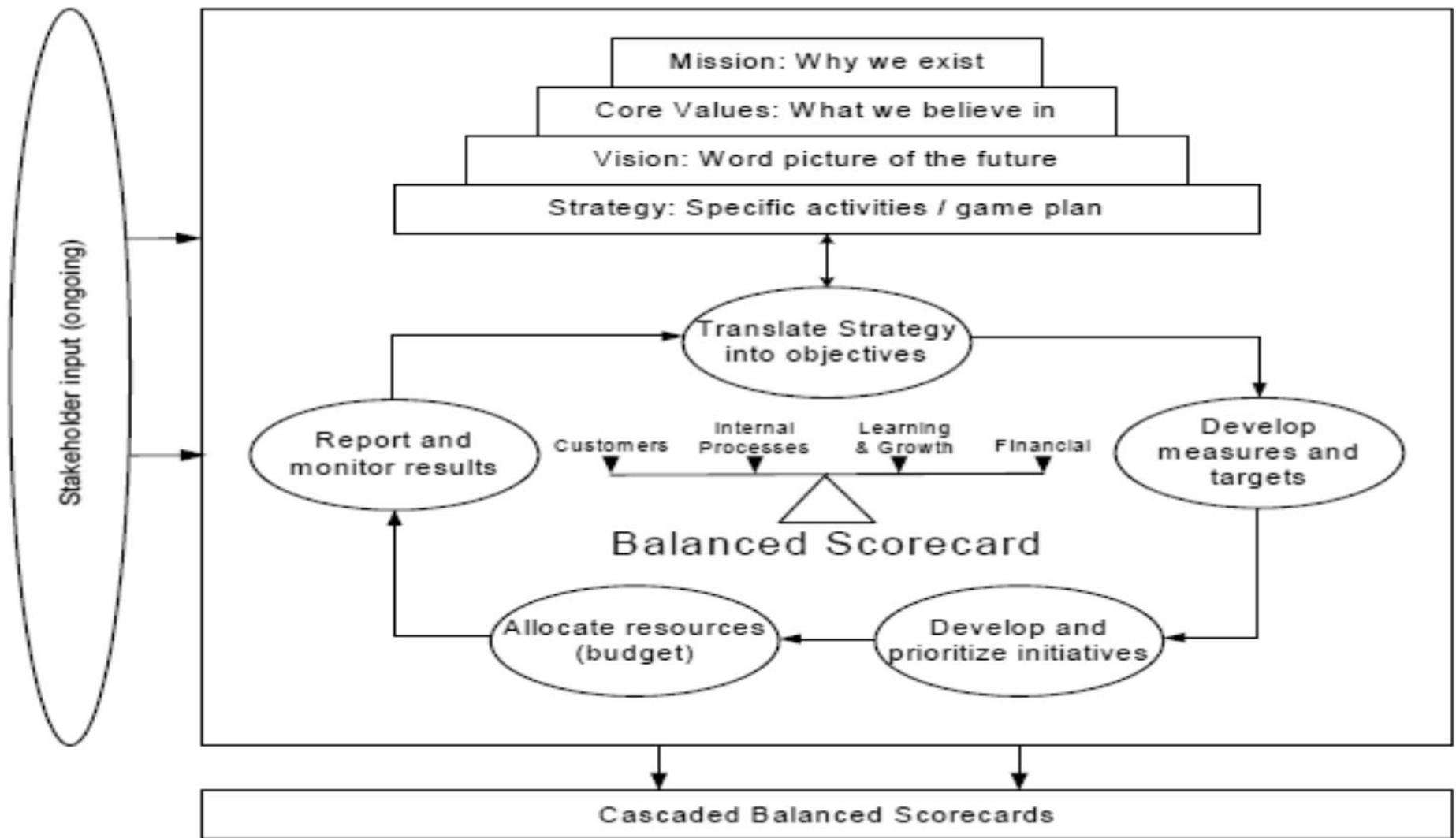
- **Participation.** Involve the whole institution, internal and external stakeholders, in performance management process, and in
  - Clearly defining mission statement
  - Conducting strategic planning
  - Articulating strategy through objectives, measures, targets, and initiatives
- **Communication.** Create different communication flows
- Use appropriate documentation, transparency
- Establish an information system within institution
- Implement feedback loops

---

- Ensure use of information

# Performance Management Map

Performance Management Map



# Tools



- Conduct a SWOT Analysis
- Develop a set of instruments to **measure and benchmark** the outcomes of the activities within the institution
  - Surveys (students, staff, faculty, alumni, employers)
  - Tests
  - Qualitative (interviews, focus groups, etc)
- **Develop measures (KPIs)** to indicate how well we are achieving our objectives

# ***Key Actors***

- Need both **management** and **leadership** in order to succeed at quality education and learning processes
- A responsive, competent and enlightened senior leadership team is an essential requirement
  - Assures transparent active **commitment to quality** at all levels
  - Explicitly and clearly assigns responsibilities, provide incentives.
  - Encourages prompt, appropriate **managerial action** to redress problems
  - Helps identify and disseminate good practice
  - Ensures involvement and collaboration of all stakeholders<sub>21</sub>

# *Domains Covered by IQA processes*

- Research
- Teaching and learning
  - Student learning outcomes
  - Review of programs
  - Quality of teaching staff
- Student support services
  - Processes (advising, registration, food services, etc.)
  - Resources (labs, library, computing facilities, etc.)
- Community service
  - Student engagement
- Governance and administration, decision making structure
- ~~Communication flow~~

# *Information included in the information system*

- Student progression and success rates
- Teacher-student ratio per faculty/department/institute
- Tracking graduates' employment
- Students' satisfaction with their programs
- Profile of the student population (e.g., age, gender, education background, socio-cultural background...)
- Available learning resources and, when applicable, their cost

# *Information included in the information system on Programs*

- Teacher-student ratio in the respective
- Information on the intended learning outcomes of the
- Information on qualifications granted by the program
- Information on the teaching, learning and assessment procedures
- Information on the learning opportunities (e.g., traineeships, exchange programs, mobility possibilities, scholarships...) available to the students.
- Information on alumni employment

# Templates and Examples

Objective	Measure (KPI)	Frequenc y	Date	Owner	Target	Initiative
Continuously improve teaching	% FT Faculty have PhD	Annual	March	University Statistician	90%	

Objectives	Measures
Continuously update education design & delivery	Percent of course-sections using WebCT
Continuously improve teaching & research competencies	Percent of instructional faculty members using WebCT
Continuously improve academic skills	Average number of AUB research papers per Full-Time faculty member at professorial rank, published in peer reviewed journals
Achieve and maintain fiscal balance	Net overall "Operating Margin"

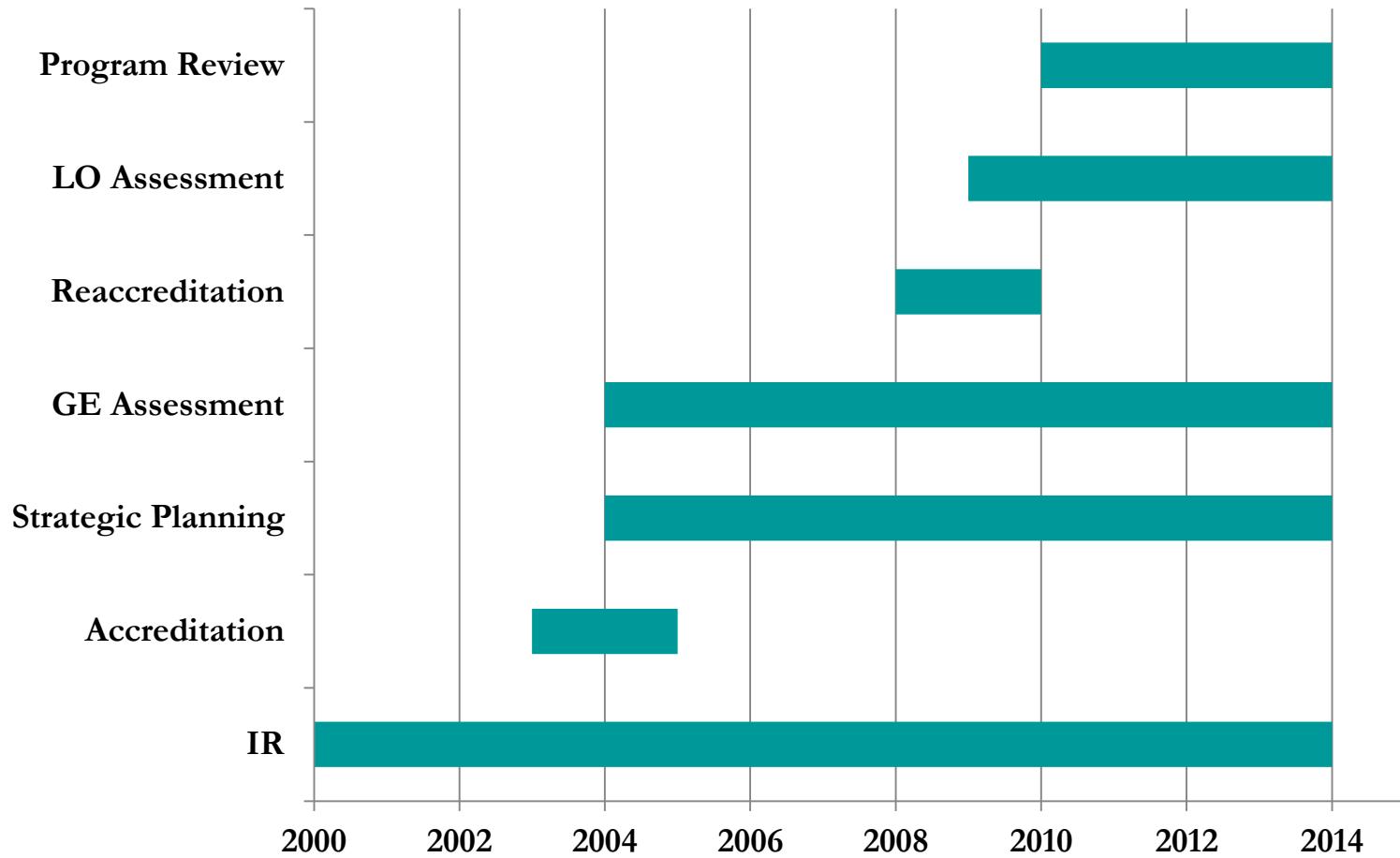
Objective	Init #	Initiative	Indicator(s)	Origin	Calculation Method
Academic Excellence	1.1 A	Developing the Best Faculty in the Region	Number of faculty in professorial rank	Data sources excel sheet	
	1.1 B	Assessing and Improving Educational Programs	No. of valid academic programs accredited	All Measures	Number of Academic units with active accreditation status during the year
Affordable Education	1.4 A	Increasing Undergraduate Scholarships	Total University Funds allocated to Scholarships & Financial Aid annually	Data sources excel sheet	
	1.4 A	Increasing Undergraduate Scholarships	Financial Aid to UG students as a percent of their Tuition revenue	All Measures	
Student-Centered Services	1.5 A	Improving Career Services, Advising, Registration, Admissions, and new Student Orientation	Student satisfaction with career planning services	COS	Score on career planning services
	1.5 B	Developing Library Services	Student satisfaction with library services	COS	Score on library services

# *Internal Assessment Initiatives at AUB*

To monitor quality and performance at AUB and its administrative & academic units from a variety of perspectives, a number of assessment initiatives were launched at institutional & unit levels. OIRA plays a leading (L) & supporting (S) roles in the monitoring performance.

- Strategic planning and assessment (L)
- Balanced Scorecards and Key Performance Indicators (KPIs) (L)
- Monitoring budgets & expenditures (S)
- Internal audit monitoring (S)
- Assessment of student learning outcomes (S)
- Assessment of General Education Program (S)
- Periodic Program Review (S)
- Office of Institutional Research & Assessment (OIRA) Activities (L)

## Quality Processes Timeline



# *Office of Institutional Research & Assessment (OIRA)*

- OIRA
  - Coordinates institutional assessment and research activities,
  - Collects, analyzes, restructures **data** into **information** and **disseminates** this accurate and timely information to stakeholders for decision making and strategy support.
  - Provides **trend analysis** data for various institutional indicators and these have been benchmarked against parallel data from seven ‘peer’ institutions
  - Plays a critical role in developing a culture of inquiry on campus that says

***‘we use data to make decisions’***

- Information is converted into **increased organizational intelligence** which supports organizational learning.

## Director of IR and Assessment

### External & Internal Reporting

Internal  
Fact book  
Facts & Figures  
Faculty Workload

External  
College Board Survey  
Common Data Set  
Thomson  
Petersons Surveys  
ASHA  
Middle States IP

### Planning & Assessment Support

- Enrollment projections
- Revenue projections
- Accreditation self-studies
- Strategic Planning KPIs
- Units in preparation of assessment plans
- Special research projects

### Data Management Technical Support

- Student database
- Data warehouse
- Hardware & software support
- Faculty workload & evaluation database
- Faculty evaluation

### Assessment and Research

**Outcomes assessment:**  
Institutional  
Program &  
General Education

### Survey research

- Campus climate research
- Institutional effectiveness
- Alumni studies

	<b>Survey</b>	<b>Population</b>	<b>Time Period Administered</b>
1	Entering Student Survey (ESS), ACT*, Registration Survey	Admitted students	Fall (orientation week), annually
2	College Outcomes Survey (COS), ACT	Representative sample of undergraduate students	Spring (May), annually
3	Collegiate Assessment of Academic Proficiency (CAAP), ACT	Enrolled junior students	Spring, annually
4	Graduating Senior Exit Survey (GSS)	Graduating students	Spring/Summer (June), annually
5	Instructor Course Evaluation (ICE)	All students in courses	End of every semester
6	Faculty Survey, HERI**	Faculty	Spring, every three years
7	Alumni Survey (AS),	Alumni	Summer, every five years
8	Employee Satisfaction Survey (ESS)	All AUB employees	Fall, every three years
9	Special Studies/ Satisfaction Surveys	Constituent groups	Fall and spring, annually, 10 departments/year.
10	Common Data Set (CDS), College Board Data, Peterson's, etc.	Institution	Annually

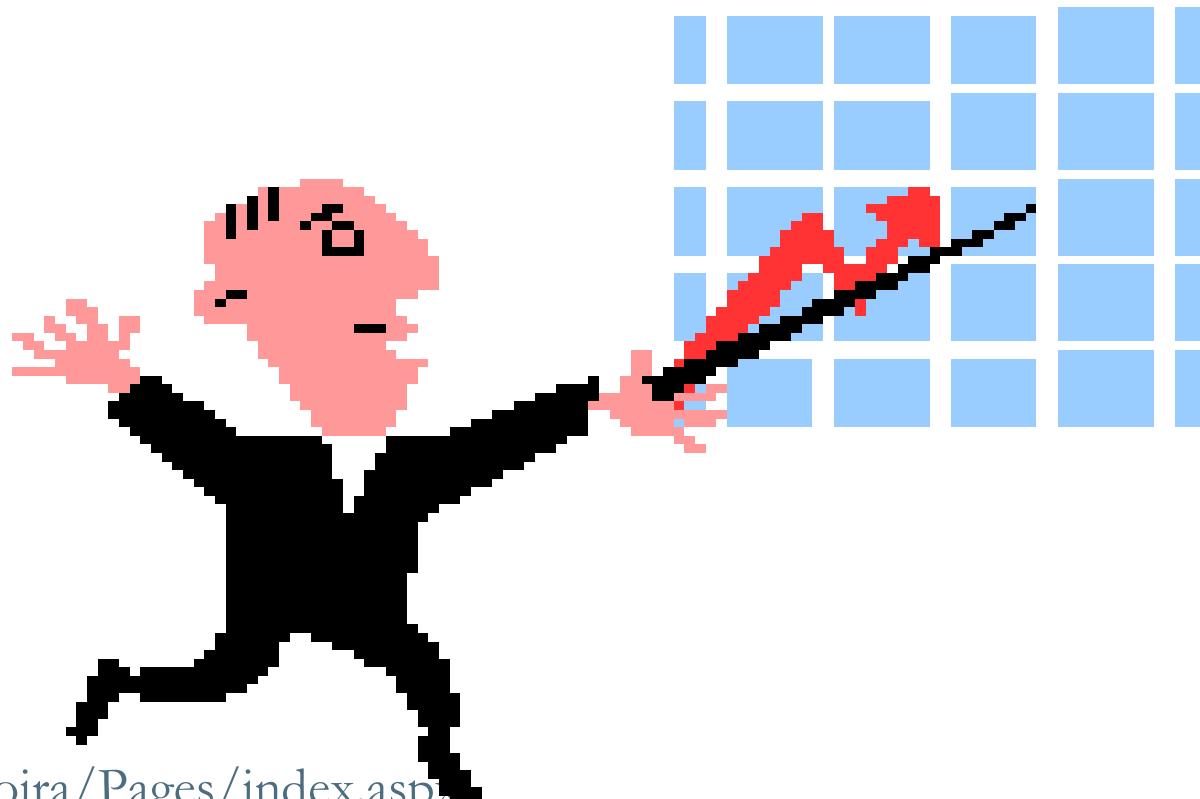
# *Conclusion*

Well performing higher education systems need to

- **balance** between internal and external QA
- willingly engage in **critical self-evaluation** and self-regulation
- **invest** in strong quality culture aimed at mission
- incorporate evidence-based **transparency**

Above processes safeguard academic standards, and promote better learning opportunities and services for students in a turbulent and changing environment

# *Thank YOU*



- OIRA Website

<http://www.aub.edu.lb/oira/Pages/index.aspx>

- Email

[kelhasan@aub.edu.lb](mailto:kelhasan@aub.edu.lb)



Ministère de l'Education et de l'Enseignement Supérieur  
Direction Générale de l'Enseignement Supérieur

# Le processus Assurance qualité dans les institutions d'enseignement supérieur comme levier d'amélioration



Atelier 2- Thèmes clés au niveau de  
la formation et de l'enseignement

Rima Mawad

Décembre 2017

# Résultats attendus

- S'entendre sur la vision d'une formation universitaire de qualité assurant l'alignement entre ses différentes composantes
- Construire une méthode de travail propre à l'ingénierie de la formation universitaire : balises, critères, démarches, outils, etc.

## Plan

Recommandations et suites à donner



Ingénierie enseignement:  
Balises pour le développement des plans de cours



### Positionnement stratégique:

Vision globale de la formation universitaire et approche programme



### Ingénierie de la formation:

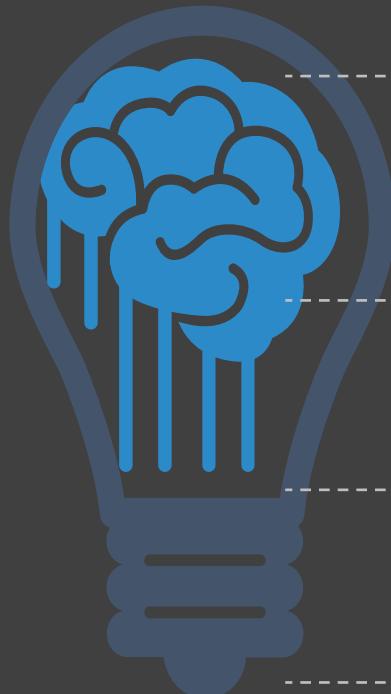
Elaboration des Référentiels de compétences et leur croisement avec le programme





# Actualité & Défis de l'université au XXIème siècle

Face aux bouleversements technologiques, économiques et sociétaux



- **Identité de l'EEES face à la concurrence**

Quel type d'université sommes-nous?

- **Recherche de nouveaux équilibres**

Nouvelles approches, nouvelle manière de penser, nouvelles collaborations et nouvelles technologies (échelle planétaire)

- **Adaptation aux attentes**

Réponses portant une vision du monde, de l'humain et de la société

- **Offre de formation**

Innover et adapter

**Préparer à un monde complexe**

**Former le professionnel et le citoyen**

## Processus de Bologne – EHEA – ESG

Employabilité tout au long de la vie

Qualité et pertinence de l'apprentissage et de l'enseignement

Réformes structurelles garantes de qualité

## Réforme de l'ES au Liban

Loi 285 (2014)

DGES: Initiatives & Projets de réforme et d'assurance qualité via Tempus / Erasmus/....

Marché concurrentiel



CITOYEN RESPONSABLE ET ENGAGÉ  
ESPRIT CRITIQUE

Société

## PROFIL DE SORTIE DE L'ÉTUDIANT UNIVERSITAIRE

Personne  
ACTEUR DE SON  
APPRENTISSAGE SA VIE  
DURANT

Autonomie

Formation  
professionnalisante

Apprentissage

Compétences

Efficacité

Formation au  
Développement  
personnel

Identité

Citoyenneté

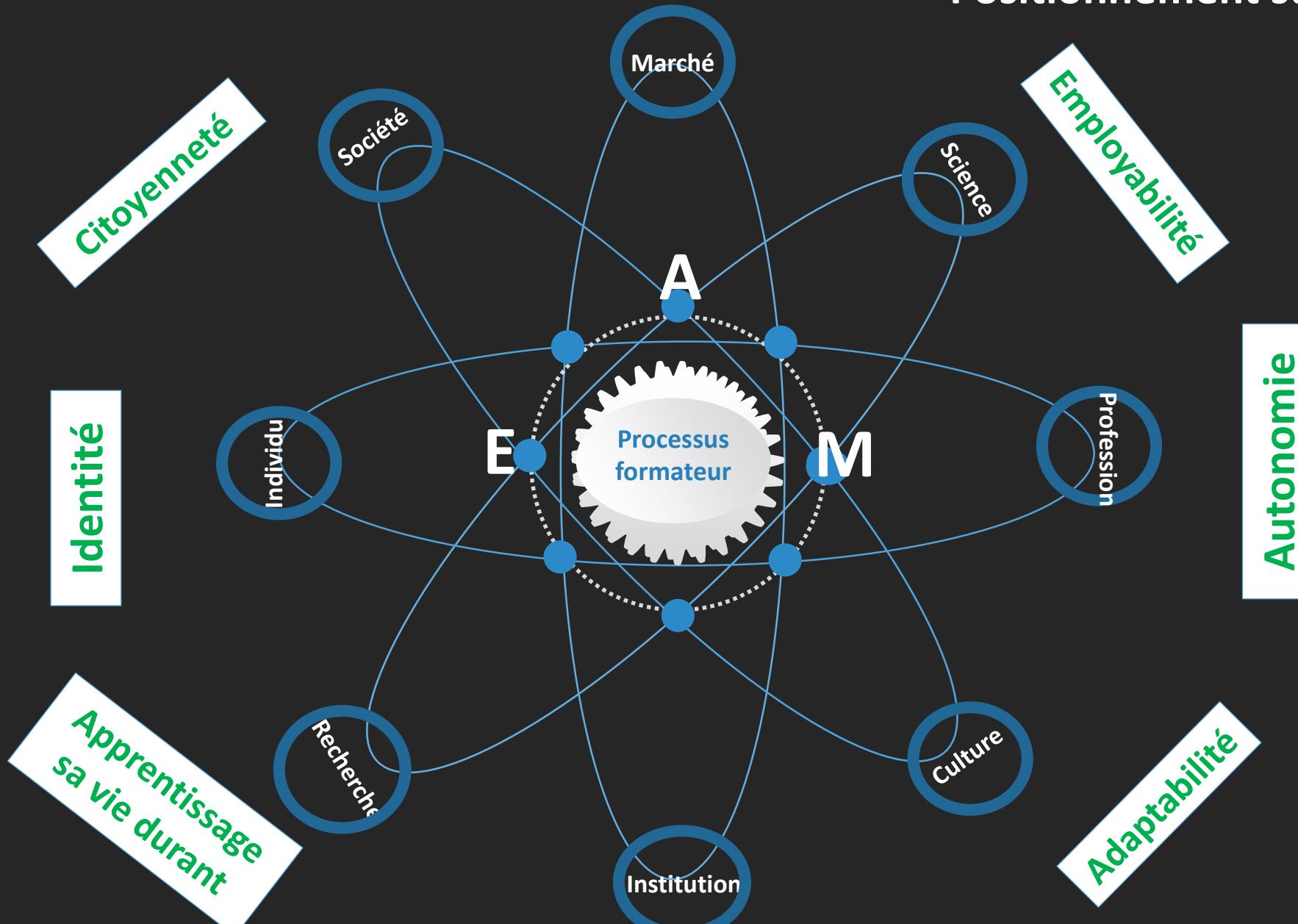
Formation à la  
Recherche

Adaptabilité

Employabilité

Marché

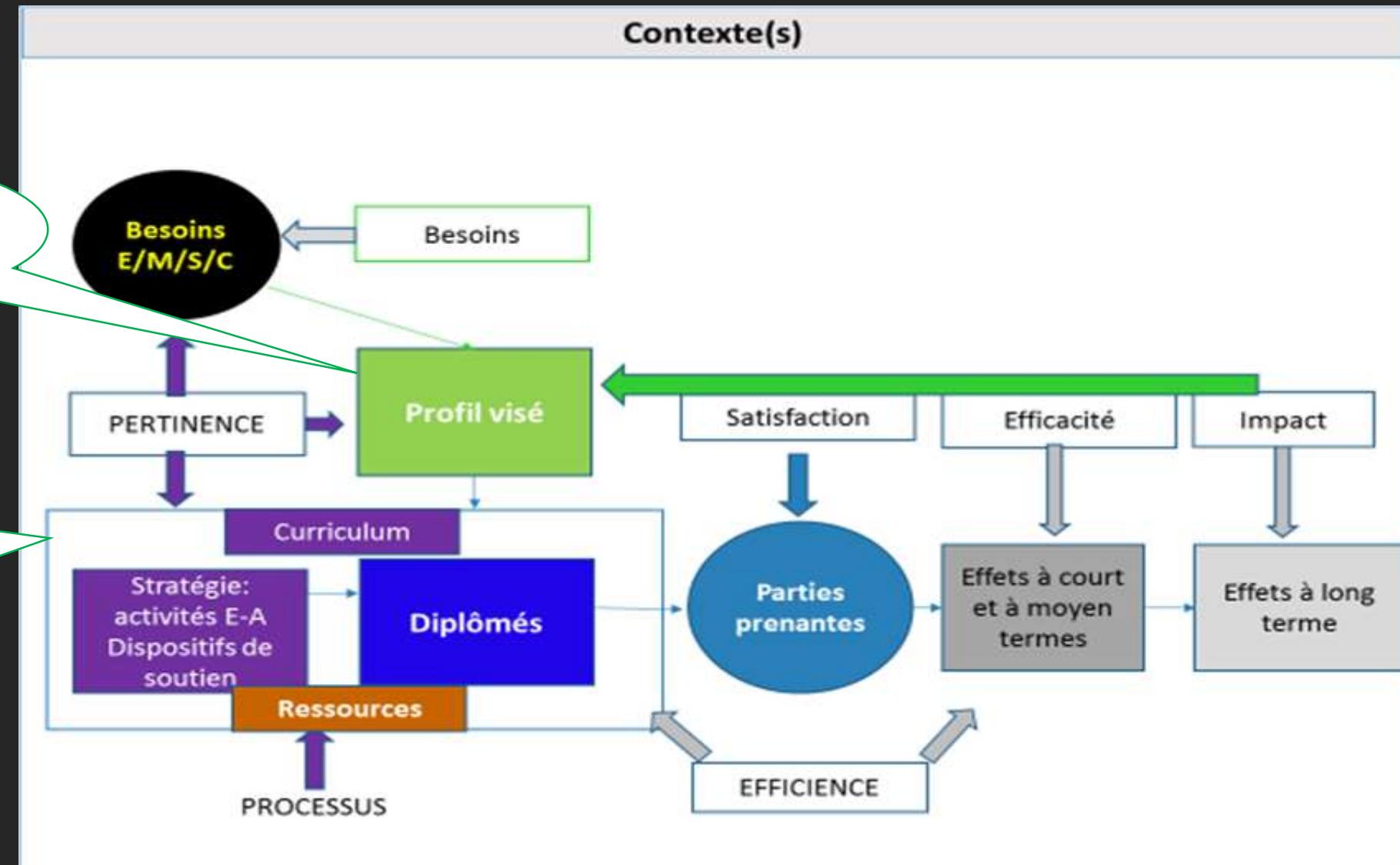
PROFESSIONNEL DE HAUT NIVEAU  
COMPÉTENT  
CRÉATIF FACE AUX MUTATIONS



Vision globale du processus de formation universitaire



# Approche programme: Modèle de changement



Approche programme: Alignement et critères Qualité à assurer



### **Finalité(s) (interne et externe)**

- Exigences et normes
- Besoins de l'environnement externe
- Attentes des parties prenantes
- Profil de la clientèle visée
- Mission et vision du rôle & du profil de sortie
- Légitimité par rapport à la finalité institutionnelle
- Valeur compétitive

### **Stratégie**

- Référentiel de compétences Référentiel de formation
- Parcours de développement (Unités d'enseignement. Progression pédagogique. Apprentissages attendus/paliers)
- Approches pédagogiques de formation
- Approches pédagogiques d'évaluation
- Système de gouvernance

### **Ressources**

- Ressources humaines académiques, pédagogiques & administratives
- Cadre de vie et conditions de travail
- Système de financement





5 à 10  
Synthétiques  
Contextualisées  
Implique mobilisation  
S+SF+A + ressources diverses

- ✓ verbes d'action
- ✓ centrés étudiant
- ✓ seuil maîtrise
- ✓ observables
- ✓ évaluables

## Compétence A...

Savoir-agir complexe, prenant appui sur la mobilisation et la combinaison de savoirs/savoir-faire/attitudes

Stratégies pédagogiques  
Activités extra / para/ péri  
Services d'appui

## Programme de formation

### Résultats d'apprentissage Niveau programme – RAP

Actions pouvant être mises en œuvre par l'étudiant grâce aux apprentissages

**RAP-A1**

Ressources:  
**Savoirs (S)**  
**Savoir-faire (SF)**  
**Attitudes (SE)**

**RAP-A2**

**RAP-A3**

**S**      **SF**      **SE**

**S**      **SF**      **SE**

**S**      **SF**      **SE**

## Unités d'enseignement - UE

(Matières / Stages / Mémoires...)E

UE 1	UE 2	UE 3	UE 4	...
RAUE	RAUE	RAUE	RAUE	RAUE
RAUE	RAUE	RAUE	RAUE	RAUE
RAUE	RAUE	RAUE	RAUE	RAUE

Résultats d'apprentissage niveau  
Unité d'enseignement - RAUE

Seuils de maîtrise:

I = Initiation / A = Application / M = Maîtrise



Compétences	Résultats d'apprentissage niveau programme - RAP	Unités d'enseignement - UE	Résultats d'apprentissage niveau UE - RAUE
<b>A. Construire de grands ouvrages publics</b>	A.1. Répondre aux besoins du client de façon ciblée	UE.1. Etude de besoins UE.2. Marketing	UE.1.1. UE.1.2. UE.1.3. ... UE.2.1. UE.2.2. UE.2.3. ...
	A2. Organiser les travaux de reconnaissance du terrain		
	A3. Concevoir les plans architecturaux des ouvrages		
	A4. .....		
<b>B. Etablir des politiques de transport public routier, ....</b>	B.1. ....		



# Planification de l'enseignement

## ***Contenu***

- Conception de l'unité d'enseignement : structure plan de cours et séances
- Articulation contenu et méthodes d'enseignement
- Charge de travail étudiant

## ***Évaluation des acquis***

- Résultats d'apprentissages – LO ou RAUE
- Critères d'évaluation
- Modalités d'évaluation

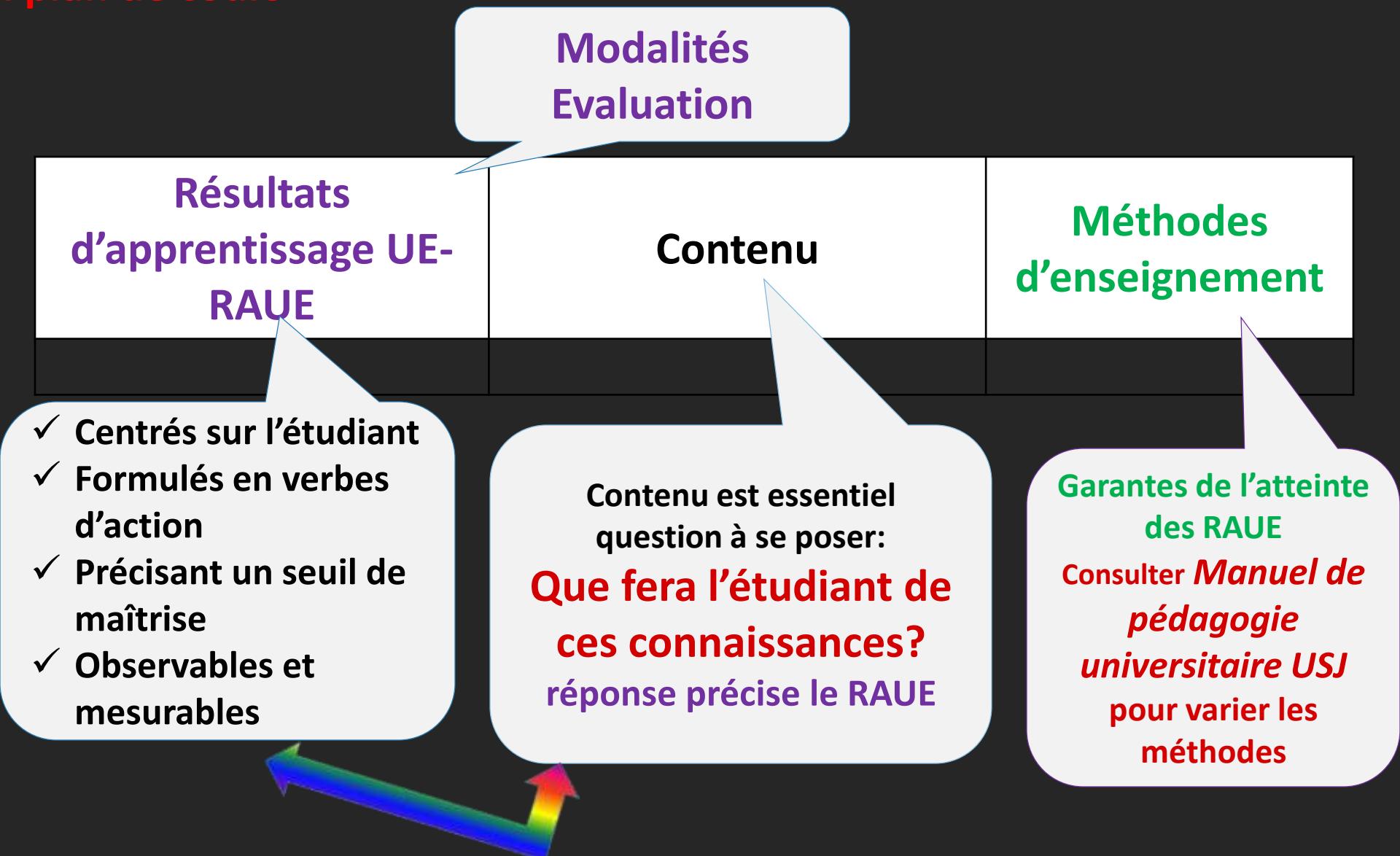
## ***Relation pédagogique***

- Connaissance de son public
- Centration sur l'étudiant





## Balises d'un plan de cours





# Mesures incontournables pour assurer la qualité de la formation universitaire

## Référentiels et Programmes de formation

- ❖ Mise à jour des données relatives au métiers et industries, et la récolte de statistiques aidant à l'identification des métiers du futur
- ❖ Faut-il créer un référentiel mutualisé des compétences pour des métiers à un niveau national ?
- ❖ Mettre en place une méthode d'identification, de formulation des compétences en amont et de validation en amont et en aval
- ❖ Oser repenser la formation universitaire pour mieux aborder le futur
- ❖ Replacer les compétences linguistiques au sein des formations

## Communauté enseignante

- ❖ Redéfinir et préciser le rôle de l'enseignant
- ❖ Mettre en place un système d'appui aux enseignants
- ❖ Offrir une formation initiale et continue en pédagogie universitaire obligatoire
- ❖ Renforcer la communication interne pour une culture qualité de la formation universitaire

# **DEVELOPING PROGRAM VISIONS, MISSIONS, AND LEARNING OUTCOMES**

Saouma BouJaoude  
Center for Teaching and Learning  
American University of Beirut

# Acknowledgement

I want to acknowledge the significant contributions of Dr. Amal BouZeineddine,  
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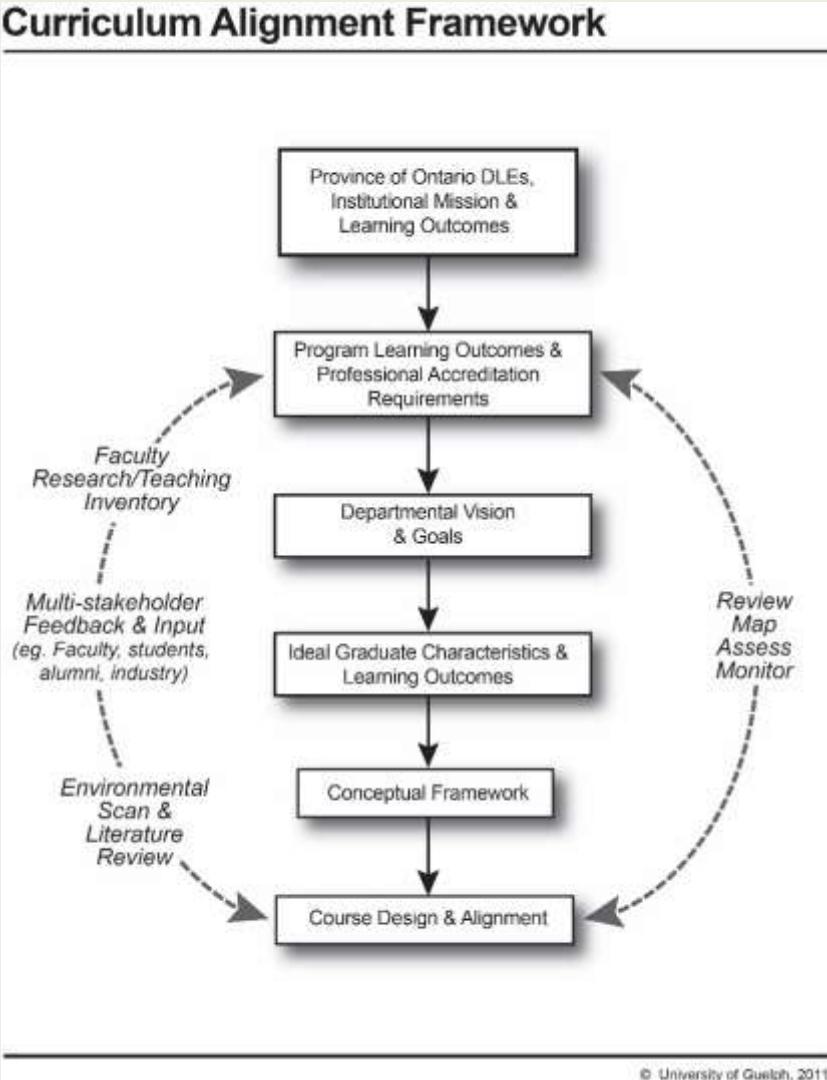
# Workshop Learning outcomes

By the end of this workshop, you will

1. Create your program vision statement
2. Create your program mission statement
3. Produce your program learning outcomes
4. Design a curriculum map

# Goals, Objectives, Outcomes

## Curriculum Alignment Framework



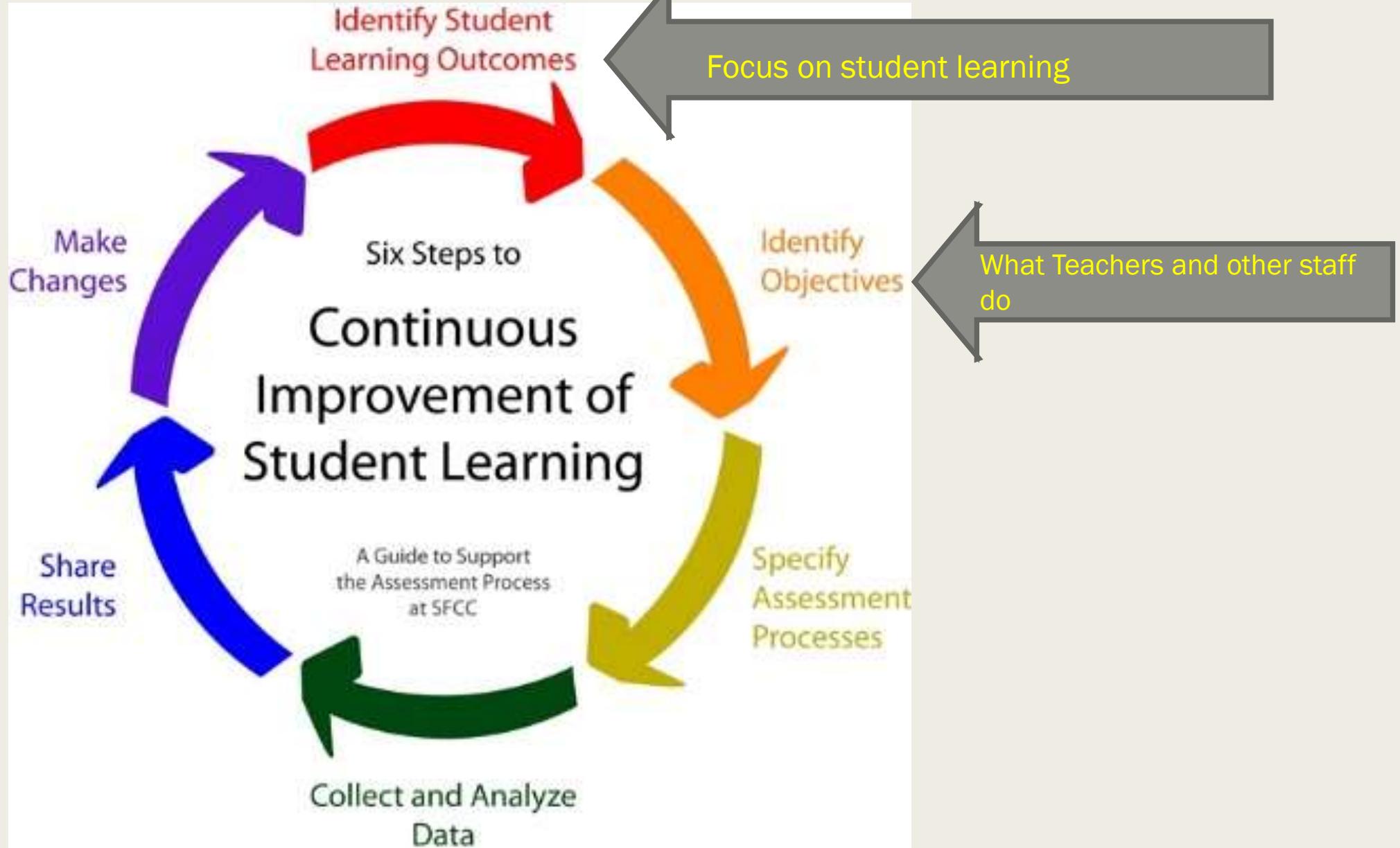
Begin with the Vision, Mission and Strategic Plan

Establish Institutional Student Learning Outcomes derived from Vision, Mission and Plan

Establish Program-level Student Learning Outcomes linked to Institutional Outcomes

Map the relationships between Program-level Outcomes and Courses

Select or create and implement assessments of each outcome



# VISION (The Dream)

- A Vision Statement describes the desired future position of the institution.
- A **vision statement** is an University/college/Department/program declaration of future.
- The Vision Statement focuses on the future; it is a source of inspiration and motivation.
- By developing a vision statement, your organization makes the **beliefs** and **governing principles** of your organization clear to the greater community (as well as to your own staff, participants, and volunteers)

# Vision Description

- Your University/Department/Program must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better.
- An effective vision announces to parents and students (and all stakeholders) where you are heading and why they should take the trip with you.
- Without a vision, your University/Department/Program lacks direction. As the ancient Roman philosopher Seneca observed, "If a man knows not what harbor he seeks, any wind is the right wind."
- A common understanding of the destination allows all stakeholders to align their improvement efforts, and the best part of planning for this journey is that it doesn't cost anything to decide where you want to go.

# Vision Characteristics

In general, vision statements should be:

- Broad enough to encompass a variety of local viewpoints
- Inspiring and uplifting to everyone involved
- Easy to communicate - short enough to fit on a T-shirt

Here are a few vision statements which meet the above criteria:

- ✓ Produce agents of change
- ✓ Inspire a passion for learning
- ✓ Develop responsible and productive citizens
- ✓ Provide diverse education for all
- ✓ Nurture critical thinkers and self directed individuals

# Is Your Vision Stated Properly?

1. Answer the questions below to test if you have written the vision properly:

- ✓ What patterns do you see in the statements?
- ✓ What do you like or dislike in the statements?
- ✓ Are the statements easy to understand?
- ✓ Are the statements too vague, or are they specific enough?
- ✓ Are they too long? Too short?
- ✓ Do the statements express an idea or a hope for the future?
- ✓ Are they too unambitious?
- ✓ Do they clarify a direction for the Department and for its improvement efforts?
- ✓ How do they make us different from other departments?

# Mission Statements

- A written declaration of a University/Department/Program core purpose and focus. Properly written mission statements (1) serve as filters to separate what is important from what is not, (2) clearly state which stakeholders will be served and how, and (3) communicate a sense of intended direction to the University/Department/Program .
- A mission is different from a vision in that the former is the cause and the latter is the effect; a mission is something to be accomplished whereas a vision is something to be pursued for that accomplishment (**the dream**).

# Mission (the what and why)

- The program mission is a broad statement of *what the University/Department/Program is, what it does, and for whom it does it.*
- It should provide a clear description of *the purpose of the University/Department/Program and the learning environment.*
- The mission statement should reflect *how the University/Department/Program contributes to the education and careers* of students graduating from the program.
- Mission statements reflect *how the teaching and research efforts* of the University/Department/Program *are used to enhance student learning.*
- The mission *should be aligned* (Program, Department, College, and University's mission).
- The mission *should be distinctive* for your University/Department/Program.

## ***Tips for Writing a Mission Statement***

- Briefly, state the purpose of the academic program.
- Indicate the primary functions or activities of the program.
- Indicate who the stakeholders are.
- Ensure that the mission statement clearly supports the institution's mission.
- Write a distinctive mission statement.

If you do not have a mission statement, the following is a simple template of organizing its components:

# Drafting Your Mission Statement

*“The mission of (**name of your program or unit**) is to (**your primary purpose**) by providing (**your primary functions or activities**) to (**your stakeholders**).” These (**services, products, research findings, etc.**) contribute to the University’s (**mission, strategic priority, etc.**) by (**describe how**).”*

***Example:** The mission of the Department of \_\_\_\_\_ is to provide students with educational experiences and environment that promote the mastery of discipline-knowledge and methods, the ability to succeed in discipline-related graduate programs and careers, and the skills and dispositions needed for citizenship in our diverse culture and world by doing research, community service and field experience.*

## *Examples of program mission statements : Let's Check, are they Good or Poor ?*

**Good or Poor :** *The mission of hypothetical engineering school is to provide a broad engineering education.*

*The statement is very vague and does not distinguish this particular program from other engineering programs. It lacks information about the primary functions of the program and does not identify the stakeholders. Additionally, there is no indication that the program's mission is aligned with [University of Central Florida] (UCF) mission.*

**Good or Poor :** *The mission of hypothetical engineering is to educate students coming from diverse backgrounds in the principles of hypothetical engineering that will prepare them for both current and future professional challenges in hypothetical engineering.*

*This statement is better because it identifies the stakeholders as well as a primary function of the program. However, it still is not a distinctive statement.*

## *Examples of program mission statements : Let's Check, are they Good or Poor ?*

**Good or Poor :** *The mission of the bachelor's degree program in Hypothetical Engineering is to educate (through courses and an internship) students coming from diverse backgrounds in the fundamental skills, knowledge, and practice of hypothetical engineering in order to (1) prepare them for hypothetical engineering positions in service and/or manufacturing industries and (2) prepare them for continuing for advanced degrees in hypothetical engineering or related disciplines. The program will promote a commitment to continued scholarship and service among its graduates and foster a spirit of innovation. It will also promote an environment that is inclusive and diverse.*

*This is a very effective mission statement. The mission of the program is very clearly defined.*

# Mission statements

- In the following slides you have a number of mission and vision statements. Read them carefully and decide if they are acceptable or not.
- When needed propose changes to improve them

# Examples of Mission Statements

“The mission of (*name of your program or unit*) is to (*your primary purpose*) by providing (*your primary functions or activities*) to (*your stakeholders*).”

- Which of the following 2 mission statements are good and why?
- The mission of the Department of Biology is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We strive to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of biology, to relate that knowledge to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate his or her understanding to others both within and outside the field of biology. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. We offer a variety of upper-level courses in each area, and we are well equipped to offer laboratory and field courses throughout the curriculum.
- The mission of the Biology Department at Middlebury College is to provide students the opportunity to explore life, in all its complexity and diversity, within the tradition of the Liberal Arts. We are committed to excellence in our teaching and research programs.

# Ohio University, USA

## Vision Statement

- Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

## Mission Statement

- Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

# Cornell University

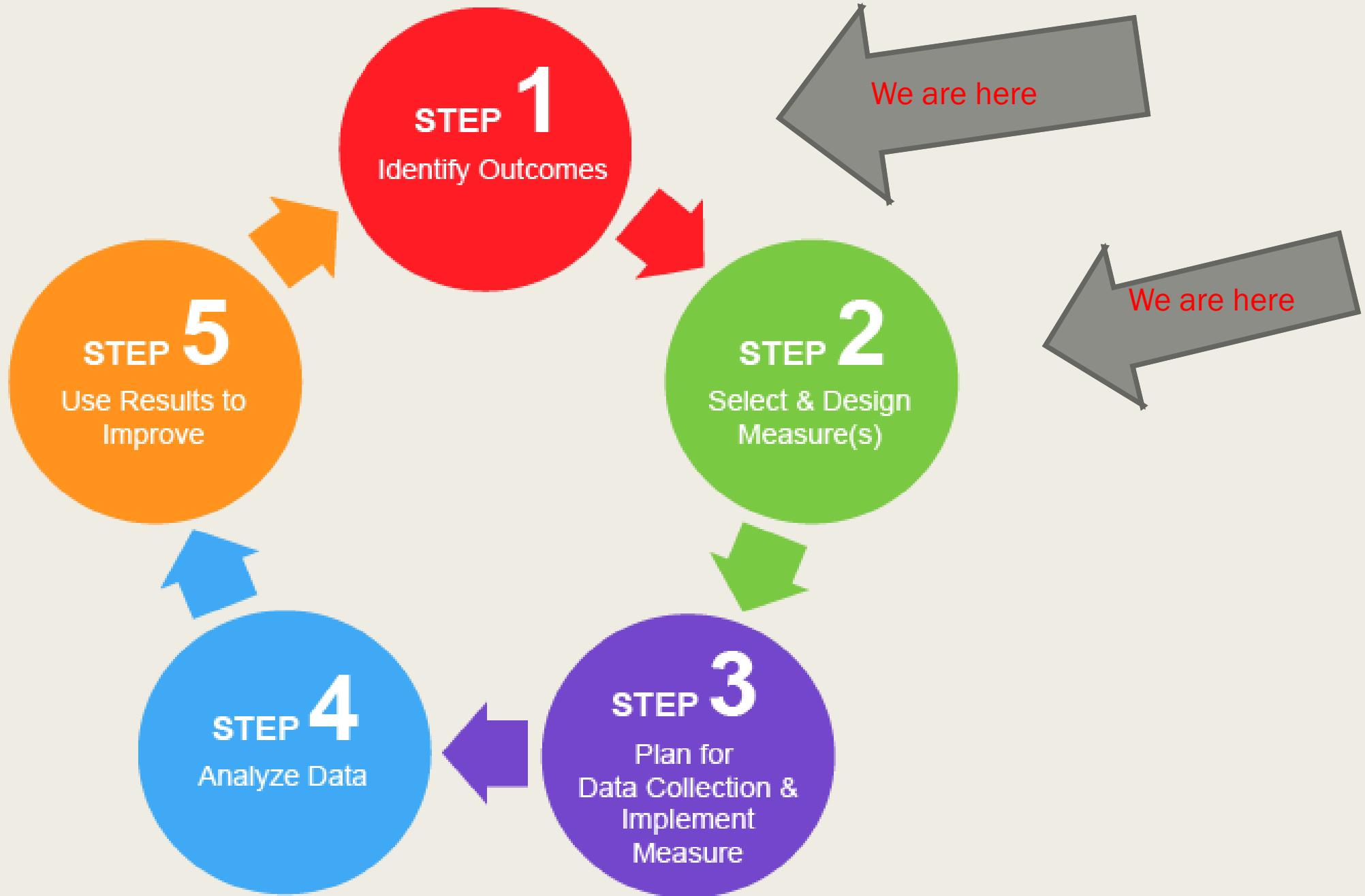
## Vision Statement

- Cornell aspires to be the exemplary comprehensive research university for the 21st century. Faculty, staff and students thrive at Cornell because of its unparalleled combination of quality and breadth; its open, collaborative and innovative culture; its founding commitment to diversity and inclusion; its vibrant rural and urban campuses; and its land-grant legacy of public engagement.

## Mission Statement

- Cornell is a private, Ivy League university and the land-grant university for New York state. Cornell's mission is to discover, preserve and disseminate knowledge, to educate the next generation of global citizens, and to promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of students, the people of New York and others around the world.

# Program Learning Outcomes



# Terminology

- **Competency:** A general statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.
- The term competency is more commonly used in relation to professional fields (i.e. dentistry, nursing).

## Example

Acquire Critical and Creative Thinking

**Outcome:** A very specific statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.

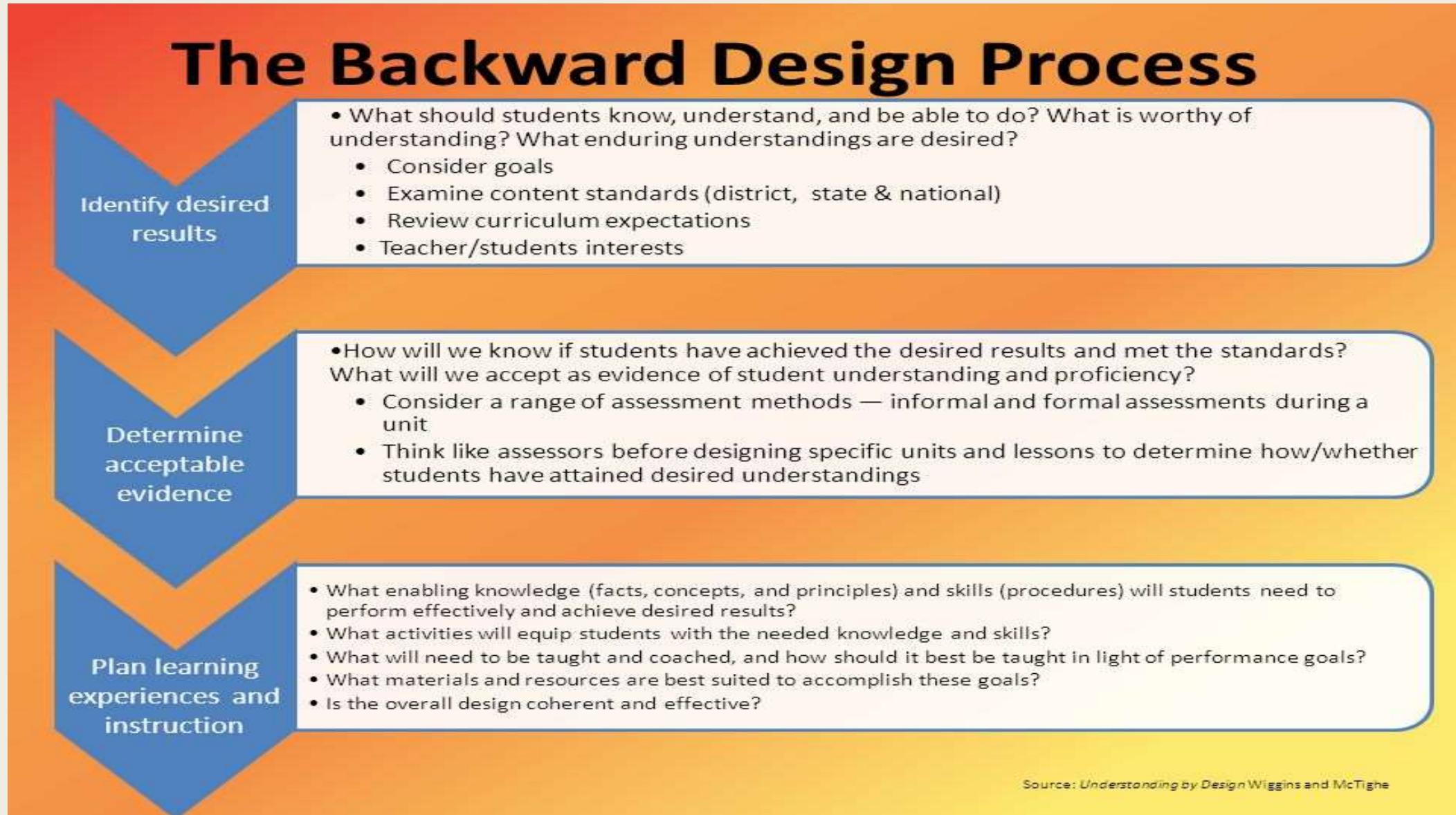
- The term learning outcome is used more commonly in the context of a program or course of instruction.

## Example

- apply learning in the liberal arts to everyday life
- make connections among disciplines of study
- read critically

**Objective:** A very general statement about the larger goals of the course or program.

# PLOS and the Backward Design Process



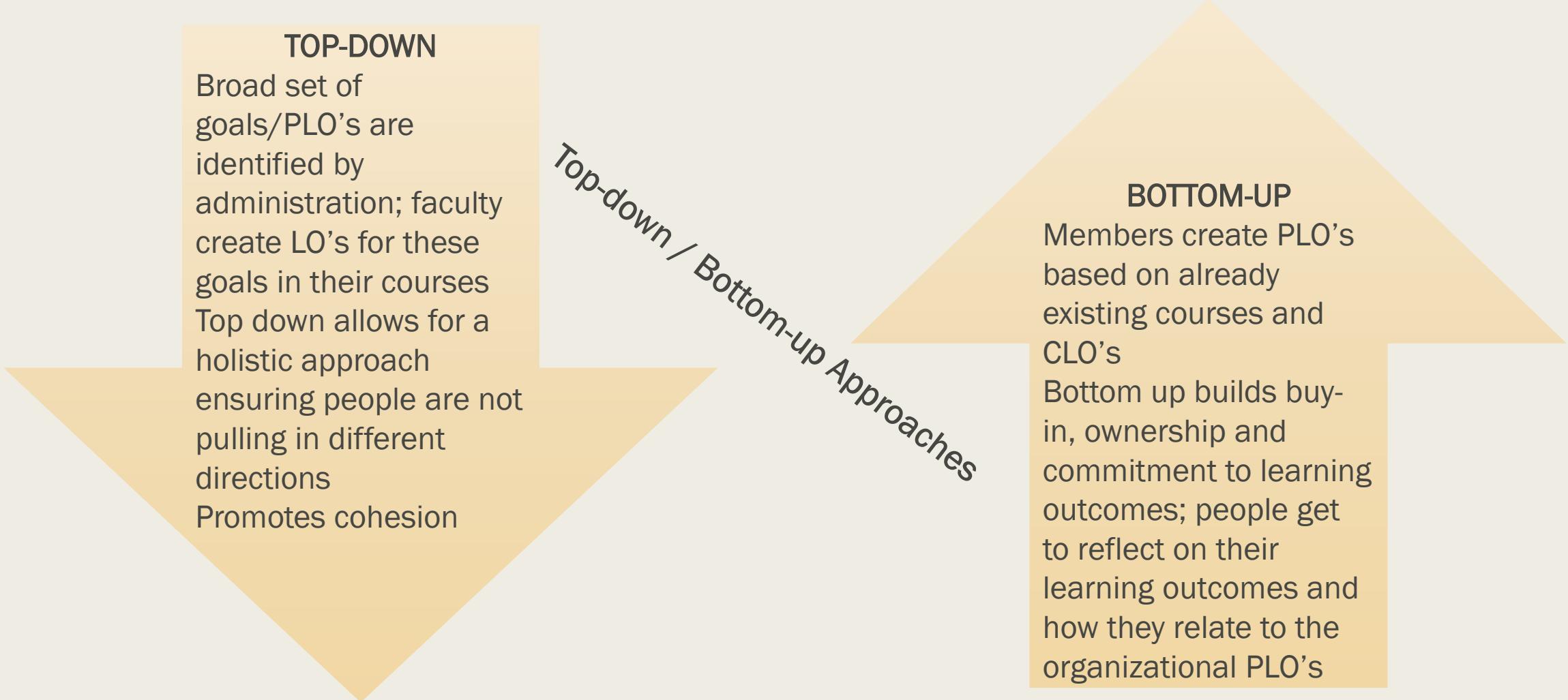
## PLO's and Backward Design:

### Backward Design process by

- Start by considering what the student should know or be able to do **at the completion of a program**
  
- Design outcomes, assessments and instructional activities accordingly.

In order to create outcomes there are 4 steps.

1. **Consult standards** (international, national, state)
2. Determine **Essential Questions** for your program.
3. Determine knowledge and skills students will acquire in your program (**Program Learning Outcomes**).
4. **Develop PLO's** and determine which are to be addressed in the program courses.



**BEST WAY** is to have a combination of both

- Get everyone involved; this ensures buy-in and ownership
- Talk with team members about setting PLO's and how they assess department success

## What are Program Learning Outcomes (PLO's)?

- PLO's are statements of **expectations** which students should exhibit as a result of their learning experiences in a given academic program.
- PLO's are what a department considers students will be able **to perform/ do** as a result of program design.
- Well-written learning outcomes should be
  - ✓ **student-centered,**
  - ✓ **measurable, and**
  - ✓ **clear**

# Student-centered PLO's

**Student-centered** means that the outcome should state what the **student** will do, not the instructor.

*Example:*

Upon graduation from the program, **the student** will be able to

# Writing Measurable PLO's

## Writing Measurable PLO's

- Measurable means that the outcome can be effectively evaluated and assessed. Vague and general outcomes are hard to assess. Be specific on what you want the student to be able to do.

*Example:*

Upon graduation from the program, the student will be able to **explain**

Verbs to **avoid** when writing learning outcomes include:

- Know
- Understand
- Comprehend
- Appreciate
- Grasp
- Realize
- Recognize
- Perceive
- Be aware of
- Be familiar with
- Gain

# Clear and Concise PLO's

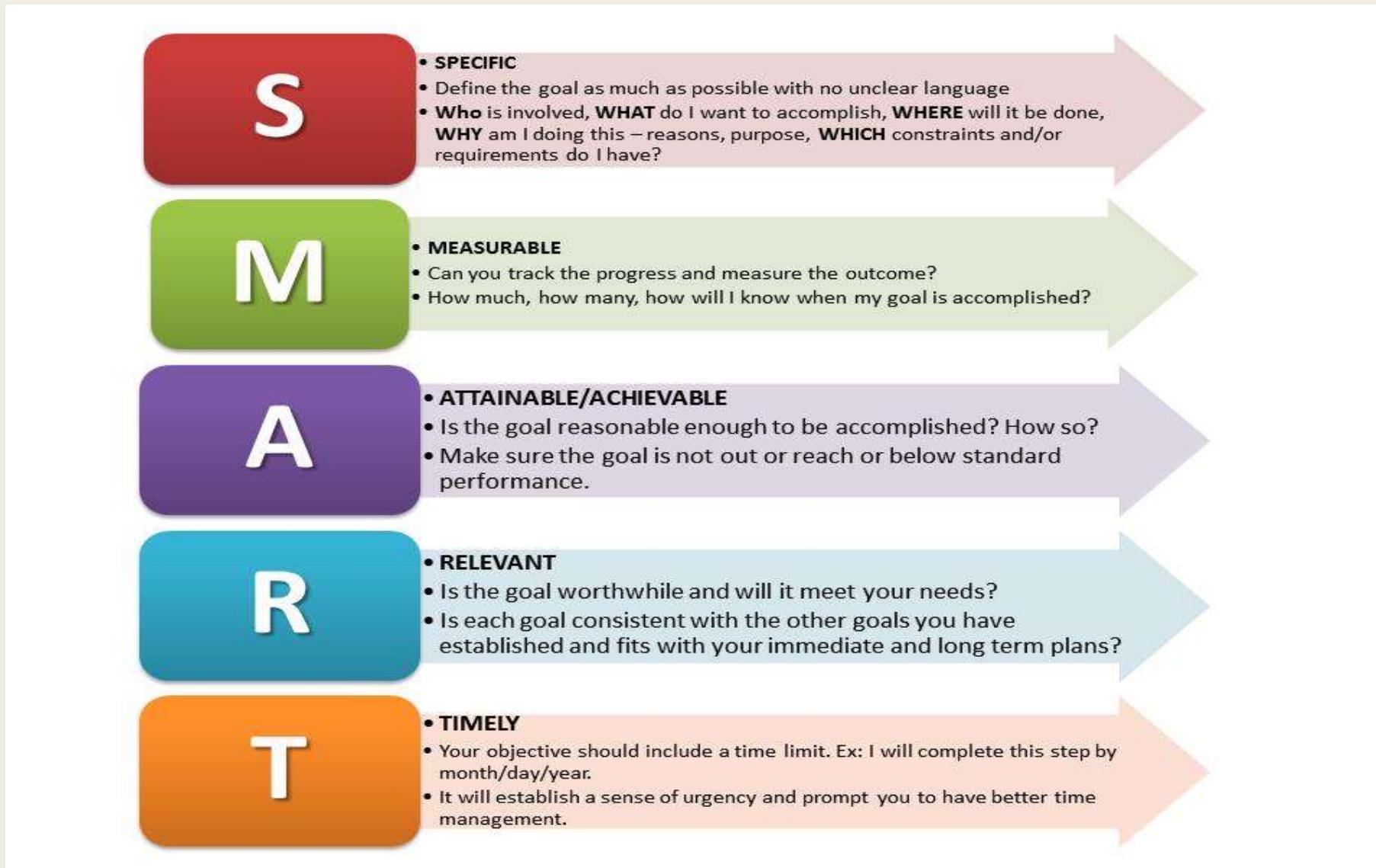
## Writing Clear and Concise learning outcomes

Learning outcomes need to clear and concise. Only include the information that will be measured.

### *Example:*

Upon graduation from the program, the student will be able to explain the  
**impact of historical and contemporary issues on civil or construction  
engineering.**

# SMART Learning outcomes (replace goal with learning outcomes)



# **Good Learning Outcomes**

- SMART (Drucker, 1954)
- S Specific – clear and definite terms describing expected abilities, knowledge, values, attitudes, and performance
- M Measurable – it is feasible to get the data, data are accurate and reliable, issue can be assessed more than one way
- A Aggressive but Attainable – consider stretch targets to improve program
- R Results-oriented – describe what standards are expected for students
- T Time-bound – describe where you would like to be within a specified period of time

## Exercise 4: Correct PLO or not

- The program will present the different theories of personality development.

Program - centered

Correct

- By the end of the program, the student will be able to apply theories of personality development on regular and special cases.

Student Centered

## Exercise 4: Cont'd

- The student will show an understanding of computer science in the design of computer-based systems.

Non- measurable

Correct

Upon completion of the program, the student will be able to apply mathematical foundations, algorithmic principles, and computer science theory in the design of computer-based systems showing the tradeoffs in design choices

Measurable

## Exercise 4: Cont'd

- The student will know what affects historical events
- Vague

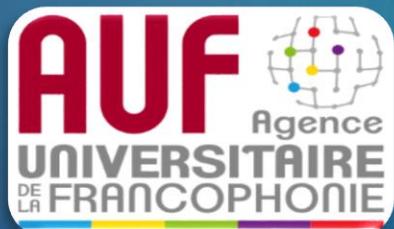
### CORRECT

- At the end of the program, students will describe how philosophical and political ideologies, economic structures, and cultural perceptions have framed and affected historical events and issues.
- Concise/clear

# Le processus Assurance Qualité dans les institutions d'enseignement supérieur comme levier d'amélioration

7 décembre 2017  
Université Saint - Joseph

## THÈMES CLÉS AU NIVEAU DE LA GESTION DE L'INSTITUTION



Élaboration de:

Mission, Vision, Buts et Objectifs

# I. La mission

## Définition

Selon Belley, Dussault et Laferté (2006), la mission d'une organisation/institution est:

*«sa raison d'être. Elle fait généralement état des produits et des services qu'elle offre, du type de clientèle et du territoire qu'elle dessert dans une perspective à long terme. Elle mentionne également les ressources utilisées, de même que les valeurs privilégiées.»*

# I. La mission

- Elle se réfère aux trois principaux rôles des établissements d'enseignement supérieur :
  - ✓ Enseignement et apprentissage;
  - ✓ Recherche ;
  - ✓ Implication communautaire.
- Elle est pertinente pour aider les étudiants à savoir à quoi ils devront s'attendre.
- Elle aide les parties prenantes à bien comprendre le rôle que l'organisation veut les amener à jouer.

# I. La mission

## Rédiger un énoncé de mission: Comment?

### 1ère étape: Faire un Brainstorming

- ✓ Demandez-vous pourquoi votre institution a été créée;
- ✓ Identifiez les caractéristiques dominantes de votre institution;
- ✓ Identifiez les éléments qui permettent à votre institution de se démarquer des autres;
- ✓ Établissez une liste des objectifs concrets de votre institution.

# I. La mission

## Rédiger un énoncé de mission: Comment?

### 2ème étape: Élaborer l'énoncé de mission

- ✓ Définissez votre institution par le biais d'un objectif concret;
- ✓ Ajoutez des éléments concrets et quantifiables;
- ✓ Ajoutez un peu de caractère;
- ✓ Laissez de côté les choses sans importance;
- ✓ Assurez-vous que votre énoncé n'est pas trop long.

# I. La mission

## Rédiger un énoncé de mission: Comment?

### 3ème étape: Finaliser l'énoncé de mission

- ✓ Assurez-vous que votre énoncé de mission n'est pas limitatif ou très vague.  
Soyez réaliste, mais soyez résolu;
- ✓ Impliquez d'autres membres de l'institution;
- ✓ Faites évaluer votre énoncé de mission;
- ✓ Révisez votre énoncé de mission, si nécessaire.

## II. La vision

- La vision est une représentation de l'avenir, commune à l'ensemble des membres de l'organisation. Elle n'est pas une fin en soi, mais bien un guide vers l'endroit où on voit l'organisation dans le futur.
- La vision doit être stimulante tout en étant réaliste.
- Établir une bonne vision est important puisque cela permet d'établir des objectifs précis qui vont aider à atteindre l'état désiré.

### III. Les objectifs

Les objectifs sont des moyens de réaliser la mission et d'atteindre l'endroit que la vision indique à l'organisation.

Avec des objectifs, il est plus facile de suivre l'avancement d'une organisation dans la réalisation de sa mission et de comprendre où celle-ci se dirige.

### III. Les objectifs

Selon Belley, Dussault et Laferté (2006), on retrouve trois sortes d'objectifs :

à long  
terme

à moyen  
terme

à court  
terme

### III. Les objectifs

Selon Leclerc (1988), il existe deux sortes d'objectifs :

Les objectifs  
généraux

Les objectifs  
spécifiques

objectifs à  
moyen terme

objectifs à  
long terme  
(buts)

objectifs à  
court terme

## III. Les objectifs

### 1. Le but (objectif général)

- C'est quelque chose que l'on souhaite, dont on rêve, mais qu'on n'est pas sûr d'obtenir car il n'est pas 100% sous notre contrôle. On a envie de l'atteindre mais ce n'est pas garanti car cela dépend de beaucoup de facteurs qui ne nous appartiennent pas.
- C'est le but qui nous donne une direction, un sens.

## III. Les objectifs

### 2. L'objectif

Un objectif est une action qui va concrètement permettre de se rapprocher du but. En général, il faut plusieurs objectifs, peut-être même beaucoup pour atteindre ou au moins se donner toutes les chances de l'approcher.

## III. Les objectifs

### 2. L'objectif

- Un bon objectif spécifique (ou court-moyen terme) se doit d'être l'éclatement d'un objectif global en plus petites étapes.
- Il doit avoir un certain nombre de caractéristiques afin que celui-ci soit pertinent pour l'organisation.
- Souvent, on utilise l'acronyme SMART pour vérifier si l'objectif spécifique répond à tous les critères auquel un bon objectif devra répondre.

### III. Les objectifs

Spécifique

- L'objectif se devra d'être clair, compréhensible et précis

Mesurable

- Les objectifs chiffrés permettent d'en mesurer leur atteinte et ainsi d'être beaucoup plus précis

Atteignable

- Les individus concernés par l'objectif devront être en mesure de l'atteindre

Réaliste

- un objectif se doit d'être efficient, (fait de façon pratique, dans un délai et un coût raisonnable)

Temporel

- Un objectif doit être mesuré dans le temps, on doit lui fixer un début et une fin.

# La planification stratégique:

## Pourquoi et Comment?

# 1. La planification

- Organiser dans le temps une succession d'actions ou d'évènements afin de réaliser un objectif particulier ou un projet.
- La planification permet de décrire :
  - ✓ les objectifs recherchés;
  - ✓ la manière dont ils seront atteints;
  - ✓ les rôles et responsabilités des différents acteurs;
  - ✓ le calendrier;
  - ✓ l'estimation des moyens à mettre en œuvre et des coûts;
  - ✓ les modalités de suivi et de contrôle.

## 2. La stratégie

- L'orientation des actions afin d'atteindre un objectif donné.
- L'ensemble des choix d'objectifs et de moyens les plus pertinents qui orientent les activités à moyen et long terme pour assurer la survie de l'établissement et lui permettre d'acquérir un avantage concurrentiel sur son marché.
- Se traduit par un ensemble de plans d'action opérationnels et cohérents à mettre en œuvre dans le temps et dans les différents domaines d'activité.

### 3. La planification stratégique

#### Un besoin?

- Ne pas suivre de plan stratégique revient à naviguer sans carte dans des eaux inconnues;
- Plus l'incertitude est grande, plus il est nécessaire de bien planifier;
- Déterminer précisément où vous voulez amener votre institution durant la prochaine année ou à plus long terme, et comment vous allez vous y prendre pour l'y amener;
- Évaluer une institution, ce qu'elle fait exactement et pourquoi elle le fait, en mettant l'accent sur l'optimisation de son potentiel futur.

### 3. La planification stratégique

#### A. Définition

Il s'agit d'un processus coordonné et méthodique qui sert à établir les orientations de votre institution et les moyens à mettre en œuvre pour les réaliser.

### 3. La planification stratégique

#### B. Contenu d'un plan stratégique

- ✓ Un sommaire, habituellement rédigé à la fin du processus;
- ✓ Une description de l'institution;
- ✓ Les énoncés de mission, de vision et de valeurs;
- ✓ Une analyse des forces, faiblesses, possibilités et menaces (FFPM);
- ✓ Une explication de vos stratégies et tactiques;
- ✓ Un plan d'action;
- ✓ Un plan budgétaire et un plan opérationnel;
- ✓ Des modes de suivi et d'évaluation détaillés.

### 3. La planification stratégique

#### C. À qui doit-on confier la planification stratégique?

- Une équipe composée de responsables clés de l'institution;
- Processus dirigé par le président qui consulte son personnel ou une équipe de responsables créée à cette fin;
- L'équipe détermine les facteurs clés d'analyse stratégique et participe à ce diagnostic. Elle contribue à la détermination de l'orientation stratégique et des plans d'action.

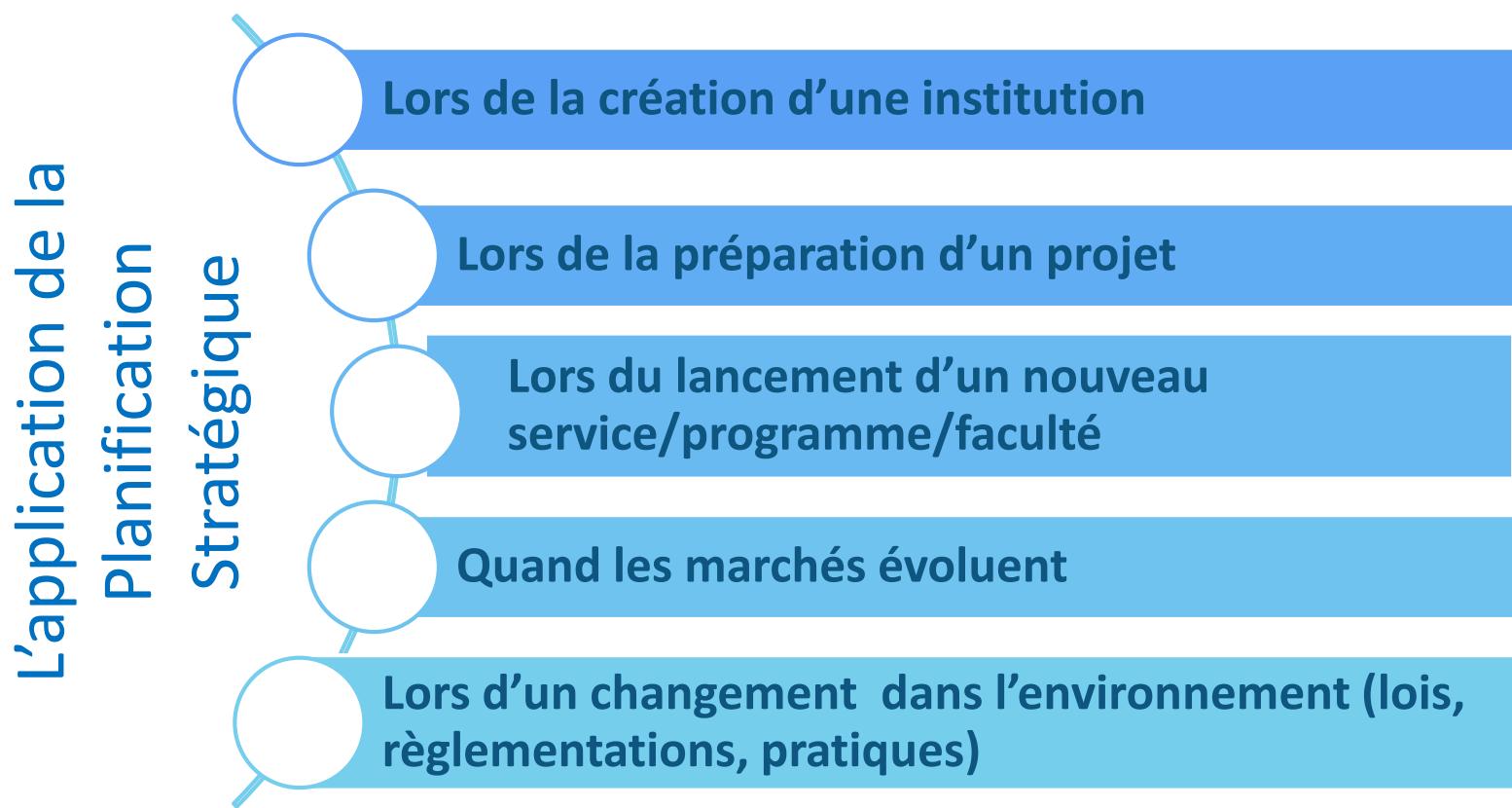
### 3. La planification stratégique

#### D. Quel est le meilleur moment?

- Le processus de planification stratégique dépend dans une large mesure de la nature et des besoins de l'institution.
- Un environnement en évolution? La répétition de l'exercice et son évaluation à court terme.

### 3. La planification stratégique

#### D. Quel est le meilleur moment?



### 3. La planification stratégique

#### E. En quoi la planification stratégique est-elle utile?

##### La planification stratégique aide à atteindre les objectifs suivants:

Préparer et déterminer la portée des activités (motivation, coûts et moyens)

Analyser les forces, faiblesses, possibilités et menaces (examen de l'environnement interne et externe de l'institution)

Formuler des stratégies pour se distinguer et renforcer la position concurrentielle de l'établissement

Mettre les stratégies en place (évaluation des ressources et élaboration de plans)

Mettre le personnel sur la même longueur d'onde (créer un consensus interne et assurer une meilleure communication)

Mesurer la réussite (suivre le progrès et encourager le personnel)

Améliorer la productivité (s'assurer que les parties prenantes savent où elles vont et en optimisant l'utilisation des ressources)

# Les indicateurs clés de performance (KPI)

# 1. Définition

Les indicateurs clés de performance sont toujours soit un taux, un quotient, une moyenne ou un pourcentage.

Ce ne sont jamais des chiffres bruts, qui ont beau être utiles d'un point de vue *reporting web analytics* mais qui, malheureusement, ne fournissent pas le contexte nécessaire et sont donc beaucoup moins utiles que des indicateurs clés de performance.

## 2. Présentation

Les indicateurs clés de performance sont des chiffres élaborés de manière à transmettre une grande quantité d'information.

Les bons indicateurs clés de performance sont bien définis et permettent de savoir à quelle hauteur placer la barre et de déclencher des plans d'action.

## 2. Présentation

- ▶ La présentation est l'aspect le plus important d'un indicateur clé de performance;
- ▶ Une façon d'illustrer le changement dans le temps, d'alerter en cas de dépassement d'un certain seuil;
- ▶ L'information claire aidera l'institution à prendre les bonnes décisions;
- ▶ Alimenter un processus d'amélioration continu : mesure, rapport, analyse, optimisation;
- ▶ Le KPI donne lieu à une action concrète.

## 2. Présentation

Points clés à considérer:

- ▶ Les indicateurs KPI montrent toujours une évolution dans le temps;
- ▶ Indiquer toujours le pourcentage de changement d'une période à l'autre;
- ▶ Définir des seuils et afficher des alertes;
- ▶ Définir des objectifs d'amélioration et baser les rapports sur ces objectifs.

### 3. Distinction

- Les chiffres bruts ne sont pas des KPIs;
- Il ne faut pas exclure les chiffres bruts des rapports KPIs;
- Les chiffres bruts sont nécessaires à l'introduction d'un contexte pour les rapports de l'établissement;
- Les chiffres bruts servent à orienter la discussion autour des rapports;
- Les indicateurs clés de performance sont conçus pour synthétiser de l'information qui a fait l'objet de comparaisons pertinentes.

## 4. KPI - Formation

- Flux d'étudiants entrant en licence;
- Flux d'étudiants entrant en mastère;
- Taux de passage de L1 en L2;
- Taux de réussite en licence en trois ans;
- Taux de réussite en mastère en deux ans;
- Taux de participation à l'évaluation des enseignements par les étudiants;
- Taux d'étudiants en mobilité sortante;

## 4. KPI - Formation

- Taux d'étudiants en mobilité entrante;
- Taux d'étudiants en apprentissage/stage;
- Taux d'insertion professionnelle en licence;
- Taux d'insertion professionnelle en mastère;
- Satisfaction des étudiants quant aux services numériques offerts;
- Satisfaction des étudiants quant au service d'accompagnement;
- Satisfaction des étudiants quant aux activités culturelles et sportives.

## 4. KPI - Formation

<b>Indicateur</b>	Taux de passage de L1 en L2
<b>Champs d'action</b>	Formation initiale – cycle de licence
<b>Objectif</b>	Améliorer la réussite à tous les niveaux de formation
<b>Unité de mesure</b>	Ratio en %
<b>Dates de la mesure</b>	Année académique 2016-2017 (Juin 2017)
<b>Champs de la mesure</b>	Public concerné
<b>Nature des données de base</b>	Inscriptions étudiantes
<b>Source</b>	Système de gestion universitaire
<b>Mode de calcul</b>	Nombre d'étudiants ayant validé 30 crédits en Juin 2017/nombre d'étudiants entrants en septembre 2016
<b>Commentaire de l'établissement</b>	

## 5. KPI - Recherche

- Évolution des dépenses recherche;
- Évolution des subventions externes;
- Évolution des revenus consolidés de la valorisation de la recherche;
- Part nationale des publications de l'établissement;
- Qualité des publications de l'établissement;
- Type de publications de l'établissement;
- Transférabilité des résultats de la recherche dans l'enseignement.

## 6. KPI - Personnel

- Recrutement de nouveaux enseignants-chercheurs;
- Recrutement du personnel administratif;
- Réception de demandes de candidatures;
- Évolution du nombre d'enseignants-chercheurs;
- Évolution du total enseignants;
- Passage en grades académiques supérieurs;
- Taux d'enseignants en mobilité sortante;
- Taux d'enseignants en mobilité entrante;
- Déploiement - enseignements assurés par des professionnels;
- Déploiement - enseignements assurés par des enseignants-chercheurs.

## 7. KPI - Finance

- Évolution des dépenses totales;
- Évolution des recettes totales;
- Évolution des dépenses d'investissement;
- Évolution des dépenses courantes;
- Évolution des dépenses - personnel académique;
- Évolution des dépenses - personnel administratif;
- Évolution des dépenses - formation continue du personnel;
- Évolution du déficit/excédent budgétaire;
- Qualité du pilotage financier;
- Qualité du pilotage des services financiers aux usagers.

# Institutional Strategy & its Management

Karim J. Nasr, Ph.D.

University of Balamand

Assistant to the President for Academic Advancement

December 07, 2017

# Outline of the Workshop

- **Strategic Planning**
  - Values/Vision/Mission
  - Goals/Objectives
  - Strategies
  - Actions/Planned Activities
- **Key Performance Indicators (KPI's)**
  - Articulation
  - Measures/Metrics
  - Targets & Benchmarks
  - Monitoring

# Strategic Planning Process (A Model)

## (1). Environmental Scanning

- ❖ Internal factors identification
- ❖ External factors identification

## (2). Institutional Strategy Planning & Development

- ❖ Analysis of current Mission, Goals, Objectives, Strategies, etc.
- ❖ Analysis of internal/external environments
- ❖ Revision of existing Mission, Goals, Objectives, Strategies, etc.

## (3). Strategy Implementation

- ❖ Development of Annual Operational Plans
- ❖ Revising Budgets
- ❖ Developing Processes
- ❖ Executing

# Strategic Planning Process (Cont'd)

## (4). Strategy Evaluation

### ❖ Institutional Performance and Reporting

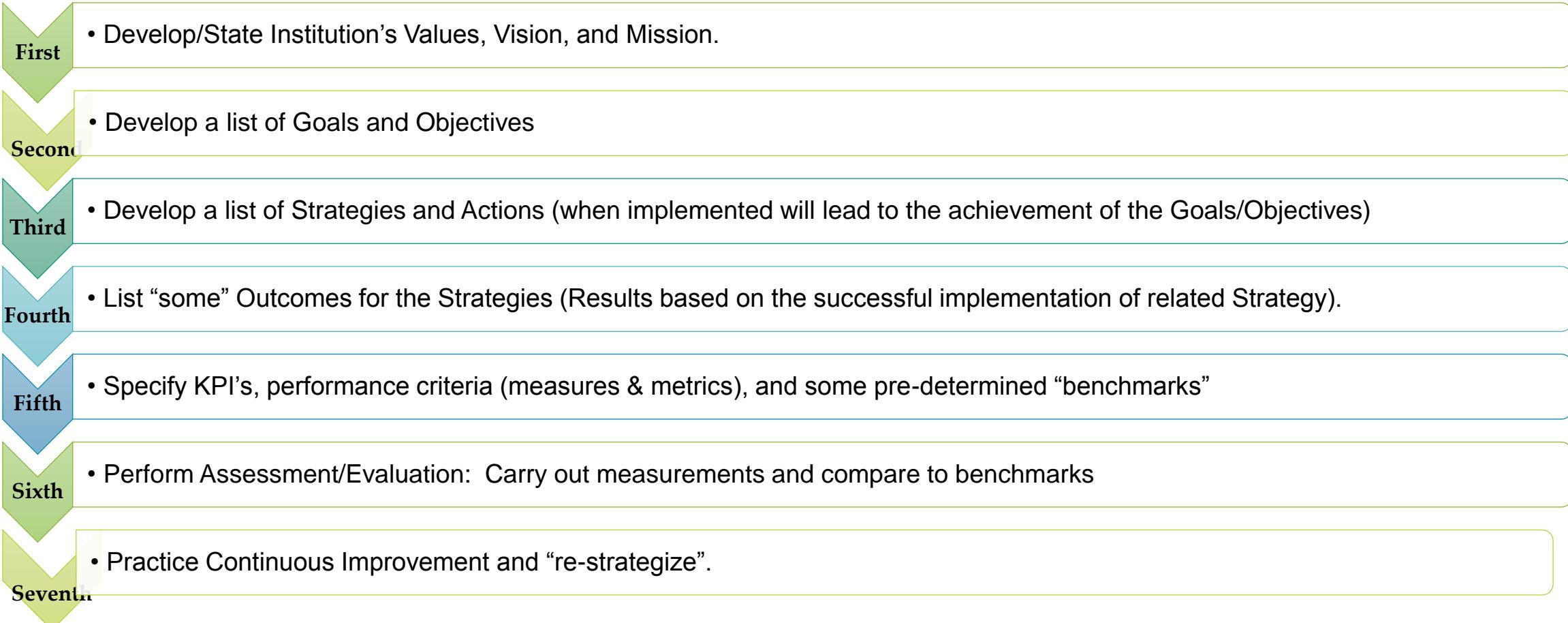
- Establish metrics and KPI's
- Monitor performance
- Assess and Evaluate

### ❖ Institutional Effectiveness

- Identification of Changes
- Execute/Implement Changes
- Measure Impact
- Go back to "Strategizing."

- Focus of Today's Workshop: Mainly Blocks (2) and (4).

# From Core Values to Metrics

- 
- First**
    - Develop/State Institution's Values, Vision, and Mission.
  - Second**
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    - Develop a list of Strategies and Actions (when implemented will lead to the achievement of the Goals/Objectives)
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  - Seventh**
    - Practice Continuous Improvement and "re-strategize".

# Institution's Values

- What does your institution stand for?
- What is “**constant**” and non-negotiable (should not change)?
- What is “**core**”?

*Activity # 1:* Write down three core values Your institution stands for.

- (1). \_\_\_\_\_
- (2). \_\_\_\_\_
- (3). \_\_\_\_\_

# Example: UOB's Core Ideals and Institutional Philosophies (Values)

- I. • Non-Profit Institution, Rooted in the Tradition of the Antiochian Orthodox Christian Church, Draws on Tolerance, Openness and Inquiry
- II. • Enhancement of Christian-Muslim Dialogue and Understanding
- III. • Enforcement of the Belief of Human Existence under God
- IV. • Making of Reflective Life-Long Learners
- V. • Commitment to Excellence in Teaching and Learning, Research, and Service
- VI. • Creating and Communicating Knowledge
- VII. • Building Active Citizens in Society Guided by Responsible Freedom
- VIII. • Commitment to Nation-Building
- IX. • Commitment to Environmental Responsibility
- X. • Commitment to Socio-Economic Development of Lebanon and the Region.

# Institution's Vision

- One statement that is easily remembered (a sentence or two)
- An **aspired state** for the institution in the future
- Even though futuristic, it needs to be a “**realizable**” state
- Helps in keeping the “**institution's position**” in sight
- Directional and inspiring.

Note: Many institutions do not bother creating a Vision statement (a shortcoming!)

*Activity # 2: Can you think of Your institution's Vision Statement?*

Example: The University of Montana will be recognized as a responsive institution for technical and academic education, as a partner in economic and community development, and a diverse and accessible community of learners.

# Institution's Mission

- The mission statement signals **what your main purpose is** to stakeholders and to the community.
- The Mission statement needs to be:
  - ✓ Formally stated internally and externally
  - ✓ Stakeholders-based
  - ✓ Communicated to all stakeholders, in print and virtually
  - ✓ Concise & Clear
  - ✓ Consistent in all forms of outlets.

# Questions to ask for a Mission Statement

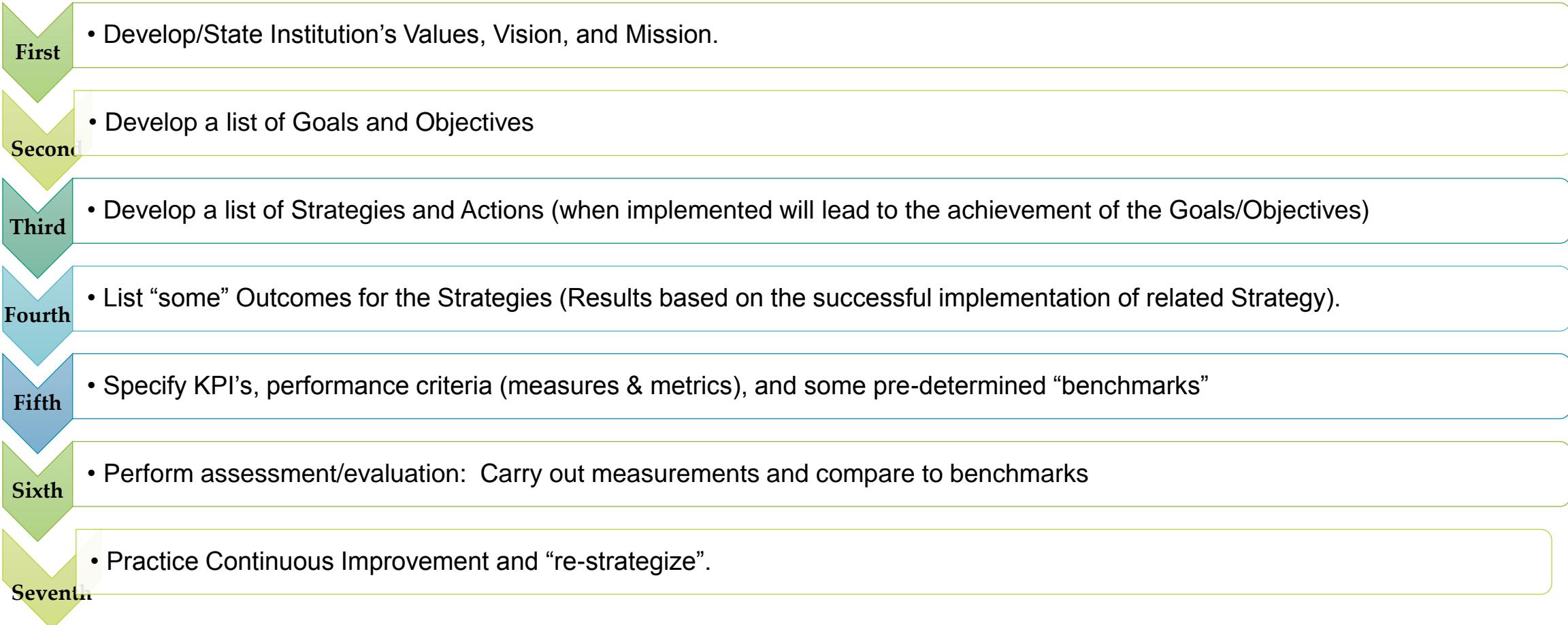
- What is your **main purpose**?
- Who are the **stakeholders**?
- What is the **image** you want to convey? How will you create the desired picture?
- **What do you offer** and what best describes what you offer?
- What **level of service** do you provide?
- What is **unique (distinctive)** about you and how do you differ from others?
- How will you make use of technology, capital, resources, processes, and services to accomplish your mission and to reach your goals?
- *What underlying philosophies/values guided your answers to the previous questions?  
(strong ties between the “Values” and the “Mission”)*

*Activity # 3: Can you think of Your institution's Mission Statement?*

# Example Mission Statement: UOB

- The University of Balamand is a private non-profit independent Lebanese institution of Higher Education licensed by the State of Lebanon. It was founded in 1988 by His Beatitude Patriarch Ignatius IV in the name of the Patriarchate of Antioch and All the East for the Greek Orthodox. The University admits students from Lebanon and the Region without discrimination on the basis of religion, gender, or physical handicap.
- Inspired by the Tradition of the Antiochian Christian Orthodox Church in promoting the welfare of humanity and its highest values, the University is committed to principles of tolerance, compassion and openness and to Christian-Muslim understanding. The University is dedicated to graduating professionals who are well-rounded, critical thinkers, life-long learners, and active citizens in their respective societies.
- The University also seeks to limit the influence of dogmatism and fundamentalism in intellectual, social, political, religious and cultural fields. The University believes in responsible freedom, in the role of reason in uncovering truth, and in the deepening of human existence under God. Through quality education, rigorous research, concern for the public good, and engagement with the community, the University seeks to contribute to nation building, ethical standards, inter-cultural dialogue, environmental responsibility, and human development.

# From Core Values to Metrics

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# Institutional Goals

- Institutional goals are **broad statements** and are thought of as “**umbrella terms**”
- Need to be **formally stated**.
- Need to be **tied to the “core values”** of the institution
- Need to be “**in concert**” with the Mission Statement of the institution
- Need to **reflect the internal and external expectations** of stakeholders
- There needs to be a **system to monitor their achievement**
- The monitoring system has internal and external components.

*Activity # 4: Can you state three Institutional Goals?*

- (1). \_\_\_\_\_
- (2). \_\_\_\_\_
- (3). \_\_\_\_\_

# Example: Institutional Goals (UOB)

**Goal #3:** Create and Communicate Knowledge

**Goal #5:** Enhance Governance Effectiveness

**Goal #6:** Expand and Enhance Facilities and Infrastructure

**Goal #8:** Commit to and Support Students' Learning, Progression, and Success

**Cautionary Note:** The terminology used for institutional-level goals and objectives differ from those used on a unit-level or a program level.

# Strategies & Planned Activities

- They **communicate how** the Mission and Goals will be achieved.
- They “**organically**” tie into Values, Vision, and Mission
- They serve as “**decoders**” of Goals and Objectives
- They are **mostly internal actions** that signal the achievement of Goals/Objectives
- **Planned Activities** are “**Action Plans**” – when executed they result in progress in achieving stated Goals.

# Considerations wrt Strategies

- Data is needed on a Unit-Level (Administrative as well as Academic Units)
- Allocation of resources
  - Financial and budgetary
  - Facilities and infrastructure
  - Human resources
- Outcomes (results) when done with implementation
- Keeping the “benchmarks” in view
- Measurements and metrics
- Internal processes and procedures/policies
- Involvement and engagement of internal human resources.

# Developing Strategies: A Delicate Balance

The fact is that strategies and planned activities will be executed by “people”, so:

1. Strategies need to be dissected into sub-strategies and operational plans
2. Units need policies and procedures to guide their actions
3. Resources (all kinds) need to be allocated
4. Responsibilities need to be delegated to teams and task forces, appropriate resources and budgets, and assign or delegate responsibilities to individuals, teams, and task forces
5. A clear timeline needs to be set for their execution, signaling accomplishment of tasks.

# Activity

*Activity # 5: For an Institutional Goal You stated for Your institution, can you state three “strategies”?*

*Goal:* \_\_\_\_\_

*Strategies:*

(1). \_\_\_\_\_

(2). \_\_\_\_\_

(3). \_\_\_\_\_

# Example: Strategies

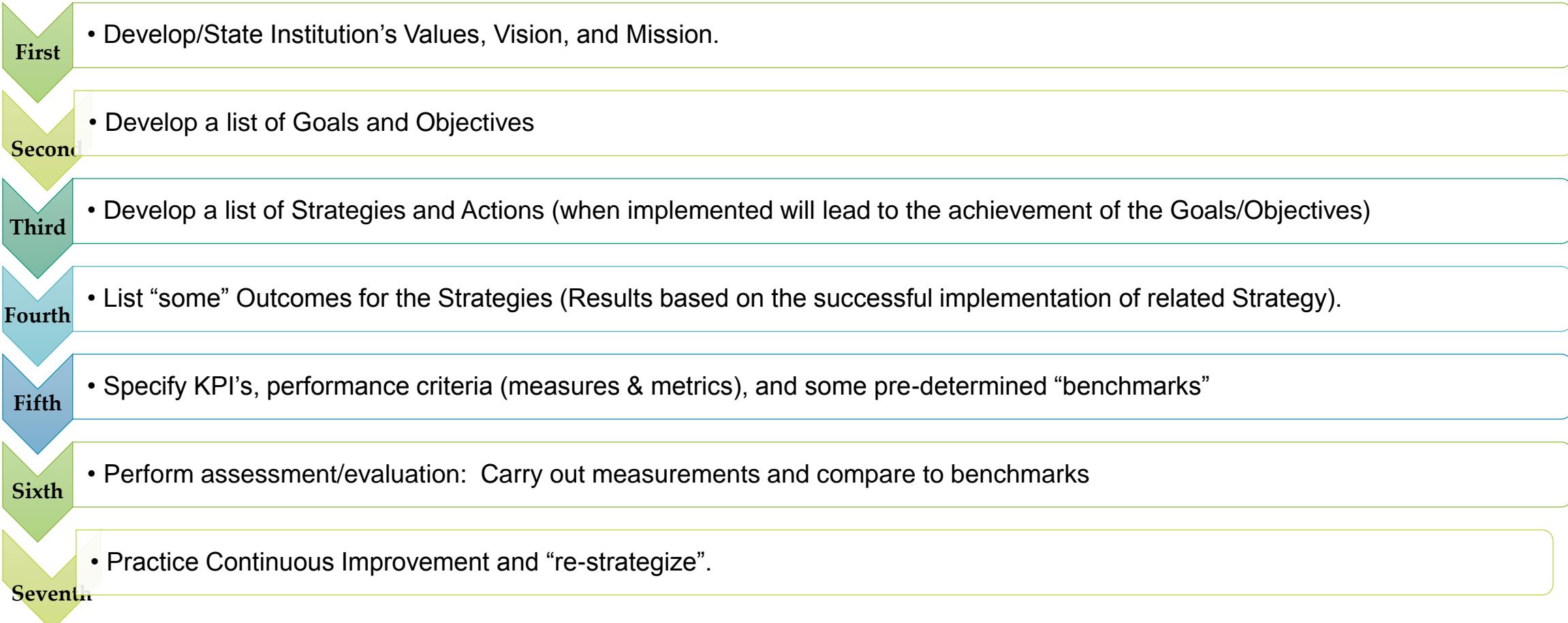
- ***For the stated Goal: “Commit to and Support Students’ Learning, Progression, and Success”, the following strategies are communicated:***

**Strategy #1:** Offer value-adding and student-centered education with the aim of providing students with wholesome education and engaging them as active participants, critical thinkers, and life-long learners.

**Strategy #2:** Identify students at-risk and assist them in overcoming academic difficulties.

**Strategy #3:** Offer an array of financial assistance mechanisms.

# From Core Values to Metrics

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# Expected Outcomes (Results) for Executed Strategies

- A plan is not complete without expected outcomes for executed strategies
- These are “Results” based on the successful implementation of related Strategy
- These expected outcomes need to be wired into:
  - Benchmarks and targets
  - Measures/metrics or performance indicators, and
  - Timelines

*Activity # 6: For a Strategy you stated, can you come up with three “Outcomes”?*

*Strategy:* \_\_\_\_\_

*Outcomes:*

(1). \_\_\_\_\_

(2). \_\_\_\_\_

(3). \_\_\_\_\_

# Example: Outcomes = Results of Planned Activities

Contributing to the achievement of Institutional Goal ***“Commit to and Support Students’ Learning, Progression, and Success”, the following results are anticipated:***

**Outcome 1:** Improved student retention rates

**Outcome 2:** Higher graduation rates for undergraduate students

**Outcome 3:** Reduced Percentage of Registered Students on Probation

# Example: Wired Outcomes

**Outcome 1:** Improved student retention rates

- Measure: 1-Year and 2-Year Retention Rates
- Target: Base + %
- Source: Institutional Effectiveness Office
- Instrument: Student Information System Report.

**Outcome 2:** Higher graduation rates for undergraduate students

- Measure: 3-year graduation rate for undergraduate programs
- Target: Base + % by observing trends for the past five years
- Source: IE Office
- Instrument: SIS Report.

**Outcome 3:** Reduced Percent of Registered Students on Probation

- Measure: Percent of Registered Students on Probation
- Target: Base - %
- Source: IE Office
- Instrument: SIS Report.

# Key Performance Indicators (KPI's)

KPI's are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of an organization. They will differ depending on the organization.

- A Business may have as one of its Key Performance Indicators as the percentage of its income that comes from return customers.
- A University may focus its KPI on graduation rates of its students.
- A Customer Service Department may have as one of its Key Performance Indicators, in line with overall company KPIs, percentage of customer calls answered in the first minute.

Whatever KPI's are selected, they must relate to the organization's goals, they must be key to its success, and they must be quantifiable (measurable).

The definition of what KPI's are and how they are measured do not change often. The goals for a particular KPI may change as the organization's goals change, or as it gets closer to achieving a goal.

# Key Performance Indicators (KPI's)

- **Key Performance Indicators Reflect The Organizational Goals**
  - ▣ For a University, KPIs like "Graduation Rate" and "Success In Finding Employment After Graduation", though different, accurately reflect the schools mission and goals.
- **Key Performance Indicators Must Be Quantifiable**
  - ▣ If a KPI is going to be of any value, there must be a way to accurately define and measure it. "Generate More Repeat Customers" is useless as a KPI without some way to distinguish between new and repeat customers. "Be The Most Popular Company" won't work as a KPI because there is no way to measure the company's popularity or compare it to others.
  - ▣ You also need to set targets for each KPI. A company goal to be the employer of choice might include a KPI of "Turnover Rate".

# Key Performance Indicators (KPI's)

- **Key Performance Indicators Must be “Key” To Organizational Success**
  - Many things are measurable. That does not make them “key” to the organization's success. In selecting KPI, it is critical to limit them to those factors that are essential to the organization reaching its goals.
  - It is also important to keep the number of KPI's small just to keep everyone's attention focused on achieving the same KPI's.

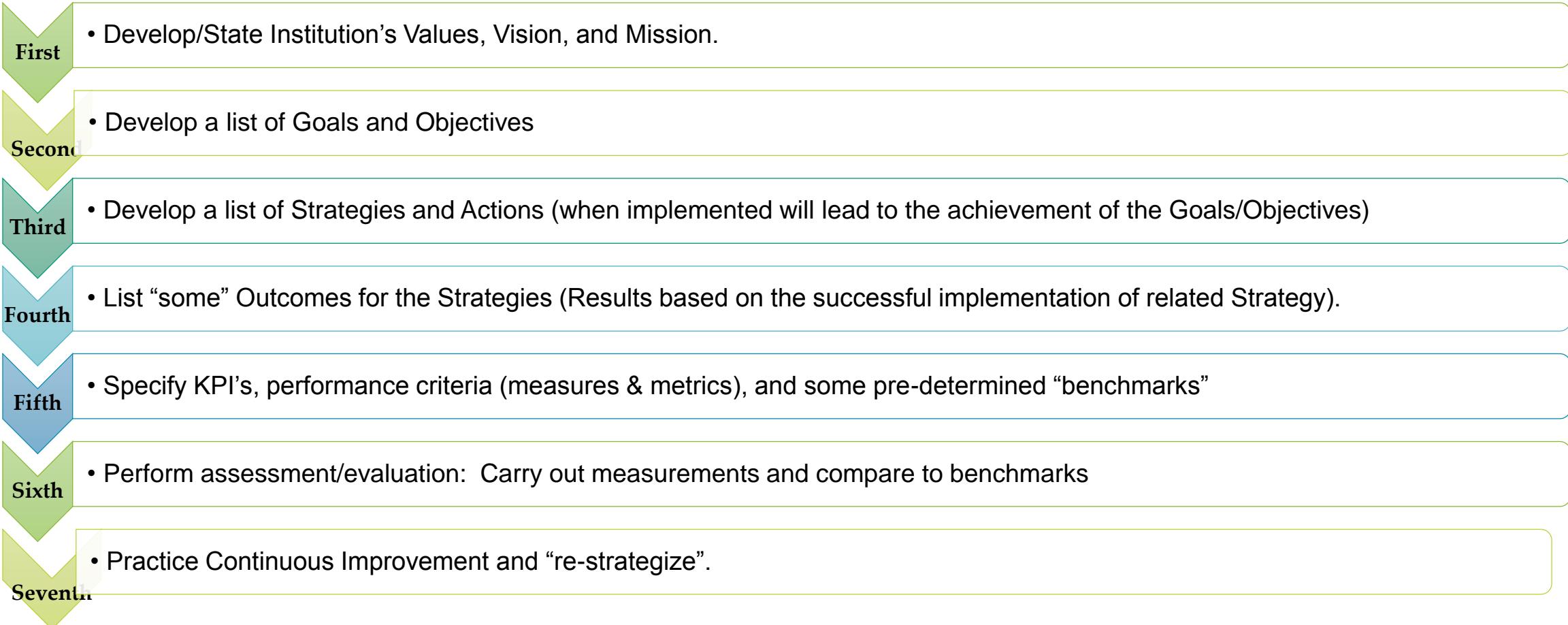
# Sample Institutional Fields for KPIs Selection

- Admission Criteria
  - Students' selection (acceptance rate)
    - 50% of total students applied are accepted for AY 18-19.
  - Entrance exams
    - 70% of admitted students are in the top 25% of the applicants' pool of AY 18-19.
  - High school records/transcripts
    - 75% of applied students are in the top 25% of their High schools for AY 18-19.
- Internal Efficiency
  - Graduation rate per degree programs or institutionally
    - 80% of those entering the institution for AY 18-19 will graduate after three years.
  - Retention rate (e.g. those returning/continuing after the end of the first year)
    - 90% of entering students continue on after the first year.
  - Persistence rate (e.g. percentage of those who started end up earning degree)

# Sample Institutional Fields for KPIs Selection

- Faculty
  - Percentage of FT's and PT's per degree programs
  - Faculty/Student ratio
  - Faculty members composition (of the different professorial ranks)
  - Faculty members qualifications and matching with areas of teaching
- Resources
  - Financial
  - Physical Infrastructure
  - ITC/Virtual
  - Library
- Student Support/Services
  - Student Support
  - Career Services and Placement

# From Core Values to Metrics

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# Monitoring of KPI's

- Monitoring, driven by continuous improvement, is the base premise for doing the assessment and evaluation
- Assessment and Evaluation:
  - Analysis of Assessment process
  - Evaluation of assessment results
  - Examination of realized Goals
  - Examination of resources' sufficiency
  - Development of continuous improvement plans.

Best of Luck ☺

## Séminaire *Assurance qualité:*

*Le processus Assurance qualité dans les institutions d'enseignement supérieur comme levier d'amélioration*

# Approches pour l'implication des parties prenantes

Georges Yahchouchi, Ph.D

USEK, Provost

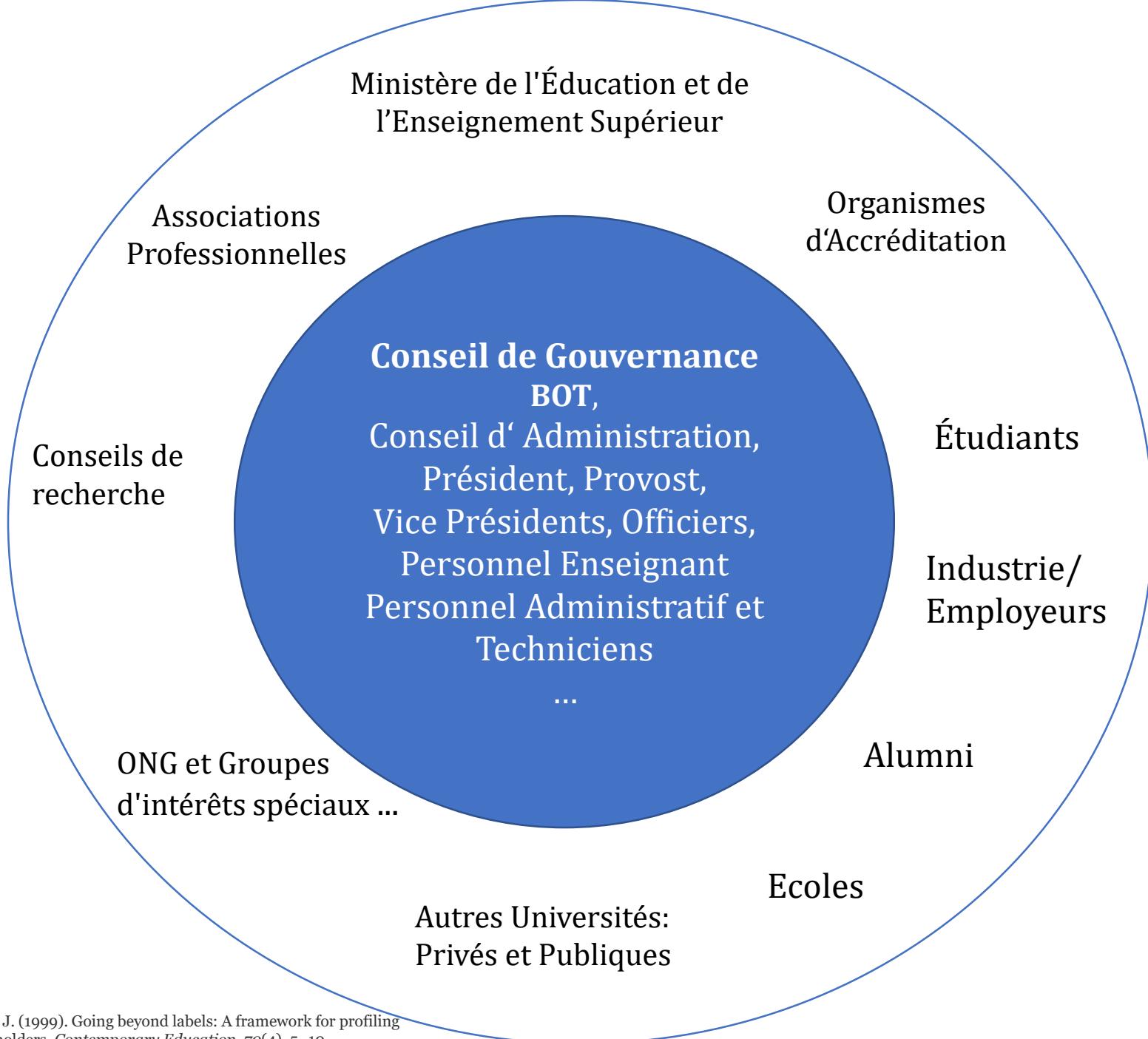
[georgesyahchouchi@usek.edu.lb](mailto:georgesyahchouchi@usek.edu.lb)

7 Décembre 2017

# Plan

- Pourquoi Engager les Parties Prenantes?
- De la légitimité à la participation
- Approche pluraliste et participative: Evaluation et  
Création des Programmes
- Approche pluraliste et participative: Quelques Exemples  
Pratiques
- Schéma Modèle: Evaluation des Cours et des  
Programmes
- Activité





# Pourquoi Engager les Parties Prenantes?

Améliorer continuellement les programmes et s'assurer de l'accomplissement des objectifs pédagogiques PEO

Rationaliser le processus de prise de décision dans un cadre participatif « *Shared Governance* »

Contribuer à la réalisation de La mission de l'Université et de ses plans stratégiques

S'assurer de la satisfaction des parties prenantes notamment les étudiants, les parents, ...

....



# De la légitimité à la participation



# Standards NEASC (2.1)

La planification et l'évaluation sont systématiques, complètes, étendues, intégrées et adaptées à l'institution. **Ils impliquent la participation des parties prenantes et de groupes responsables de la réalisation des objectifs institutionnels et incluent des perspectives externes.**

Les résultats de la planification et de l'évaluation sont **régulièrement communiqués** aux circonscriptions institutionnelles appropriées.

L'institution alloue des ressources suffisantes pour ses efforts de planification et d'évaluation.

# ESG Part 1. 1.2

## Élaboration et approbation des programmes

Les programmes :

- sont élaborés avec des objectifs généraux de programmes cohérents avec la stratégie de l'institution et prévoient explicitement les acquis d'apprentissage visés ;
- **sont élaborés en impliquant les étudiants et d'autres parties prenantes ;**
- bénéficient d'une expertise externe et de points de référence ;
- sont élaborés de manière à permettre une progression continue des étudiants ;
- incluent, le cas échéant, des modalités de stage bien structurées ;
- **sont soumis à un processus officiel d'approbation de l'institution.**

# OBJECTIF: SUSTAINABILITY



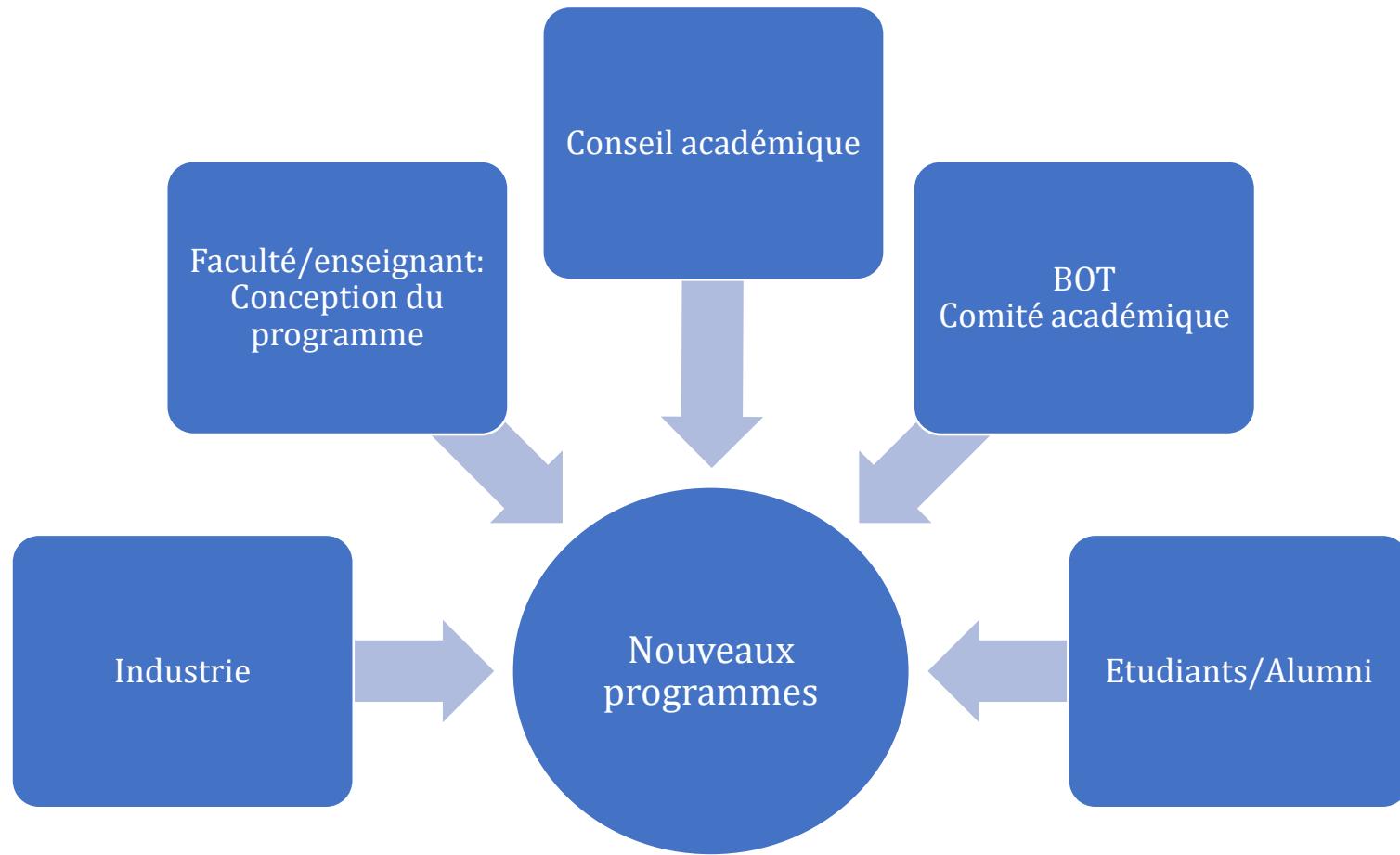
# USEK ACCREDITATIONS



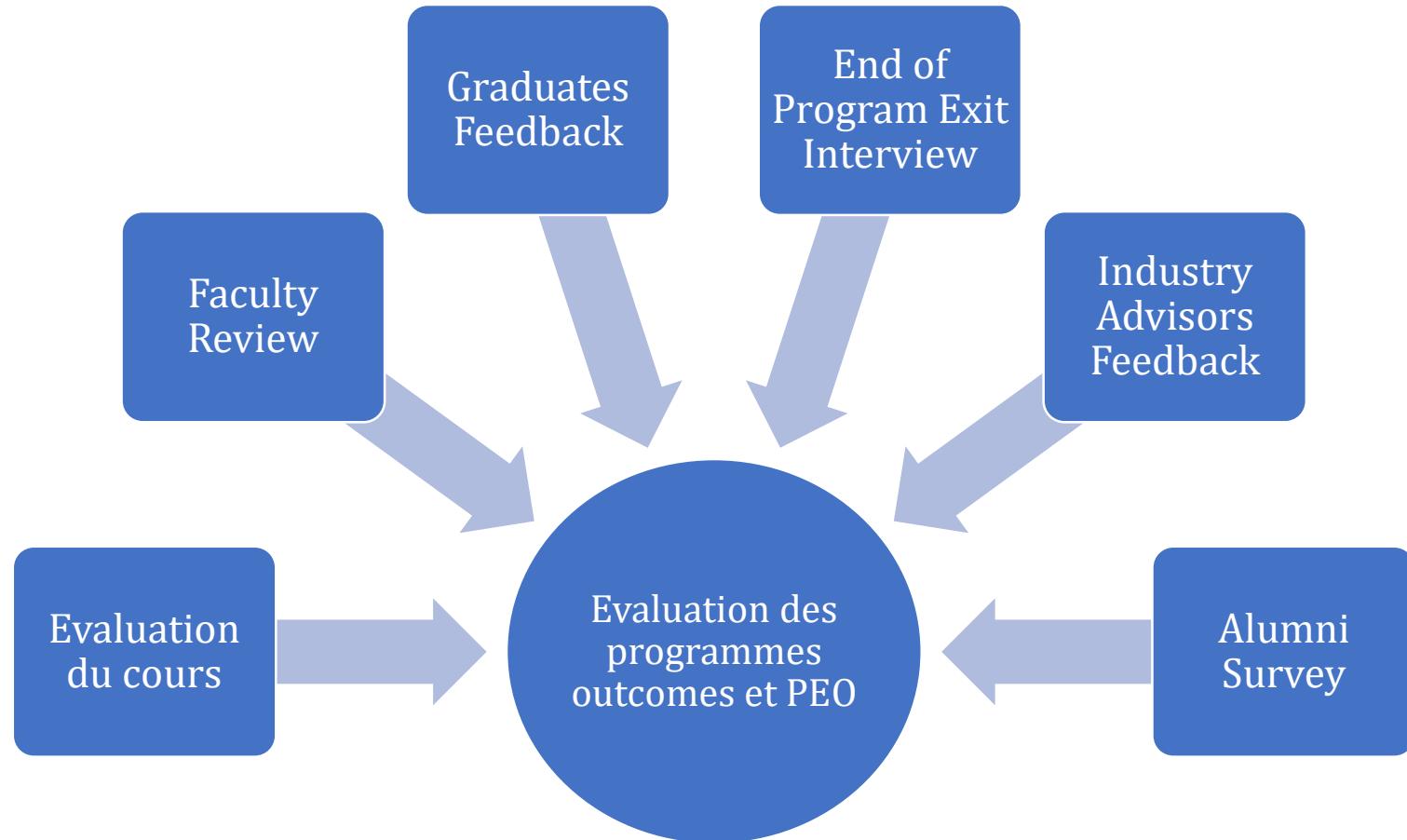
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## APPROCHE PLURALISTE ET PARTICIPATIVE: EVALUATION ET CRÉATION DES PROGRAMMES

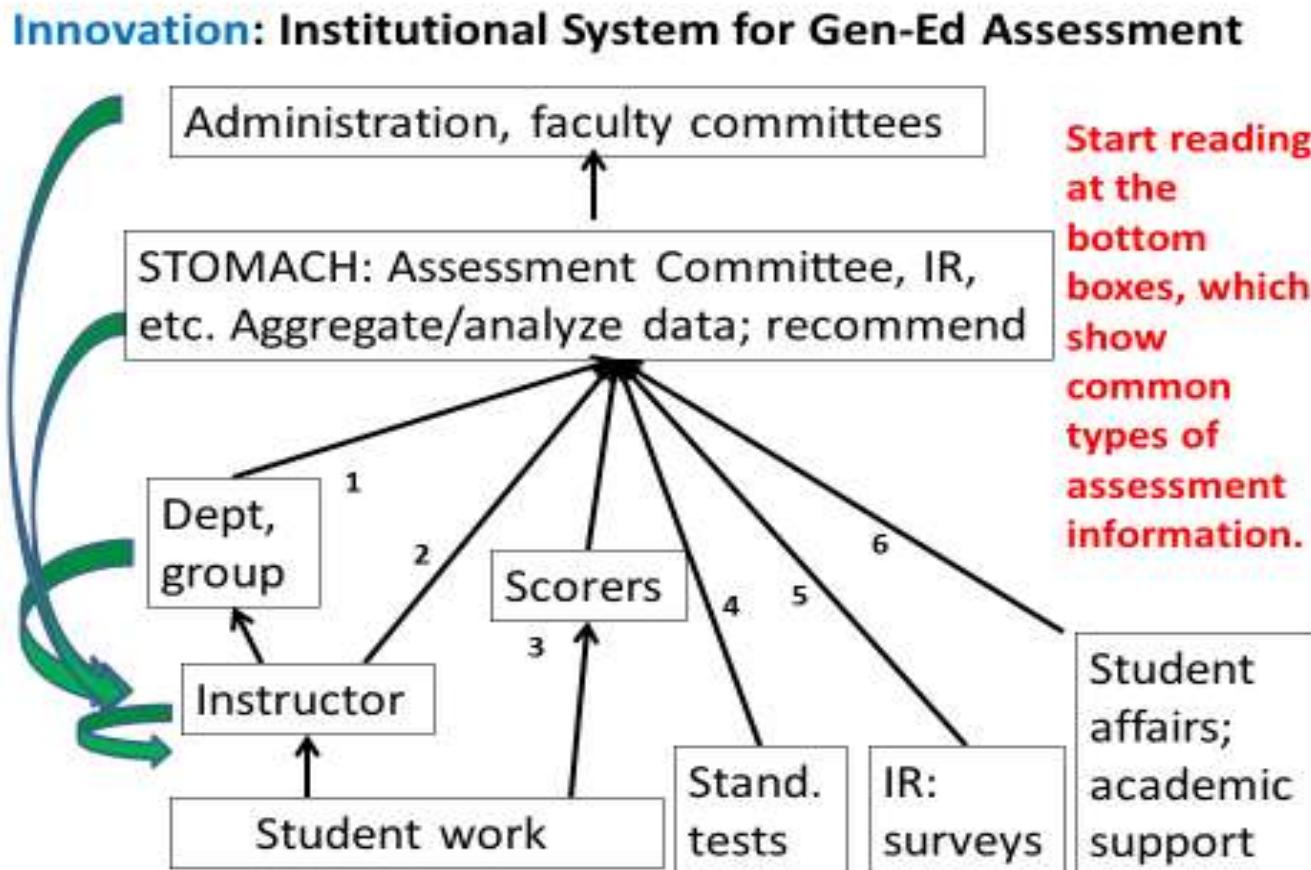
# *Shared Governance:* Création des programmes une gouvernance pluraliste



# Evaluation des programmes



# Evaluation de la Formation Générale





Closing the loop

## APPROCHE PLURALISTE ET PARTICIPATIVE: QUELQUES EXEMPLES PRATIQUES

# Engagement des Enseignants

## PROCESSUS

- Evaluation des cours
- Evaluation des programmes
- Création/restructuration des programmes
- Projet d'accréditation
- Recherche
- Evaluation du Bien-Etre des enseignants + Compétences professionnelles
- Procédure de recrutement
- Prise de décisions académique et administratives
- ...

## ACTIVITÉS

- Questionnaire d'auto-évaluation des enseignants « Self-Reflection »
- Evaluation par les pairs « Peer review »
- **Membres:** Conseil d'administration, Comité des pairs, Commission Ad hoc, Commission d'accréditation...
- Récompense/Prime de recherche
- Rencontre annuelle avec les enseignants (Président, Officiers, et Doyen)
- Ateliers de développement des compétences professionnelle
- ...



# Course Self- Assessment by Faculty (CSAF)

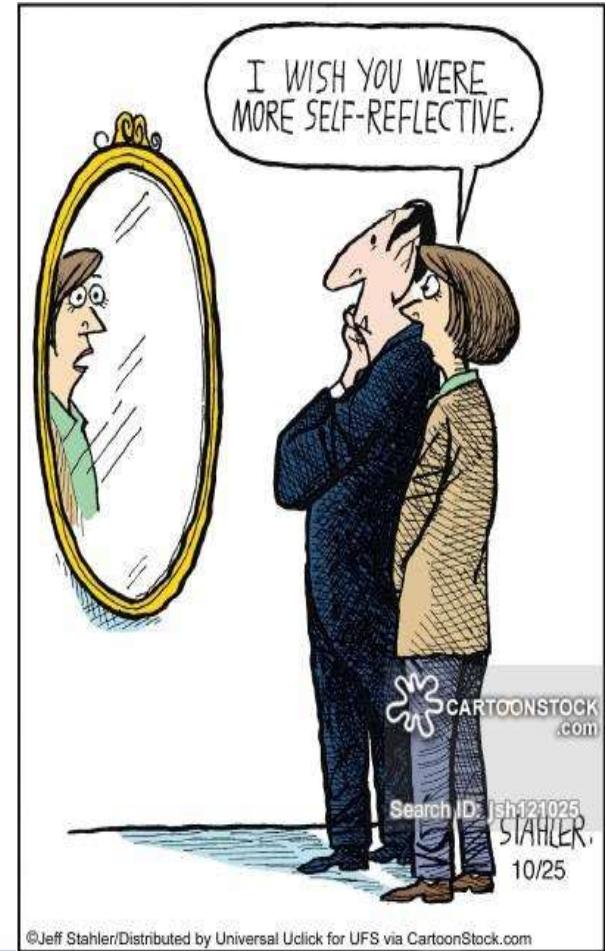
**Question 11. Students have fully acquired the learning outcomes as reflected in the assessment**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	Comments
Learning Outcome 1	<input type="radio"/>					
Learning Outcome 2	<input type="radio"/>					
Learning Outcome 3	<input type="radio"/>					
Learning Outcome 4	<input type="radio"/>					
Learning Outcome 5	<input type="radio"/>					
Learning Outcome 6	<input type="radio"/>					



# Evaluation par les pairs

- An effective PRT should include the following steps:
  - a. Initial meeting between observer and instructor
  - b. Peer classroom visit
  - c. Course material evaluation
  - d. Feedback meeting between observer and instructor
  - e. Evaluation review and improvement measures



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# Course Portfolio Preparation Checklist

Mandatory for all programs engaged in accreditation

As part of the assessment and continuous improvement of Academic Programs at USEK, all faculty members are requested to submit their courses portfolio at the end of every semester. These portfolios will be an essential tool to evaluate the attainment of the Program Outcomes, identify strengths and weaknesses and consequently define improvement actions on the levels of courses and programs.

The content of the portfolio, which will be submitted to the head of department/program at the end of the semester, should be as following\*:

Faculty Name:	Semester:
CRN:	Course Code:

1 | Syllabus (generated from Tk20)

2 | Teaching Materials

- Lecture presentations
- Course handouts
- Electronic books, articles, online resources, etc...

3 | Assignments, Quizzes and exams

- Assignments questions and solution
- Quizzes questions and solution
- Midterm and Final exams questions and solution

4 | Student Work

Good, average and poor samples of the below:

- Assignments
- Exams / reports
- Final Year Reports / Projects

5 | Assessment

- Attendance sheets
- Detailed grades
- Official Final grades sheets
- Assessment Rubrics

6 | Labs / Studio Materials

- Equipment documentation and manuals
- Safety instructions
- Lab / Studio Policy

\*some of the listed items might not be applicable depending on the course type

# Engagement des Étudiants/diplomes

## PROCESSUS

- Evaluation des cours
- Evaluation des programmes
- Création/restructuration des programmes
- Projet d'accréditation
- **Participation Prise de décisions :**

Resources Infrastructure, Vie  
Estudiantine, Expérience Académique

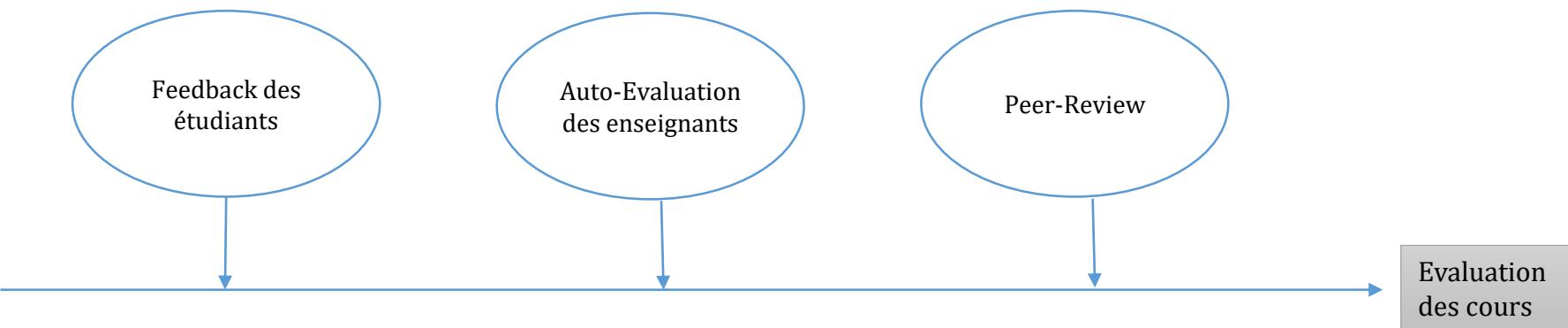


## ACTIVITÉS

- Questionnaire d'évaluation de cours,  
Feedback des diplômés , Entretien de  
sortie (**EXIT SURVEY**)
- Questionnaire d'évaluation bien-être au  
campus
- Procédure de participation des étudiants  
(Feedback des rencontres périodiques)
- Session de sensibilisation – Accréditation
- National Survey of Student Assessment -  
NSSE
- Rencontre avec les étudiants (Président,  
et Officiers)



# Evaluation des cours



## Feedback des étudiants

- Evaluation général du cours
- Atténuation des objectifs du cours
- Evaluation des compétences d'enseignement

## Auto-Evaluation des enseignants

- Atténuation des objectifs du cours désirés
- Transmission des acquis d'apprentissage

## Peer Review

- Evaluation de l'environnement d'enseignement et d'apprentissage
- Evaluation du matériels du cours



# NSSE Questionnaires

**Resources et Infrastructures:** Bibliothèque, internet au campus, accès aux bâtiments, classes, laboratoires, ateliers de travail, parking...

**Expérience Académique:** méthodes et qualité d'apprentissage, compétence en écriture, recherche, sujet de débat et conversation...

**Vie étudiante:** clubs, activités culturelles, sociales, sportives, artistiques, interaction avec autres étudiants et administration, diversité au campus...

Selected results	USEK 2017		NSSE Norms	
	FY	SR	FY	SR
% of students spending more than 5 hours per week participating in co-curricular activities	47%	45%	34%	29%
% of students spending more than 10 hours per week preparing for class	52%	51%	63%	63%
% of FY students who participated in a learning community	28%	-	15%	-
% of FY students who participated in course-based service-learning	85%*	-	53%	-
% of SR students who worked on a research project with faculty member	-	37%	-	25%
% of SR students who did a culminating senior experience	-	38%**	-	45%

# Technologie



# Renforcement des activités étudiantes



Virtual Stock Exchange  
competition



Robotics Lebanese  
Championship award and  
the Excellence award



USEK students at Paris  
International Model  
United Nations (PIMUN)



Sports Delegation in the  
BEST tournament, Serbia



2017 Hult Prize Regional  
Finals in Dubai

# Clubs



American Institute of  
Architecture (AIAS)  
Students – USEK Chapter



American Institute of Chemical Engineers  
Holy Spirit University of Kaslik Student Chapter

"American Institute of  
Chemical Engineering  
Chapter AlChE – USEK –  
Chapter"



"American Society of  
Mechanical Engineering  
Chapter ASME – USEK-



IEEE-USEK-Chapter



"American Society of Civil  
Engineering Chapter ASCE-USEK-  
Chapter"



USEK Science Union

## Other Non-Academic Societies:

Students Circle, Pastoral group of students, USEK Students – Scouts Chapter“, Football Team, Basketball Team, Volleyball Team, Ping-Pong Team, Tennis Team

**“The University is not engaged in  
making ideas safe for students. It is  
engaged in making students safe for  
ideas”**

Source: AGB. (2017). *How Can Boards and Public Officials Learn from Each Other?*. [online] Available at: <https://www.agb.org/trusteeship/2015/mayjune/how-can-boards-and-public-officials-learn-from-each-other> [Accessed 6 Dec. 2017].

# Engagement de l'Alumni

## PROCESSUS

- Evaluation des cours
- Evaluation des programmes
- Création/reconstruction des programmes
- Fundraising
- Insertion professionnelle

## ACTIVITÉS

- Membres du Conseil consultatif de l'industrie (rencontres périodiques)
- Questionnaire des Alumni
- Evènements Sociaux: niveau national et international
- **Plateforme pour les Alumni:** Profiles des Alumni + Communication des offres d'emploi



# Engagement des employeurs

## PROCESSUS

- Evaluation des programmes PEO
- Création/reconstruction des programmes
- Insertion professionnelle + compétences des étudiants
- Stage fin d'études
- Sponsoring des projets d'entreprenariat

## ACTIVITÉS

- Membres du Conseil consultatif de l'industrie (rencontres périodiques)
- Questionnaire feedback des employeurs (compétences des étudiants + besoins du marché de travail)
- Job fairs + Interview au campus
- Signature des accords de coopérations (stage, offre d'emploi, projets commun...)
- Evènements d'entrepreneuriat
- Membres des jurys (projets fin d'étude)



# Exemples Pratiques



5<sup>th</sup> Working Together, Faculté de Gestion, November 2016



Job Fair "Tomorrow Starts today", April 2017



Meeting with Math Industry Advisors, June 2017

# Engagement du BOT



Annual entrepreneurship competition:  
“USEK New Venture Challenge”, April 2017



# Conseil de Gouvernance BOT

*Governing Board members are uniquely positioned to reach beyond the typical audience of higher education supporters and build relationships with new constituencies, outside of the four walls of the institutions.*

Source: AGB. (2017). *How Can Boards and Public Officials Learn from Each Other?*. [online] Available at: <https://www.agb.org/trusteeship/2015/mayjune/how-can-boards-and-public-officials-learn-from-each-other> [Accessed 6 Dec. 2017].

# Collaborations

- Master in International Contracts
- Bachelor in Business Administration (2+2) /
- MBA in Management and International Affairs
- MBA in Human Resources Management
- MBA in Banking Operations and Management
- Several Certificates in Business
- Post-Graduate Certificate in Teaching & Learning /
- Certificate in Information Assurance & Cybersecurity
- MS in Cybersecurity and Cyberdefence
- MS in Communication Engineering
- MS in Digital Management



# Engagement communautaire

## PROCESSUS

- Création de nouveaux programmes
- Échange académique et culturelle
- Recherche
- Sponsoring des projets d'entreprenariat
- Service de la communauté

## ACTIVITÉS

- Collaboration avec d'autres universités, et de différentes entités gouvernementales et non gouvernementales (ex. municipalités, armée libanaise, ...)
- Bénévolat des étudiants dans des projets de service (environnement,...)
- Collaboration avec des centres de recherche et des organisations de financement de projet
- Evènements entreprenariat
- Etc.



# Engagement Communautaire



Conference "Sustainable Hunting" -  
USEK



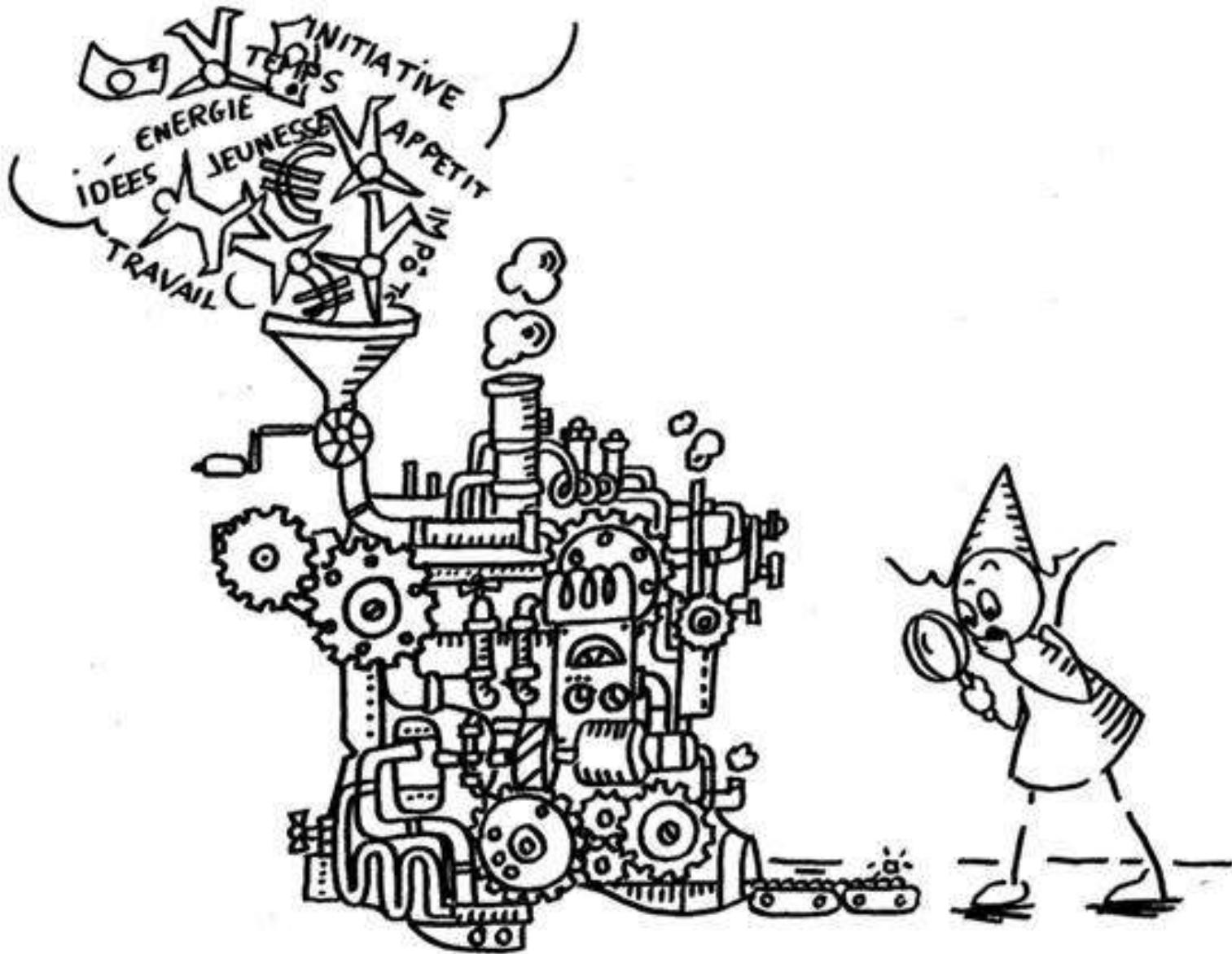
Syrian Refugees in Lebanon:  
What does the Future Hold?



Conference "Towards an Empowered  
an Education & Employability" May  
2017



Signing of MOU with the Ministry of  
Tourism to transform the 16`mm and  
35mm movies into digital movies.



# Activité 1 /par groupe

- Identification d'un processus engageant les parties prenantes (Création de programmes, évaluation, décision, etc.)
- Identification des moyens disponibles et des activités dans lesquelles les parties prenantes sont engagées
- Evaluation et identification des forces et des pistes d'amélioration de votre système actuel d'engagement des parties prenantes
- Elaboration d'un schéma/processus modèle
- **Mise en commun des propositions**



# Activité 1.1

Processus: \_\_\_\_\_

**Parties Prenantes**

**Moyens et Activités**

**Forces et des pistes d'amélioration:**



# Activité 1.2: Schéma Modèle

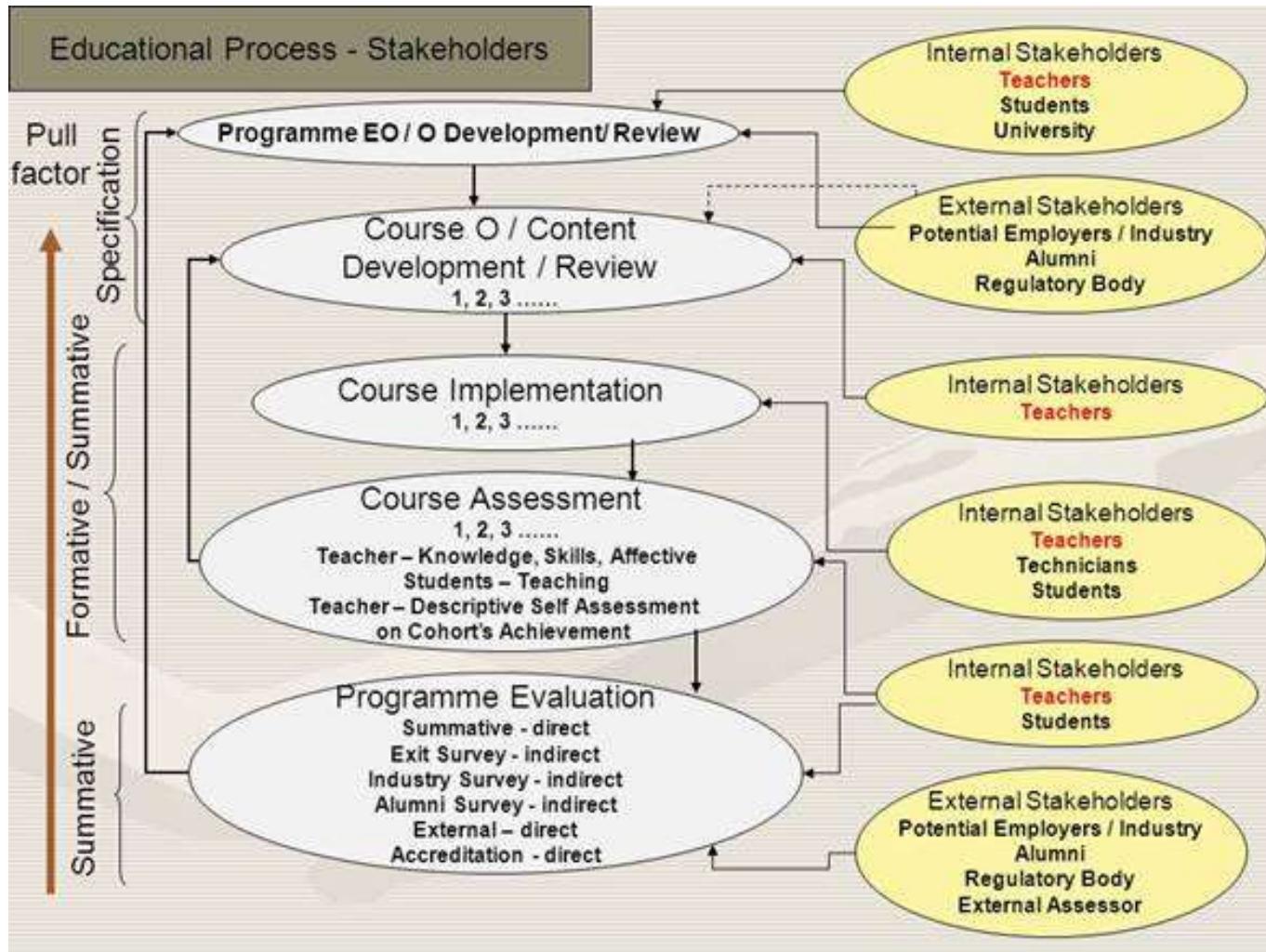
Processus: \_\_\_\_\_

**Parties Prenantes**

**Moyens et Activités**



# Exemple de processus



# Activité 2

Quel changement (priorité stratégique) souhaiteriez-vous faire dans votre institution pour renforcer la l'engagement des parties prenantes?



# **Approaches for the Involvement of Stakeholders**

**Presented by:**

**Dr. Diane Nauffal**

**Lebanese American University**

**Assistant to the President for Institutional research and Assessment**

**Quality Assurance Seminar**

**Saint-Joseph University**

**December 7, 2017**

# Outline

- Identification of internal and external stakeholders of higher education
- Stakeholder mobilization and participation
- Stakeholders' satisfaction assessment

# Stakeholders of Higher Education

The stakeholders of higher education are those who have an interest in the higher education.

According to Freeman (1984) "a stakeholder in an organization is (by definition) any group or individual who can affect or is affected by the achievement of the organization's objectives"

Stakeholders of an organization can be persons, groups, public organizations, private organizations, government bodies, institutions, societies, and natural environments.

(Mitchell, Agle and Wood, 1997)

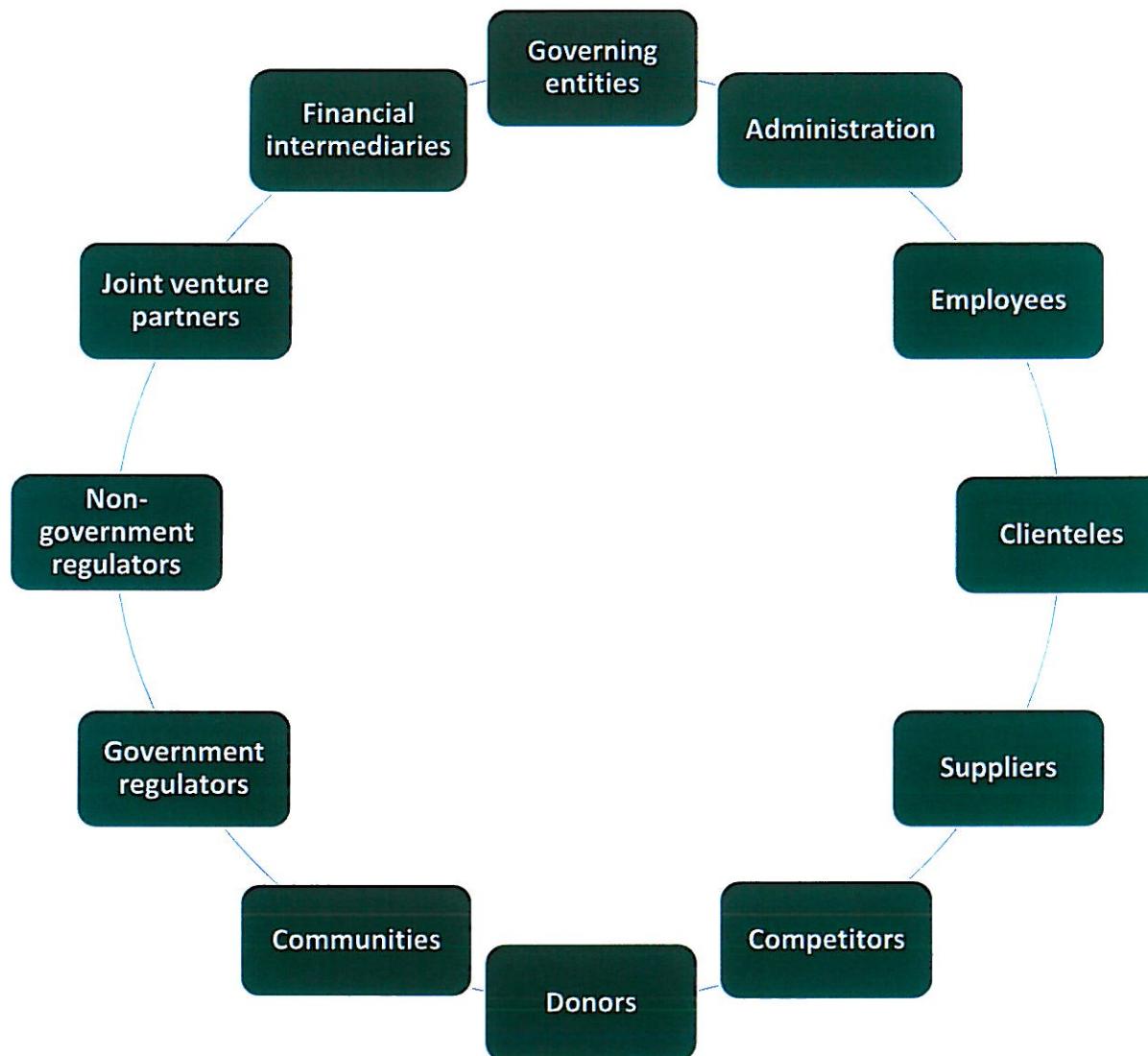
According to Wicks et al. (1994) stakeholders have a relationship that adds value and meaning to the organization.

# Higher Education Stakeholder Categories

According to Freeman's (1984) Theory of Stakeholders

Regulators	Providers	Beneficiaries	An entire eco-system
<ul style="list-style-type: none"><li>• Governmental organizations</li><li>• Professional bodies</li></ul>	<ul style="list-style-type: none"><li>• Public institutions</li><li>• Private institutions</li><li>• Other colleges and institutes</li></ul>	<ul style="list-style-type: none"><li>• Students</li><li>• Parents</li><li>• Faculty</li><li>• Administrators</li><li>• Support staff</li><li>• Alumni</li><li>• Employers</li><li>• Society</li><li>• The nation at large</li></ul>	<ul style="list-style-type: none"><li>• HE consultants / agents</li><li>• Media</li><li>• Publishers</li><li>• Civil society groups</li></ul>

# Higher Education Stakeholder Categories

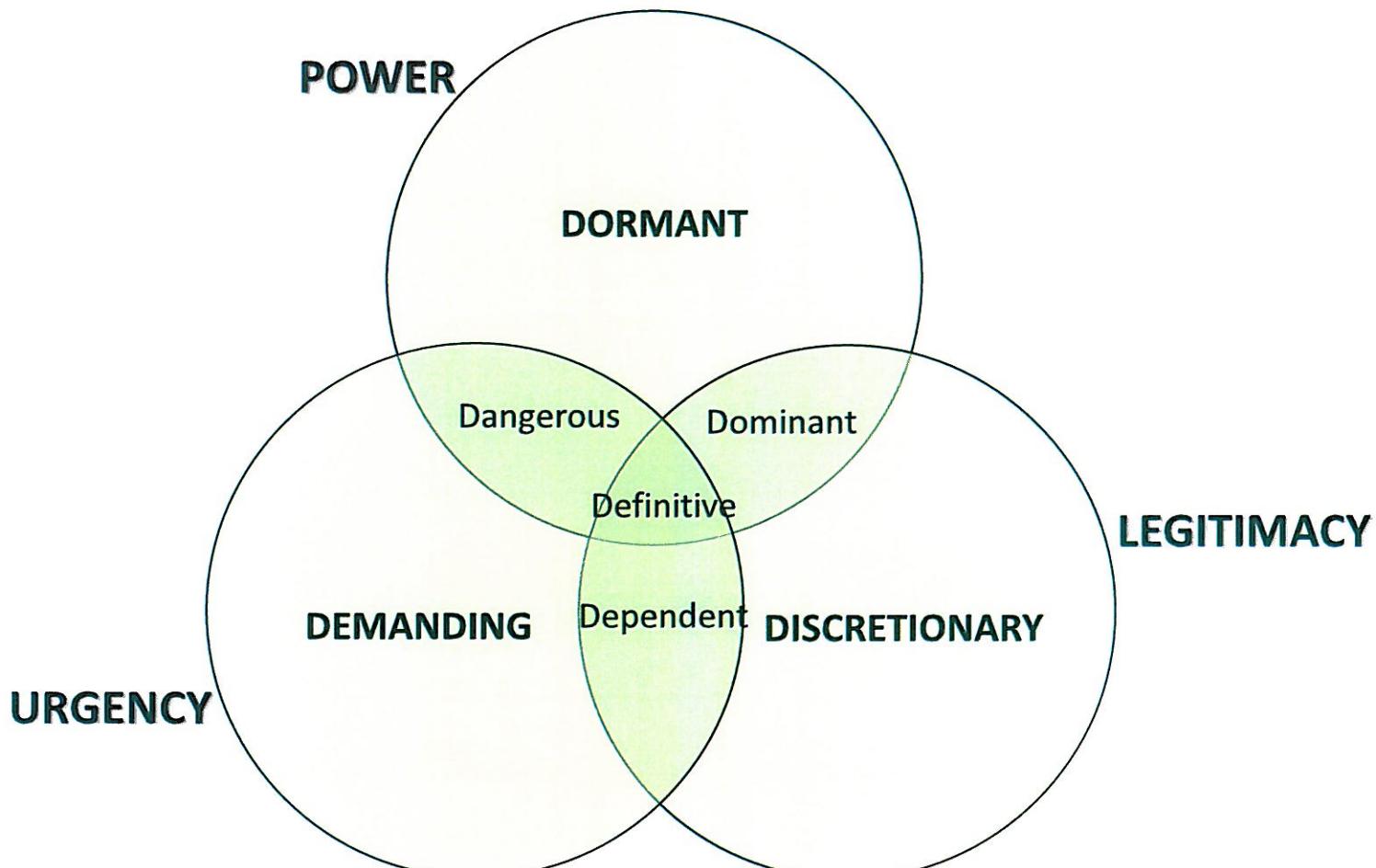


(Burrows 1991)

# Higher Education Stakeholder Categories

Governing entities	<ul style="list-style-type: none"><li>Ministry of Education &amp; Higher Education executive offices—Higher Education Council, Technical Committee, Equivalence Committee; Sponsoring religious organization; Governing boards -BOT</li></ul>
Administration	<ul style="list-style-type: none"><li>University presidents/Chancellors; Senior administrators -vice presidents, deans</li></ul>
Employees	<ul style="list-style-type: none"><li>Faculty; Instructors; Administrative staff; Supportive staff</li></ul>
Clientele	<ul style="list-style-type: none"><li>Students; Parents/spouses; Tuition reimbursement providers; Service partners; Employers; Field placement sites</li></ul>
Suppliers	<ul style="list-style-type: none"><li>High schools; Alumni; Other colleges &amp; universities; Food purveyors; Insurance companies; Utilities; Contracted services</li></ul>
Competitors	<ul style="list-style-type: none"><li>Other higher education institutions; Educational providers</li></ul>
Donors	<ul style="list-style-type: none"><li>Individuals including trustees, friends, parents, alumni, employees; Industry; Foundations</li></ul>
Communities	<ul style="list-style-type: none"><li>Neighbors; School systems; Social services; Chamber of commerce; Special interest groups</li></ul>
Government regulators	<ul style="list-style-type: none"><li>Ministry of Education and Higher Education; National Center for Scientific Research</li></ul>
Non-governmental regulators	<ul style="list-style-type: none"><li>Institutional accrediting bodies; Program accrediting bodies</li></ul>
Joint venture partners	<ul style="list-style-type: none"><li>Consortia; Corporate co-sponsors of research; Education services</li></ul>
Financial intermediaries	<ul style="list-style-type: none"><li>Commercial banks; Investment bank; Mutual funds; Pension funds</li></ul>

# Higher Education Stakeholder Categories



Mitchell, Agle, and Wood, 1997

# Higher Education Stakeholder Categories

- Internal

- Active

- Potential for cooperation

- Stakes on the institution

- External

- Passive

- Potential for threat

- Influences on the institution

VS

# Internal and External Stakeholders

Internal stakeholders	External stakeholders
Are internal to the higher education institution	Are external to the higher education institution
Serve or are employed in the institution	Are not employed by the institution but interact with it.
Participate in the management of the institution	Do not participate in the day to day activities of the institution.
Are directly influenced by the institution's activities because they have a vested interest in the institution	Are indirectly influenced by the institution's activities and actions
Are knowledgeable of internal matters	Are not aware of internal matters
Are primary stakeholders	Are secondary stakeholders

# Internal and External Stakeholders

Internal stakeholders	External stakeholders
Students	Alumni
Faculty	Employers
Administrators	Government such as Ministry of Education and Higher Education (MEHE) and its relevant bodies,
Support Staff	Higher education agents / consultants such as National Center for Scientific Research (CNRS)
Board of Trustees	School / Faculty Advisory boards
Donors	Parents
	Board of Internal Advisors
	Accrediting bodies / Quality assurance agencies
	Society
	Competitors and other educational providers
	Donors

# Types of Stakeholder Engagement

## Consultation

- A two-way process where stakeholders are included in the decision making and planning process. Stakeholders will provide information, opinions and ideas that will directly affect the direction of the higher education institution (e.g. BOT)

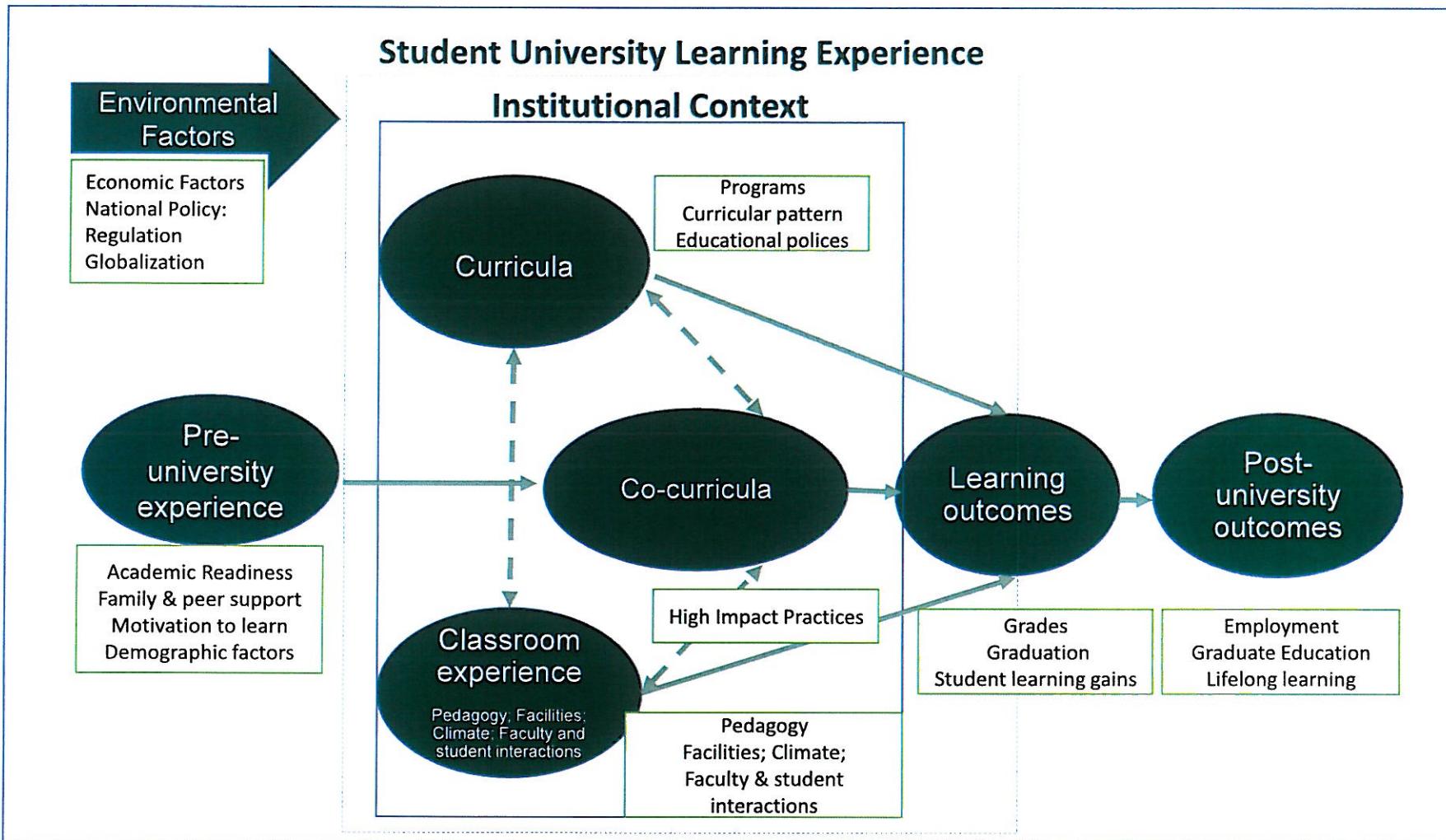
## Informing

- This is more of a one-way communication where stakeholders are informed of the decisions, progress and status of the higher education institution (e.g. alumni, general public,...)

## Participation

- Direct contribution and involvement in the higher education institution (e.g. faculty,...).

# Role of Stakeholders During Student's Educational Experience



Adapted from Terenzini, P. T., Springer, L., Pascarella, E. T., & Nora, A. (1995). Influences affecting the development of students' critical thinking skills. *Research in higher education*, 36(1), 23-39.

# Government as Stakeholders

## **Regulation**

- A law governing higher education was issued on 26/12/1961
- A new law governing private higher education was issued in 2014 (law 285/2014).

## **Participation**

Representation of Higher education institutions on the:

- Higher Education Council
- Technical Committee
- Equivalence Committee
- Higher Education Reform Experts (HERE)
- MEHE endorsed projects related to quality assurance, civic engagement, governance, etc.

## **Assessment**

Compliance with regulations

Benchmarking universities

Satisfaction surveys to evaluate projects spearheaded by MEHE on quality assurance, governance,...

Needs assessment surveys and studies

# Board of Trustees as Stakeholders

## Participation

- Selection of president
- Approve academic appointments and promotions
- Approve strategic plans as well as academic, financial and capital plans
- Oversee compliance issues

## Assessment

- Surveys to assess performance of president and BOT committees
- Determine level of attainment of university mission and define targets and KPIs
- Minutes of meetings
- Annual reports
- Audit reports

# President and Administrative Leadership as Stakeholders

## Participation

- Membership in institutional executive councils and committees
- Appointment of faculty and administrative officers

## Assessment

- Surveys to assess performance of executive officers and their units
- Determine level of attainment of unit mission and define targets and KPIs
- Minutes of meetings
- Annual reports

# Faculty as Stakeholders

## Participation

- Faculty governance associations and representation on university and school committees and councils
- Design of curricula and co-curricula programs
- Assessment of learning outcome attainment
- Use of pedagogy and technology in teaching and learning
- Research production
- Institutional and community service activities

## Assessment

- Program accreditation
- Course evaluations
- Quality and quantity of research output
- Faculty retention
- Faculty promotion
- Awards attained (teaching award, research award, honorary awards,...)
- Annual evaluation of teaching, research and service productivity
- Peer evaluation of teaching and learning and research productivity

# Students as Stakeholders

## Participation

- Student government associations and representation on university committees and councils
- Curricula and co-curricula activities

## Assessment

- Attainment of course and program learning outcomes as well as co-curricula learning outcomes
- Level of academic achievement
- Course evaluations
- Student engagement surveys (Academic challenge, collaborative learning, campus environment, student and /or faculty interaction)
- Exit surveys
- Special satisfaction surveys and focus groups related to key areas such as the library, IT,..
- Student success indicators such as retention, attrition and graduation rates
- Post-academic career success

# Alumni as Stakeholders

## Participation

- School advisory boards
- Mentoring programs for students of alma mater
- Giving back to the institution through donations

## Assessment

- Alumni surveys
- Alumni focus groups
- Alumni success stories
- Alumni employment rates

# Employers as Stakeholders

## Participation

- School advisory boards
- Mentoring programs for students
- Donations to the institution
- Co-sponsoring and collaborating on research
- Sponsoring student education

## Assessment

- Focus groups and interviews to assess program relevance and evaluation of program learning outcomes and skills attainment
- Indicators such as employment rates, number of internships offered, quality of research output,....

# Donors as Stakeholders

## Participation

- Program development
- Operations development
- Areas of support

According to Harclerode and Eaton (1999) there are five types of foundations:

- Community
- Family and Personal
- Company
- Special Purpose
- National Independent

## Assessment

Tools to assess attainment of set targets

Satisfaction surveys

**Thank you**

Lebanese American University  
Assistant to the President for Institutional  
Research and Assessment  
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