

## **Management Structure, Quality Management Quality Strategy and Quality Manual**

ULF has a governing board Strategic Council-(BOT) comprised of a sufficient number of board members reflecting a wide academic and public interest BOT Members. The governing board has internal bylaws defining its structures and functions to oversee the ULF's mission, vision, goals, fiscal integrity, educational quality and operations of ULF. The BOT has a legal authority and operating control over the ULF and such is clearly defined within the ULF's bylaws; is responsible for the selection and the periodic evaluation of the President and ensures that ULF's mission is kept current and is aligned with public interest. ULF BOT approves the University's strategic plan, business plan, monitors its progress and ensures that ULF's policies, processes are current and properly implemented. The governing board ensures ULF's fiscal integrity and protect its assets; also ensures the educational quality of the University and our academic programmes, preserves and protect the University's autonomy, academic freedom, and the public interest of higher education. The Strategic Council (BOT) ensures that ULF has a clear defined and published organisational structure that delineates responsibility for the administration of the University.

ULF's governing board continues to be engaged in conducting activities to the highest ethical standards by periodically assessing its performance, and members; ensures that ULF has qualified administrative and academic officers with the experience and competencies to lead the University. Finally, the governing board ensures that the University policies are published especially regarding, appointment, employment and the evaluation of all faculty and personnel.

In support to BOT, the University has a University and academic councils. These councils convene regularly and address the major operational, academic issues at the University. These councils produce decisions and policies to ensure that the University activities are in line with its mission, goals and objectives.

Faculties at ULF comprise of various departments according to academic specialisations and majors; each department is headed by a department chair responsible for overseeing and supervising the academic operations of the department. Heads of departments are responsible to the dean of faculty who ensures that the academic policies, quality, educational activities, research, teaching and learning, the preliminary selection of faculty and staff are appropriate and conducted with the University mission, goals and objectives. These faculties are supervised by the University academic council which sets academic policies in relation to quality of programmes, research, quality of teaching staff and the learning outcomes of the University.

The academic council raises its recommendation and suggestions to University council for approval and decisions; the University council compromise of major departments' heads, administrators, academics and is chaired by University president.

Administrative offices and functions at the University are grouped into departments, headed by a senior member of the academic or administrative member who is responsible for managing its activities. Administrative decisions are raised to the University council for approval and final decision.

ULF pedagogy is handled through the University Academic Council. ULF have standing committees on quality and is working on forming more to ensure that cooperation between various departments is coordinated, well in place and geared to the satisfaction of the University's overall all mission and goals.

Through deans of faculty assisted by department's heads academic activities are controlled. All academic activities at ULF are raised to the academic council for coordination, discussion and recommendations which in returns are raised to the University council for approval and final decision.

ULF research department is responsible for all research activities at the University and is allocated at least 5% of the University revenue for research expenditures as per the Lebanese Ministry of Education and Higher Education policies. The research department head coordinates with the academic council, deans of faculties to raise research activities and proposals to the University council for approval and final decision.

Deans of faculty and heads of departments send their revenue and expenses projections for the forthcoming academic year to the finance office that in returns constructs the University budget and raises it to the University council for approval and final decision.

At ULF, deans and heads of departments do the initial selection and promotion decisions of their academic and administrative staff and raise it to the University President for approval and final decision as per the University bylaws.

The office of the secretary general in coordination with the head of the academic departments at faculties make the admission decisions for new students' applicants based on the recommendations of the concerned academic heads of departments and deans after admissions files has been evaluated and admissions conditions been issued.

ULF University council supervises all the University activities and through the University president, raises its recommendations to the strategic council (Board of Trustees) who is entrusted in ensuring that all activities are aligned with the University's profile and mission.

ULF is Not for Profit University; it preserves and enhances financial resources sufficient to support its mission. ULF is financially stable. The governing board reviews and approves the University's financial plans. ULF dedicates sufficient resources to the support of its academic purposes and programmes. The governing board regularly and systematically review the effectiveness of ULF financial aid policy. ULF employs professional qualified financial staff.

ULF ensures the integrity of its finances through prudent financial management and organisation, a well organised budget process, appropriate internal control mechanisms, external certified audits and providing basis for sound financial decision-making. ULF establishes and implements its budget after appropriate consultations with relevant constituencies and in accordance with its strategic and business plans. ULF's financial resources and transactions are audited annually by an independent certified external auditor. ULF ensures that financial resources and regulations are in line with Lebanese higher education laws.

ULF budget breakdown is as follows: Revenue from tuitions and fees as well of other revenues such as applications, registrations, graduations, dormitory, community service, gifts & endowment income etc. fees. ULF expenses include: salaries and benefits, supplies and materials, utilities and communication, maintenance and repair, travel and transportation, depreciation expenses, books, periodicals, e-data, software, miscellaneous expenditure, scholarships, faculty and staff development, equipment and furniture.

ULF bylaws include policies and procedures for faculty and staff hiring, promotion, professional development, rights and responsibilities. The University policies specify working conditions of faculty and staff (such as working hours, teaching load, etc.). ULF employs sufficient number of qualified faculty and staff to support our academic programmes, services and is in line with the Lebanese Ministry of Education and Higher Education. Our bylaws provide appropriate support for the advancement and development of faculty, including support for teaching (including innovation in teaching methods and the use of new technologies), research and professional service. Most of ULF classes are equipped with teaching technologies and this should be further developed. ULF encourages faculty mobility and exchange programmes at national and international levels, some of our faculty are visiting professors at leading French universities and we have exchanged students with them successfully.

ULF faculty and staff policies, regulations and operates human resources department for better results.

The University encourages active involvement of faculty members in community service initiatives and ULF achieved several national recognitions in this regards.

ULF has a clear and transparent policies and procedures regarding faculty performance evaluation. The University should have similar policies and procedures for staff evaluation too. ULF bylaws clearly stipulate the right to appeal for faculty and staff and our bylaws also categorise faculty (full-time, part-time, adjunct ...) with clear definition as to the role of each category in fulfilling the University mission. The composition of faculty is periodically reviewed at the University's council.

### **Management structure and coordination of activities at different locations**

ULF has structured a direct management coordination the activities at its different locations in Tripoli and Maten. ULF has a branch coordination unit in its organisational chart, the directors/ heads of the different locations meet regularly to review the overall operations.

ULF location has a director, academic coordinator and administrative manager who report to the President and concerned deans of concerned faculties.

Admissions is centralised at ULF main campus, decisions on admissions are made by the relevant faculty at the main campus and as shown by the faculty organisational chart available on our webpage.

Academic faculty and staff for ULF locations are appointed by ULF President.

Academic coordinators at locations strictly work under the management and supervision of academic departments heads and concerned deans in terms of course teaching offers, courses syllabi, unified exams, monitoring and evaluating faculty performance and faculty evaluations by students.

Academic records, final exams are kept at ULF main campus. All academic related documents are issued only by authorised parties at ULF main campus.

Locations administrative and academic coordinators regularly meet with concerned heads of departments and deans to ensure the correct work progress at their locations.

### **Quality management strategy**

ULF has set up a quality assurance committee to oversee the quality process at the University. The quality concern is to deliver the ECTS learning system effectively with quality teaching and learning outcomes.

Chosen academic programmes have courses defined and teaching learning objectives specified by the concerned faculty. ULF ensures that teaching and learning is in accordance with courses syllabi are supervised by concerned heads of academic departments. Courses assignments, projects and final exams preparations, applications and markings are carefully monitored by heads of academic departments and the concerned academic deans. The University Academic Council guides, sets policies, monitors, follows-up and evaluate the academic process at the University. The Academic Council ensures that quality of academic programmes and services in free non-denominational academic environment.

ULF academic community is responsible for developing quality of teaching and learning experience of our students; and understanding that students, as learners, will also take responsibility for their own learning. By law, external quality auditors at programmes and

institutional levels are periodically conducted by the supervising ministry of education and higher education to support the continuous development of our quality education and services.

ULF works with its International higher education institutions partners to enrich the academic process the University and further add on to the quality of our education.

The University Academic Council has mapped academic, co-academic and administrative activities are with clear processes and are documented for review and improvement to provide our students with best learning experience.

ULF quality policy addresses the challenges of curriculum development, the profile and nature of our academic staff and the external requirements whether legal such as the local higher education authorities and market demands. ULF quality process also includes stakeholders who could contribute, to the development of the University policies and procedures relevant to quality.

We make sure that all our quality policies and procedures are periodically reviewed and recommendations for improvements are constantly made, this to ensure that we meet the continuous changing in our internal and external environment.

ULF obtained ISO 9001:2008 in 2016 and continue to hold ISO 9001:2015 certifications for its administrative and co-administrative quality management system.

ULF research activities follow the University set research procedure and guidelines. ULF works on bringing in research outcomes into its teaching and learning for better quality education

### **Bodies responsible for the quality management, competencies and collaboration.**

Our webpage shows the list of the quality management team. Members of the team are brought in for their academic background, administrative contribution to the University and their quality system abilities. The team meets periodically and when need on quality matters and suggests its findings and recommendations to the President and the University Academic Council.

### **Instruments and methods of quality assurance**

BOT role to supervise in general the operation of the university, research and holds international conference and therefore issues directions and guideless to be implemented at the University.

Quality assurance is structured within each faculty and entrusted to the Dean and various heads of departments. Heads of departments and the dean of faculty continuously review its licensed and recognised academic degree programmes, teaching and learning as well as student and faculty research to ensure that the ECTS education system is adequately operated, quality is observed and in line with the University mission and goals. Improvement suggestions are raised to the academic

council and the University council for final decisions. In addition to this, ULF have a quality assurance committee at a University level with sub-committees in each faculty to bring together various academic departments and coordinate their activities.

The regulatory education sector decrees in Lebanon impose the requirements to keep up with scientific and technological developments which necessitate that we constantly re-examine our academic programmes for development.

As for the system of self-evaluation and quality assurance, ULF is enriched by the exchange of professors with our European partners who opened an opportunity to our professors to be aware of academic programmes of other reputable universities and its development. Our students exchange gave the opportunity to have their academic and practical skills assessed by other universities, hence our academic programmes effectiveness.

We also consider that an evaluation of our university is also rich by the magnitude of accepting our students to train in local leading organizations and the excellent feedback we get from them. Our students' employability success is also a good indicator to the effectiveness and quality of our programmes and we relied on this indicator in our past self-assessment since it came from organizations, professionals from outside the university and from academicians of leading international universities.

ULF has several partnerships with leading French public and private University to include joint degree programmes, joint degrees' awards, exchange of faculty and students. This we believe contributes to the University's academic research, quality, teaching and learning.

ULF provides graduate degrees based on research environment within the specified standards and rules for doing the research. All academic degree programmes (undergraduate and graduate) at the University require graduation research project/ thesis and ULF has a research policy in place (Undergraduate Research Policy). The University is active in holding academic international conferences as a basis for research collaboration locally, regionally and internationally. ULF is also active in academic books publications which is thought will contribute to the general body of knowledge in sciences, philosophies and economics. ULF encourages and supports its faculty members to participate in relevant scientific research, conferences and personal development activities. ULF should continue to further develop necessary research means. Our laboratories and funding is efficient; our Library is strengthened by memberships in e-libraries. ULF is further developing its policy for professional and research leave, despite the fact that several of its faculty members received such support to continue in France.

Quality assurance is entrusted to deans of faculties and heads of administrative departments. We organised considerable number of scientific conferences with international participation on education, pedagogy, research, teaching methods development and on quality in an attempt to utilise the gained knowledge in the development of our quality practices and policy.

Quality assurance, internationalisation, research and innovation management issues and activities are channelled through the concerned academic departments' heads to deans of faculty, discussed at the University academic council and raised to the University council for approval and final decision in order to be lined to the overall strategic direction of ULF.

The University also relies on its bylaws and executive communications in matters relating to the quality assurance.

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ULF has a quality assurance committee at a University level with sub-committees at each faculty and administrative department to ensure that all members of the University community are involved and that the system is integrated at all levels in order to produce quality student experience. Our system is in line with the Lebanese Higher Education Law and should continue to be more compatible with European standards as well, in order to enhance the quality assurance system and encourage better quality culture at the University.

We believe that the development of our academic standards relies on the commitment of its faculty and staff to continuously evaluate and develop the system of providing our students with quality educational experience.

We believe by establishing a University standing committee on quality assurance with sub-committees at faculties and administrative levels the monitoring and development of academic and service provision will be enhanced.

The University achieved ISO certification for its administrative and co-academic services and is seeking external academic and institutional audit for quality. We have modified a considerable number of our administrative, co-academic processes, academic programmes and procedures to satisfy our licensing from the Lebanese Ministry of Education and Higher Education and ISO certification.

The major elements set out below, are guidelines for our faculty and staff to help them keep the quality culture, service and provision of education to its best thus providing valid student experience:

1. Ensure quality of academic programmes and services in free non-denominational academic environment;
2. The University academic community is responsible for developing quality of teaching and learning experience of our students; and understanding that students, as learners, will also take responsibility for their own learning;
3. External quality auditors at programmes and institutional levels are important in developing our quality education and services;
4. International partnerships with reputable higher education institutions, exchange of students and faculty and joint degree programmes, are essential for the enhancement of the University education quality;
5. Ensure that academic, co-academic and administrative activities are well mapped with clear processes and are documented for review and improvement to provide our students with best learning experience;
6. The University quality assurance policy should always address the challenges of curriculum development, the profile and nature of our academic staff and the external requirements whether legal such as the local higher education authorities and market demands;
7. Ensure that more stakeholders contribution, in the future, is made to the development of the University policies and procedures relevant to quality;
8. Ensure that all our policies and procedures are periodically reviewed and recommendations for improvements are constantly made, this to ensure that we meet the continuous changing in our internal and external environment;

ULF's internal quality assurance system consists of three major areas: academic, research and administrative. In the Academic section ULF promotes academic integrity and freedom and does not tolerate academic frauds. All academic programmes are well defined and their course compositions illustrated to ensure that syllabi are in accordance with the programmes and courses. Course offering is prepared on a semester basis by academic departments heads and concerned dean of faculty to ensure that students learning path is secured within the set academic programmes. ULF ensures that all courses must have a syllabus approved by the concerned head of department and faculty dean. The University secretary general in cooperation with the concerned dean of faculty organise final exams and faculty evaluation by students on a course by course basis. Students' faculty evaluations are reviewed and discussed with concerned faculty. Dean of faculty is responsible to ensure that class learning facilities and technology is available for instructors. Suggestions for academic programmes development and/ or improvements are prepared by faculty heads of departments for the dean's approval before forwarding it to the University academic council; once cleared at the academic council it is raised to the University



council for final approval. All faculty, staff and students are selected based on their merits, the dean of concerned faculty and heads of administrative departments are responsible for ensuring the implementation of such policy.

The administrative system at ULF is well structured and has earned ISO 9001:2008 certifications in 2016 and continued its re-certifications to this date with ISO 9001:2015 standard. The system covers the operational cycle at the University from when students enquire, submit transfer credits request, complete admissions applications, consult their academic advisors, register in courses, register in research projects and apply for graduation upon completion. The processes of registering students, organising classes, managing classes and controlling issuing of grades and graduation requirements are all defined, documented and controlled. Processes are well mapped, supported by reliable forms and the system is documented. Internal audit is scheduled twice a year; external audit once a year.

All research activities follow the University research procedure and guidelines. The process is well documented and published to students and faculty members to ensure its proper application. A research control unit is available to help apply the research guidelines and procedures. Students initiate their research with the approval of the concerned faculty head of department and are then allocated research supervisors, readers and resources when needed. Research work is presented to a committee for final evaluation and issuing of grades.

Faculty research at ULF is organised in four teams: engineering, environment, sciences and business studies. Each team is given a research theme suitable for the university mission and its environment needs.

ULF strategic plan includes the analysis of external and internal environments of the University and the analysis of SWOT. Quality and suitability of academic programmes are central to the plan. An in-depth review and meetings with deans of faculties, heads of administrative departments in conducted on subjects related to the academic programmes, plans and quality assurance to identify corrective actions if needed and devise strategies for continuous improvements and development ensuring that realistic goals, attainable objectives and realistic strategies and business plans are made and that adequate resource are available for implementation. In the meetings held at the University council headed by ULF president, recommendations for development and policies are made. This is the current way of how ULF ensures that its operations and procedures are aligned with University mission and vision. Reviews of the plan and its action plans are regularly held at the University council to determine its success.

Upon the recommendations of deans of faculties and heads of administrative department for maintaining quality and improving it, the ULF, through its University council, ensures that adequate funds are available, that human and material resources are made available to ensure that successful implementation of quality at all levels and functions within ULF.

ULF hold several general faculty and staff meetings to introduce, promote and direct its community to quality focus at academic and administrative functions within the University.

Deans of faculties and heads of administrative departments are entrusted to promote the quality aspects of teaching and learning, students' services and general administrative services and functions within their faculties and departments through the orientation of their staff to the requirements of quality and means to achieve them. We believe that through enhancing the faculty's confidence in work and providing him/her the feeling of responsibility and self-development, the ability to develop competencies and creativity will be achieved.

### **Escalation management applied in case of conflict**

For Academic areas, escalation management is applied in case of conflict through the heads of concerned academic departments, deans and then the University Academic Council; any disciplinary action(s) will have to be approved by the University Council and the President before implementation. Managing conflict in the Administrative areas is managed by heads of departments, the University Council and the President.

ULF holds general assemblies for academics and staff each academic year to discuss the university plans and strategies. Faculty and staff also encouraged to voice their suggestions, concerns and opinions during the meeting to be considered by the University academic and administrative management.

### **stakeholders' involvement in the quality management within and outside of the University**

In addition to the Strategic Council (BOT) members who are selected from key academic and professional areas from the community, ULF and through its president, involves its partners in regular meetings to discuss community needs and possibilities for the University to participate in its development.

ULF contracts part-time faculty members from the professional community so to involve them in process of development at the University as well as opening work opportunities to our students at their organisations. This ensures that we are factoring in as much stakeholders as we can in our decision making reference programmes and service development.

ULF includes students in the University Academic Council to ensure their input and participation in decision making process.

## Quality Management Policy, Strategy and Manual

### Quality Management Policy, Strategy and Manual - Academic

Approved: September 2021	Implementation: Immediately; Academic Year 2021-22	Amendments: Last Amendment August 20 <sup>th</sup> 2021	Future Revision: July 2022
University Approval:	University Academic Council University Quality Council University Council		
Document guardian:	Director of Quality Management & Policy University Quality Council University Academic Council		
Prepared by:	Vice-President Director of the University Quality Management University Quality Council University Academic Council University Quality Assurance Committee		
Responsibility of:	Vice-President Director of the University Quality Management University Quality Council University Academic Council University Quality Assurance Committee		
Supporting documents, procedures & forms:	<ul style="list-style-type: none"> <li>• Academic Programme, Major, Course/Subject and/ or Specialisation and Subject Approval Procedures – New Offerings and</li> <li>• Discontinuations Academic Programme, Major, Course/Subject and/ or Specialisation and Subject Approval Procedures – Amendments to Existing Academic Programme, Major, Course/Subject and/ or Specialisations</li> <li>• Academic Programme, Major, Course/Subject and/ or Specialisation Design Procedures</li> <li>• Academic Programme, Major, Course/Subject and/ or Specialisation Policy Academic Programme, Major, Course/Subject and/ or Specialisation Review Procedures</li> <li>• Conferrals and Issuance Policy</li> <li>• Faculty and Academic Department Review Procedures</li> <li>• Guide to External Referencing</li> <li>• Procedure for Managing Comparative Student Performance</li> <li>• Risk Management Policy</li> <li>• Standards and Quality Framework for Learning and Teaching at ULF</li> <li>• ULF (Academic Staff) Enterprise Agreement 20--?</li> <li>• ULF Education Evaluation Strategy</li> <li>• ULF Strategic Plan 2021 – 2022</li> </ul>		
Relevant Legislation & External Documents:	MoEHE Rules & Regulations Higher Education Law 285/2017 ECTS ESG		
Circulated to:	ULF Divisions ULF Councils ULF Committees ULF Stakeholders Council Public (available for local authorities, international education and development organisations, accreditors and our partners)		

## **Reason of Policy**

In accordance with our University mission, vision and our quality standards and as per our licenses and their requirements, we are determined and obliged to ensure that we continue with our high academic standards in teaching and learning, learning and in offering and teaching academic programmes, services as well as to the performance of research and research orientation at the University.

Therefore, the purpose of this policy is to provide a vigorous, health, effective and efficient system to support our conducted academic quality and its continuous improvement of all aspects of our academic processes and outcomes. This policy is structured and embedded in the overall environment of our academic quality management structure, the necessary requirements for our degree programmes, curriculum, Academic Programme, Major, Course/Subject and/ or Specialisations and academic our academic divisions reviews and development.

Our quality management system addressed all related procedures for the conduct of our degree majors, Academic Programme, Course/Subject and/ or Specialisations and the academic division reviews, are therefore, installed in the Degree Majors, Academic Programme, Course/Subject and/ or Specialisation Review Procedures, the designated concerned Faculty and Academic Divisions Review Procedures respectively.

## **Acronyms / Definitions**

MoEHE Ministry of Education and Higher Education in Lebanon.

VP Vice-President

UC University Council

UAC University Academic Council

UQC University Quality Council

UQAC University Quality Assurance Committee

Academic Division/ Academic Programme, Major, Course/Subject and/ or Specialisation/Academic Department Any Faculty, Academic Department, Degree Major, Discipline group, study Academic Programme, Major, Course/Subject and/ or Specialisation, facility or centre conducting academic activities at the University.

Degree Major / Academic Programme, Major, Course/Subject and/ or Specialisation as defined in our Catalogue and per the MoEHE approval and license.

FCPC Faculty Curriculum and Pedagogy Committee (Education Committee).

FRPC/C Faculty Research & Publication Committee/Centre Learning Outcomes Statements of the knowledge, understandings, competencies and skills students prepared so they are expected to achieve as a result of engaging with the content of the academic subject.

Subject as per our catalogue, curriculum and coursework approved and licensed by the MoEHE Academic Programme, Major, Course/Subject and/ or Specialisation Content and Learning Objectives.

MoEHE Rules and Regulations All academic, administrative rules and regulations set by the MoEHE and its decrees, ministerial decision and circulars associated with academic programmes, rules and regulations stipulated in the 285/2017 higher education law and all administrative requirements to be performed by the University.

## **Applicability & Policy Range**

This policy applicable to all reviews of academic activities conducted by the University both on its main campus and its branches and centres.

## **Academic Quality Management at ULF**

### **The main Reason and Role of Strategic Planning and Academic Quality**

At ULF whether in research, teaching and learning or in administration operations, the conduct is integrated and part of our common quality strategy which aims at quality. ULF academic and administrative processes and procedures are set up to support and implement the University's quality strategy, quality conduct in all of its work and to endure continuous improvement.

The University status is a registered, licensed and approved higher education institution and is bound by the Lebanese Higher Education Rules & Regulations and the 285/2017 Law governing the conditions, requirements and activities of HEIs in Lebanon and we continue to be in full compliance.

The 285/2017 law, Ministerial Directives, MoEHE circulars, requirements and decisions are the main framework of standards, that is in addition to our Accreditors requirements, conditions and standards, that the University complies with; we also observe the local and international standards (through our Accreditors requirements) the need to ensure that the matters permanent and dynamic management process are in place to also identify any risks arising from our operations, education activities and that we manage such anticipated and or occurred risks and mitigate them effectively.

Our operations and processes for compliance with HE requirements also enforces the continuous process of regular internal auditing and monitoring, comprehensive reviews, external certifications of accreditors for referencing and development as well as students, staff and faculty feedback use to mitigate occurring risks and possible future one that may hinder the quality of education provided by us as well as the guidance and evaluation for improvement we should consider to ensure quality and valid education continuity at the University.

The university's quality strategy is designed with our strategic goals and objectives to ensure that quality enhancement in our teaching and learning, research and students experience during their study paths at the University. Therefore, our broad quality strategies for this is based on continued enhancements in the areas of teaching and learning as well as our curriculum, academic programmes, majors, courses/subjects and or specialisations, this we believe will continue to attract qualified learners and faculty members to the University which will contribute to its development and quality offerings; we also believe that such a strategy will contribute to the

satisfaction of our alumni who hold positions in the workplace and to our stakeholders who hold sound judgement based on science, an aptitude for critical thinking, and the readiness to take on responsibility. In addition to the University to offer appealing, valid and meaningful education through our carefully designed and selected academic programmes, majors, course/subjects and or specialisations, other objectives also include good standard quality in teaching and learning, a teacher-student relationship based on the principle of dialogue, scientific inquiries, critical thinking and commitment to the global attitude of responsibilities in all of its today's forms.

Our quality strategy is also focused on the continuous enhancement of the University's research quality which is within the core of our strategic goals, objects and plan. The aim of this strategy is to increase the meaning, validity, suitability, usefulness, competitiveness and co-operation capabilities of the University's researchers at local, regional and international levels.

The University's quality strategy for our personnel is orientated towards the systematic development of human resources at both academic and administrative levels. The strategy aims to develop our human resources skills and teams, team work attitudes, thus encouraging them to get involved in formulating their own personnel development plan and the advancement of all without any prejudice to gender.

We, therefore, work at the University within our quality management system that our operations and divisions are functioning effectively in a continuing sustainable manner and that constant risks assessment to our education operations are adequately identified and managed accordingly for effective mitigation.

We, therefore, put the quality management system, policy and strategy to continue to enhance the quality of our education operations, teaching and learning, research and publications as well as community and student services among many others to ensure the continuous delivery of quality, valid education and services provided by the University.

We have designed the following system (see Figure 1 below) for our academic quality management through two interrelated and interacted sets of processes: (i) strategic planning and reporting processes which is based on our strategic goals, KPIs and monitors our performance to determine the degree in which we have achieved such goals; (ii) the processes as determined in this policy to enhance the quality of:

1. the degree major/ academic programme/ Academic Programme, Major, Course/Subject and/ or Specialisation,
2. teaching and assessment,
3. the student learning experience, and
4. faculties, centres and academic departments.

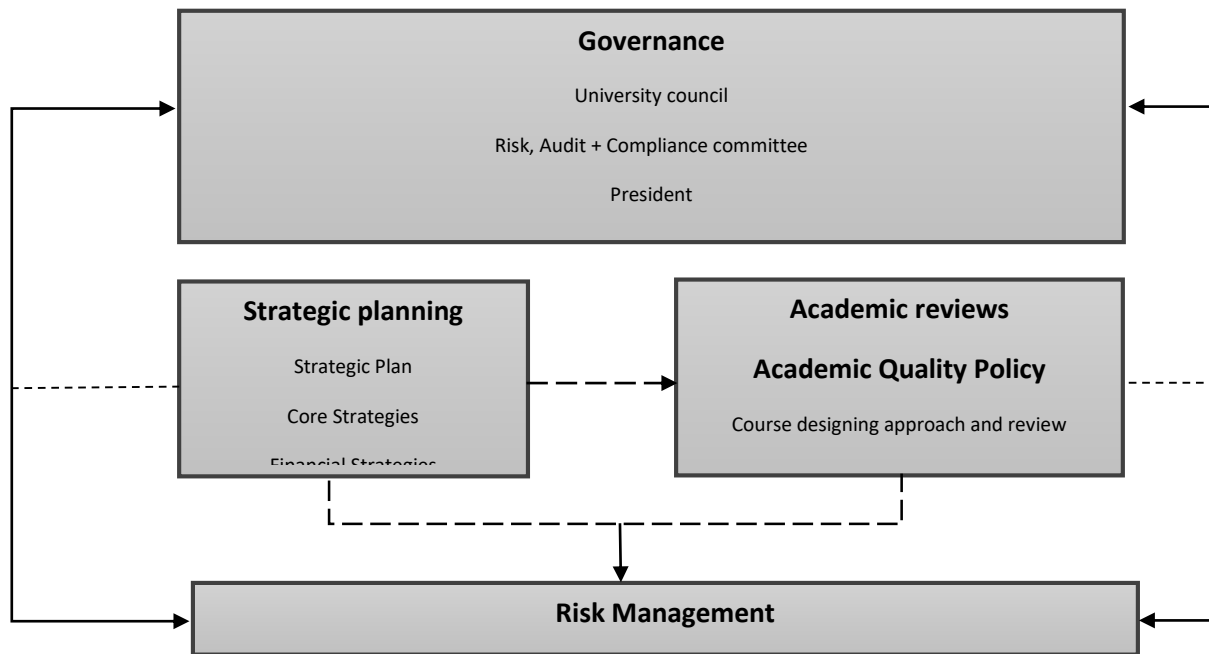


Figure 1: Academic Quality Management at ULF

Our strategic goals, strategic objectives, business plan and strategies designed in and for the University plans, policies and operations, provide key solutions and reference points for the design, approval and review of degree majors, academic programmes and Academic Programme, Major, Course/Subject and/ or Specialisations, review of academic divisions / Departments and the enhancement of the student educational, learning and research experience. The results of such processes also assist to mould the development of our future strategic goals and strategic objects objectives as well as our business plan and strategic priorities leading to the strategies for their continuous development and for successful achievement.

Within this framework, our developed quality management system such as ISO 9001 for business excellence frameworks that is externally assessed by an international accrediting and certifying organisations, are also used, where necessary and appropriate, as mechanisms for enhancing quality in specific areas (academic, co-academic and administrative), divisions and or departments within the University. Our quality management system includes a comprehensive quality manual and complete operating procedure manual. The quality management system includes 19 standard operating procedures (quality planning, control of documents, quality record, internal communication, management review, training, infrastructure, working environment, purchasing procedure, verification of purchased products/services, control of teaching and learning and services provisions, validation processes for teaching and learning and services provision, education learning—identification and traceability, control of monitoring and measuring devices, internal quality audits, monitoring processes, control of non-conforming services, corrective and preventative actions, monitoring services); 142 processes/QMS documents, for the process master list, across most functions at the university. The quality management system at the university is internally audited twice a year and externally audited once a year; top management reviews based

on the internal audit reports and the university plans are generated twice a year. The QMS quality policy, objectives, quality strategic plan, quality actions plan, SWOT and quality risks analysis are also conducted and reviewed twice a year.

### **The University Quality Cycle**

The strategic planning and academic review processes discussed in this document both apply the University's defined cyclical quality enhancement process – Plan, Do, Check, Act (PDCA)– to ensure that the University's objectives and standards are well planned, effectively implemented adequately monitored and successfully put to work as well as improved. This cycle is also applied to other processes and activities undertaken at the University.

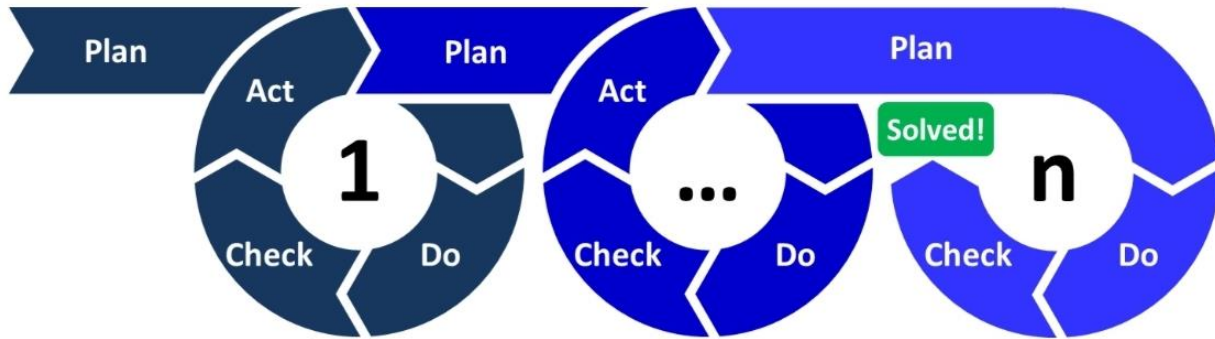
This cycle is fortified by the elements of monitoring, evaluation and improvement. The PDCA as constructed by Deming services the purpose in our quality management system. The University entrusted the management and the implementations of quality development and the quality management system at all aspects of the University Academic, Co-Academic and Administrative operations / activities, to its Vice-President who heads the University Quality Council and the University Quality Assurance Committee, supported by the University Academic Council to raise all quality and development matters to the University Council and the University President for final review, considerations and decisions.

The sought outcome of such a system is to enhance the education activities at the University, ensures quality standards at all aspects of Teaching & Learning, students learning experience, research, students' services, infrastructure, community reach and internationalisation among others. The quality management system also works on monitoring and evaluating all tools, process, instruments and activities for the continuous development and improvement of the University. The quality system supports faculty members to deliver quality teaching and learning activities by providing the guidance, tools, resources and infrastructure needed to perform such activities at quality levels. The system puts in its core functions, the analysis of students' evaluations and stakeholders' feedbacks as well as the University Committees and Councils recommendations and suggestions for improvements. The quality system at ULF relies on the periodic set internal and external audits, there feedback and recommendations for improvements.

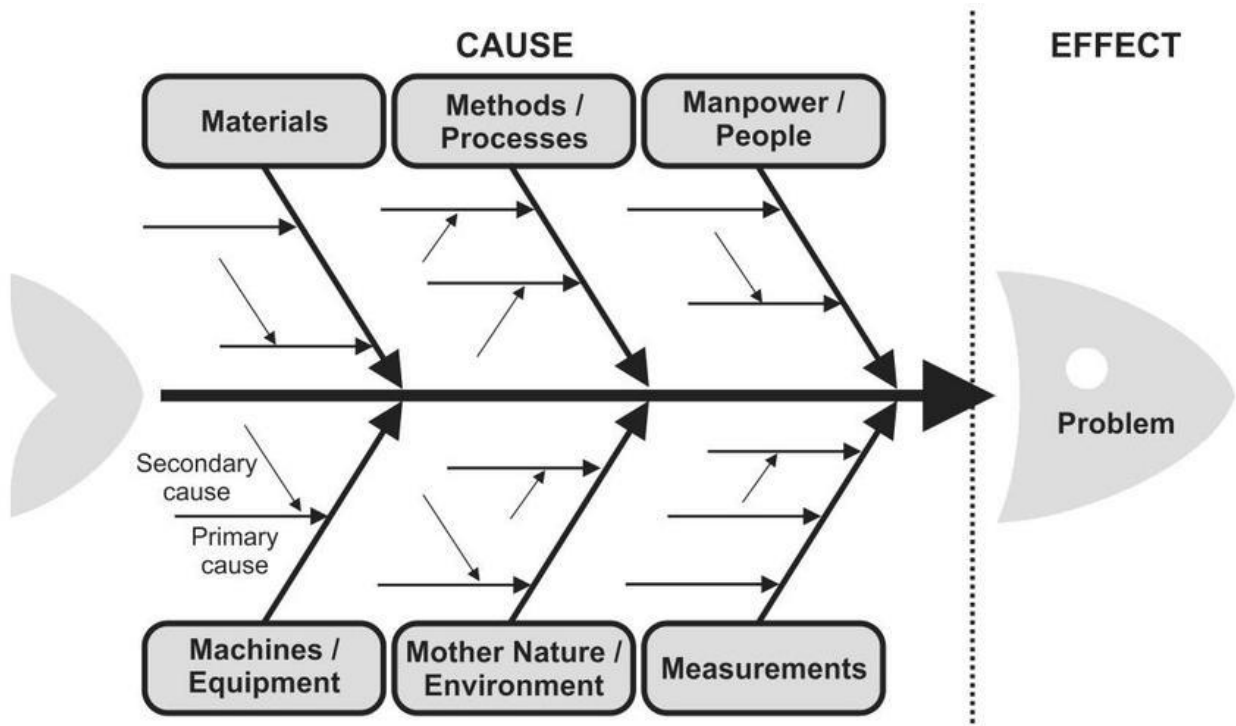
The quality enhancement cycle also ensures that planning and execution of measures, policies, strategies, processes especially those related to the teaching and learning processes, are constantly applied, effectively implemented to be able to make the adequate decisions to improve quality of education, when and where needed, at the University. Such will embrace curriculum, programmes developments based on internal (students, alumni, faculty, committees, councils) and external (stakeholders, partners and accreditors) feedbacks and suggestions for improving students' competencies, University's community involvement, research and academic development to reach and maintain quality international standards. The system is balanced on continuous risks monitoring for adequate control to ensure progressive development and continuous development of quality education at the University.



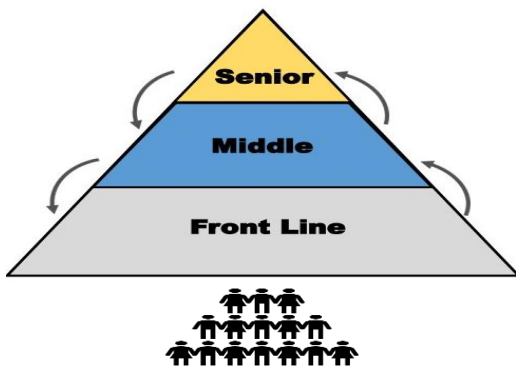
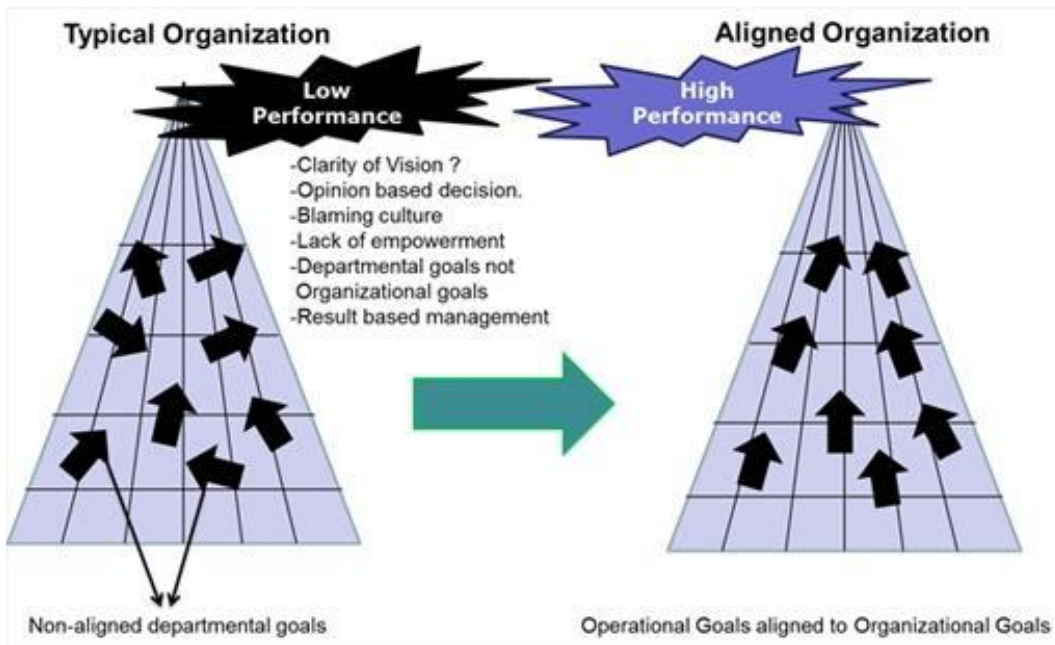
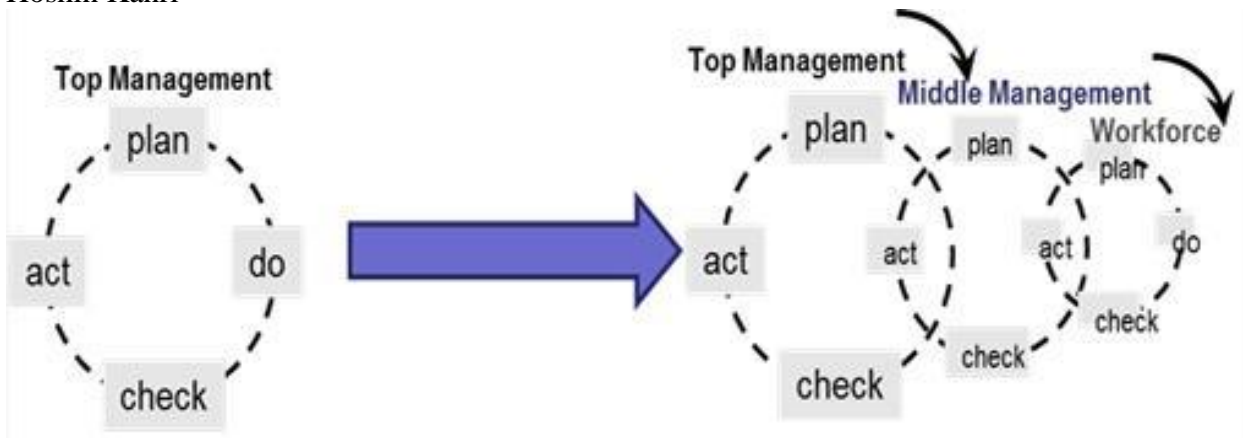
We believe that the implementation of the Deming, Juran, Crosby, Feigenbaum, Taguchi, Ishikawa, and Grookok methods will contribute to fortifying our quality enhancement cycle; starting with Deming's PDCA we will add in 2022-3 the other methods especially Ishikawa, Hoshin Kanri and Kaizen for their integral correlated approach leading to a comprehensive implementation of TQM within ULF.



Ishikawa

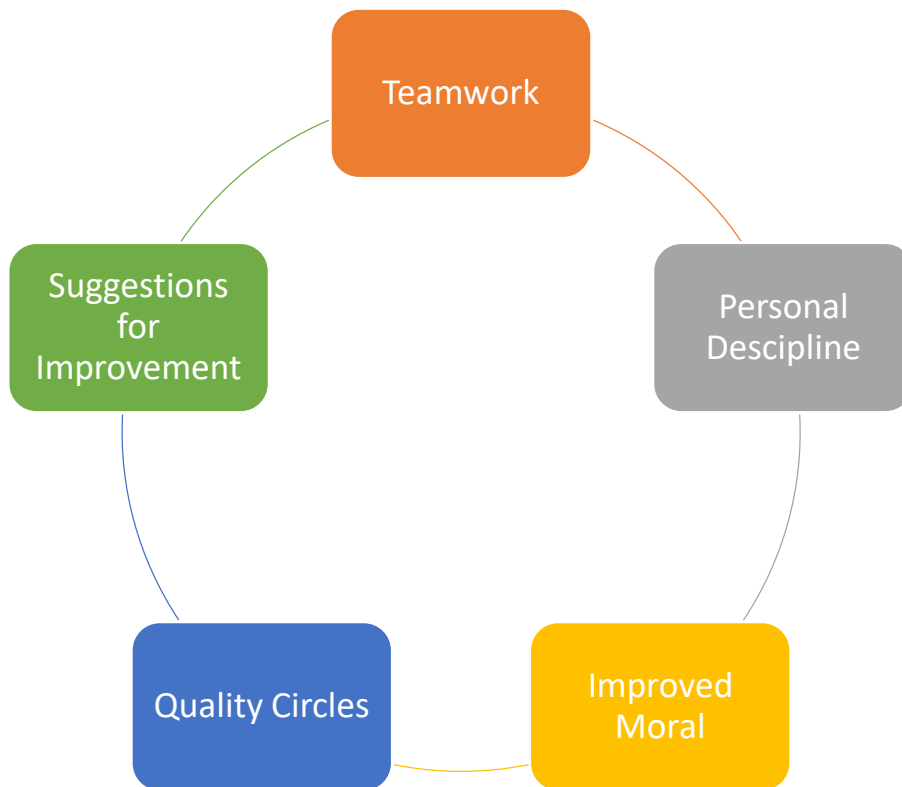


Hoshin Kanri





Kaizen approach



With reference to our first phase of implementing PDCA approach as shown below, we approach this within our academic and administrative operations; we included 3 examples on how we are working to integrate the PDCA in our procedures:

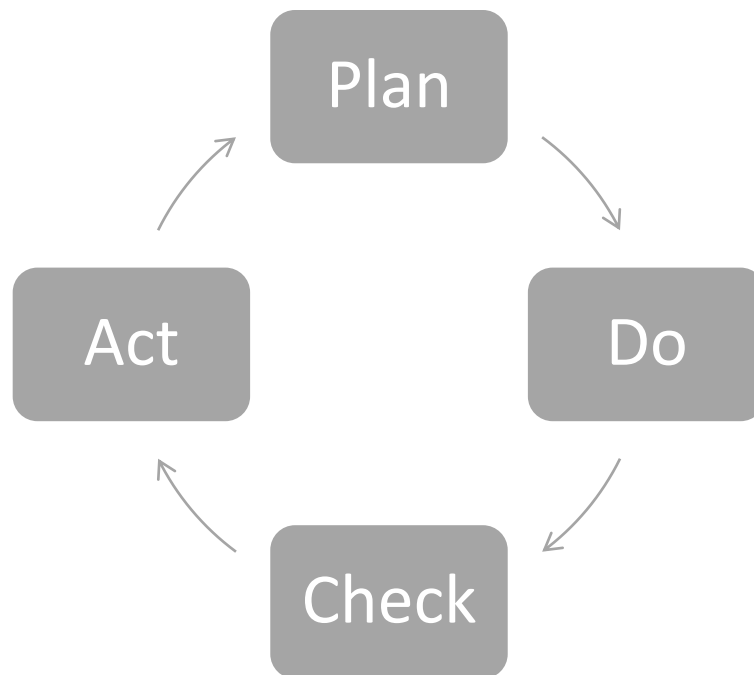


Figure 2: University Quality Enhancement Cycle

- PLAN ... identify and define what we want to achieve and develop an approach for achieving those goals
- Do ... identify and schedule actions for achieving our goals and implement those strategies
- Check ... monitor how we are progressing towards achieving our goals
- ACT... programme and implement actions for achieving our goals then, identify changes that need to be made so that we can better meet our goals and, possibly, reconsider the appropriateness of those goals through continuous improvement

**Some Selected Examples on our Implementation of PDCA:**

Pursuing TQM for total implementation at ULF we began with several of its principles and provided some selected examples on how we are applying it in our academic and administrative operations.

We recognise that Hoshin Kanri describes the key stages of his model or policy management which also complements the Kaizen and the PDCA cycle that are considered a culture beyond methodologies and are based on communication and collaboration among organisational members to improve Lean processes. We also accept that Kaizen is a living creature that can be applied to various fields of specialisation that are offered at the University. (TQM thoughts and concepts on Quality Control, Just-in-Time Inventory Strategy, Standardized operation, Efficient use of equipment, Waste disposal, are being explored to be integrated in our operations).

**Work structure:**

Each administrator's and academic's activities are carried out within the framework of TQM principles. The Director of Quality Management is also responsible for issuing total quality management directives twice a year to all university personnel to ensure that these principles are followed in all activities.

**Initiation of total quality business transformation:**

The PDCA approach of kaizen (plan, do, check, and act) will be used in this academic year (2021–2022) at ULF, but it will be developed and integrated with the other previously explained principles.

## 1. Examples: PDCA cycle of Course offering Scheduling Process

- create a course offering time schedule for the designated semester and year.
- the course offering preparation documents
- the DES invites the DDES for a scheduling meeting
- The DES asks the AAES to get the instructor's availability for the particular semester

Plan

- The DDES meets with the DES and work on the course offering schedule
- DES and the DDES will prepare a hand written course scheduling form by adding nest to each course offered the name of the instructor, day, and time.
- The DES approves the hand written course scheduling form.

Do

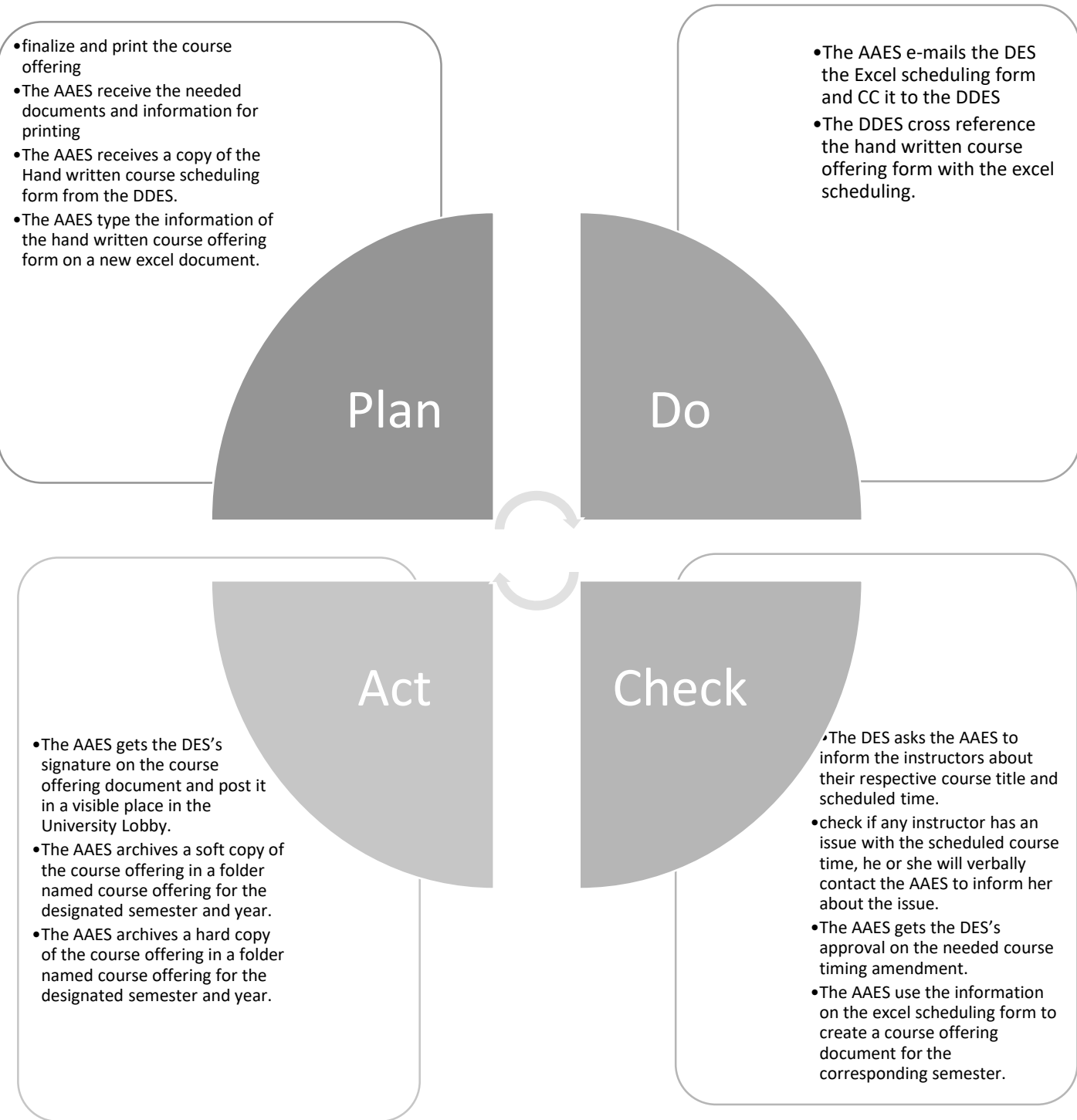
Act

- The DDES makes two copies of the hand written course scheduling form.
- The original one will be given to the DES and the copy will be archived in the course offering preparation file at the DDES's office.
- The DDES will give another copy to the AAES
- Adapt this cycle to create course offering, timing schedule and make some adaption incase Covid-19 cases increased and we were obliged to give online courses.

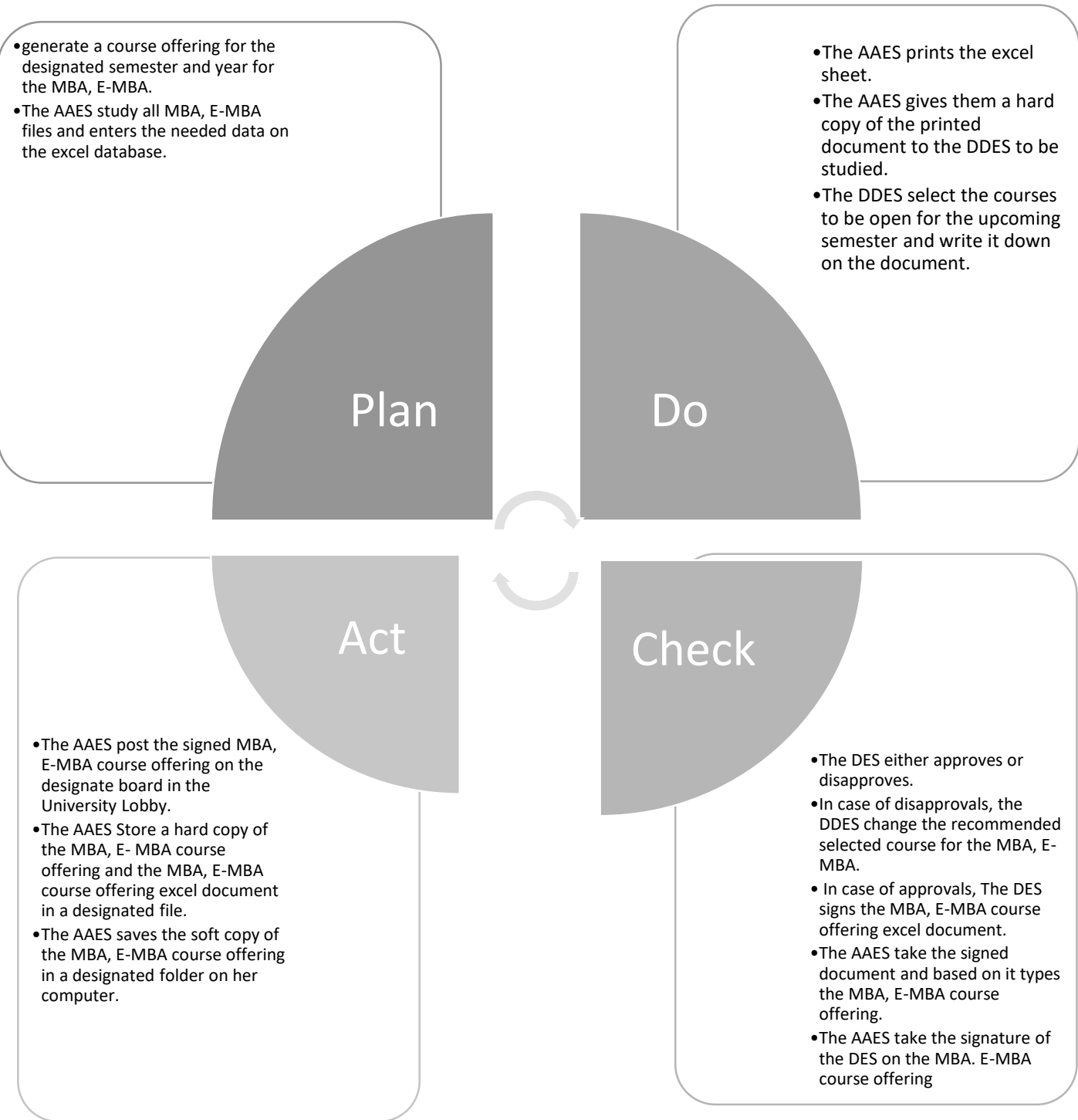
Check

- there won't be a conflict between the courses.

## 2. Examples: PDCA cycle of Course Offering Finalization Process



### 3. Examples: PDCA cycle of MBA Course Offering Preparation Process





## **Risk management**

The strategic planning, academic and administrative reviews processes are enforced by university-overall strategic and operational risk assessments, risk management planning in addition to various independent reviews and monitoring functions and activities in relation of all processes conducted by the University in accordance with our Risk Management Policy and in line with our obligations as a higher education institutions subject to the local laws, rules and regulations and international standards through our quality and excellence operations with our international accreditors and certifications organisations and their Standards.

These regulations and international standards maintain a risk assessment of the University to local laws, rules, regulations and international standards requirements.

Our Risk Assessment Framework, which is used as a key reference point as part of the University's operations is also pre-requisite for compliance with local rules and regulations and for international accreditations and quality management systems certifications re-registration process.

The outcomes of our University risk assessment and risk management procedures are used as a reference to:

- a. set priorities and direct the preparations and development of adequate strategies which leads the achievement of the University's strategic goals and strategic priorities; and
- b. evaluate the university performance in working towards their achievement.

## **Monitoring**

The strategic planning, academic and administrative reviews are monitored at institutional level through the University's Quality Council, Academic Council, Committees, the University Council and ultimately through the Strategic Planning and Reporting Structure within the University functions, activities and processes.

The University entrusted the responsibility for monitoring the Vice-President (also Director of the University Quality Management and Chairman of the University Quality Council) in strict coordination with the University Academic Council and the University Committees, reporting directly to the University President for guidance, review, approval and decisions. The University President coordinates such process outcomes with the University Board of Trustees for final approval and decisions.

## **Academic Quality Enhancement Principles**

### **Reason of Policy**

Academic quality enhancement is our top priority and ultimate goal of the University's risk and quality management activities focused on teaching and learning. The academic quality enhancement combines, in an effective manner, quality assurance and risk management. Therefore, our academic quality enhancement should:

- a. provide opportunities to reflect on achievements against strategic goals, strategic priorities and stated outcomes;
- b. identify University strengths to be built on and opportunities for improvement, while working on turning any identified weaknesses into strength to further support the process;
- c. include external reference points, primarily from our local governing laws, rules and regulations of HE and the standards of our international accreditors and quality certifications organisations; and
- d. strengthen engagement by faculty, staff, students and other relevant stakeholders with the PDCA process adopted by the University.

### **Process**

Our academic quality enhancement process includes:

- a. a clear statement of purpose, the scope of and terms of reference for any faculty, division /unit, process or activity under review (including clear links to relevant strategic goals, strategic priorities, objectives, business plan and strategies);
- b. clearly defined responsibilities for initiation, execution and implementation;
- c. a clear and realistic and achievable timeframe;
- d. reference to stakeholder feedback (e.g. from students, faculty, staff, committees, councils at the University and from the external community including our partners);
- e. reference to institutional, faculty and/or academic department performance indicators and relevant data;
- f. reference to relevant external reference points, from our international accreditors, quality certifications organisations, local governing rules and regulations, including standards or benchmarks;
- g. external input into major reviews; and
- h. appropriate approval by the University Council, President and the University BOT, reporting, communication and implementation of the outcomes of the review.

External referencing activities, and external assessment of standards, including our accreditors, quality certifications organisations and the contribution of our appropriate partners (where applicable and needed), at a national and international level, enables the University to compare and evaluate its performance and, in so doing, monitor standards, compare good practice and make quality improvements.

External referencing authorities and projects undertaken by Faculties, Divisions, Centres and Academic Departments of the University will:

- a. supports the University's mission, strategic goals, objectives and strategic priorities;
- b. be founded and focused on the commitment to: learning from good practice(s); implementing potential improvements arising from external references, standards, benchmarking findings (where available and applicable; and sharing of good practices including post projects completion;
- c. be founded on and focused on mutuality: the sought outcomes, expectations of the proposed external referencing and benchmarking activity(s) where available and applicable, should be founded on an already established and prior to the commencement of the particular activity, with a view to establishing mutual interest and benefits for all concerned parties;
- d. be balanced and financial sound, in terms of the value received once compared to costs involved in undertaking the activity / projects; and
- e. has the approval of the relevant Dean of Faculty, University Academic Council, University Quality Council and the Director of the University Quality Management.

External referencing projects and activities should be carried out in accordance with the standards, rules, regulations of the external authorities, that being the local higher education authorities, our international accreditors, European education standards (ESG), and our international quality certification organisations.

## **Academic Programme/Major of Study/ Course/Subject and/ or Specialisation Design, Approval and Review**

The process for design, approval and review academic programmes, Academic Programme, Major, Course/Subject and/ or Specialisations at the University is set, structured and determined in accordance with the Academic Programmes, Academic Programme, Major, Course/Subject and/ or Specialisation Policy Framework, comprising of:

- a. the Programme, Academic Programme, Major, Course/Subject and/ or Specialisation Policy, outlining the necessary and required framework for managing Academic Programme, Major, Course/Subject and/ or Specialisation design, development and review;
- b. the Academic Programme, Major, Course/Subject and/ or Specialisation Design Procedures, providing direction and guidance on the design of Academic Programme, Major, Course/Subject and/ or Specialisations, including direction on the requirements of the Academic Qualifications Rules and Regulations set by the MoEHE in Lebanon and the Law 285/2017 governing the operations and conduct of the University on Academic, Co-Academic and Administrative aspects.
- c. the Academic Programme, Academic Programme, Major, Course/Subject and/ or Specialisation and Subject Approval Procedures – New Offerings and Discontinuations, determining and setting the direction on the process for submission and approval of new academic programmes, majors, Academic Programme, Major, Course/Subject and/ or Specialisations and significant amendments to existing academic programmes, majors and Academic Programme, Major, Course/Subject and/ or Specialisations;
- d. the Academic Programme(s), Major(s), Academic Programme, Major, Course/Subject and/ or Specialisation and Subject Approval Procedures – Amendments to Existing Academic Programme(s), Major(s) and Academic Programme, Major, Course/Subject and/ or Specialisations, providing direction on the process for submission and approval of less significant amendments to existing Academic Programme, Major, Course/Subject and/ or Specialisations;
- e. the Academic Programme(s), Major(s) and Academic Programme, Major, Course/Subject and/ or Specialisation(s) Review Procedures, providing for the review, adoption, re-enforcement and re-approval of existing academic programme(s), major(s) and Academic Programme, Major, Course/Subject and/ or Specialisations on an annual basis against a set of evaluation criteria, including external reference parties such as our MoEHE, international accreditors, international quality certification organisations, our stakeholders and our partners (academic and professional) , designed to maintain and enhance academic programme(s), major(s) and course(s) quality; and
- f. the Conferrals and Issuance of University Degrees Policy, providing for the process of conferring awards, certifications, degree programme(s) diplomas on successful completion

of Academic Programme, Major, Course/Subject and/ or Specialisations offered by the University.

## **Teaching and Assessment Quality**

ULF Teaching and Assessment Policy is designed to adequately and effectively supports valid teaching and assessment quality measures and it is therefore composed of the following:

- a. the Teaching and Assessment: Code of Practice as set by the University Academic Council, University Quality Council and the University Quality Management Division, which is stated in our General Academic Rules and Regulations as well as in direct policy communication with Deans of Faculties and Divisions – Teaching, providing for statements of roles and responsibilities for all faculty, staff, students and alumni involved in teaching and assessment;
- b. the Teaching and Assessment: Assessment and Feedback Policy, providing for quality assurance operations and mechanisms for the design, delivery, grades/mark issuing and declaration and review phases of the subject delivery lifecycle; and
- c. the Teaching and Assessment: Subject Pedagogy & Delivery Policy, providing direction and guidance on subject delivery.

Our Academic Programmes, Majors, Academic Programme, Major, Course/Subject and/ or Specialisation quality is supported by the alignment of assessment with learning outcomes at the Academic Programme, Major, Course/Subject and/ or Specialisation, major study and subject level.

Provisions are available for Our Teaching and Assessment that includes external peer review of assessment standards within selected academic departments of study, which is aimed at ensuring valid and effective assessment design towards valid, relevant and appropriate achievement of standards and the attainment of Academic Programme, Major, Course/Subject and/ or Specialisation learning outcomes.

Our quality policy ensures that ongoing quality enhancement of assessment is carried out at the point of assessment design, delivery, issuing and declaration of grades/marks and review as part of the Assessment Quality Cycle.

The University periodically and systematically collects and reports on student performance data across all teaching majors, degrees and subjects in order to monitor their performance and the opportunity to compare such performance in different study disciplines at the University to evaluate final students' outcomes. We also monitor and reports on student progression through their academic degrees' studies, retention rates, and successful completion rates, across the different study majors at the University and against external reference points (where available) especially for our international accreditors and international quality certifications organisation as well as our international partners.

## **Student Feedback and Evaluation**

The University considers that the collection and response to student feedback and evaluation is an important means of enhancing the quality of learning and teaching and the student experience at the University and for fulfilling the University Mission.

Our adopted methods of obtaining student feedback and evaluation can be applied in a formal or informal, structured or unstructured. Our methods include students' faculty evaluation surveys, focus groups qualitative observations and assessment, student consultations and student participation in reviews, especially when they are involved in our Councils and Committees.

The University collects and reports student feedback and evaluation using ethical, periodic and systematic processes and uses such feedback, in combination with other data obtained from other parties, to enhance quality and help the decision makers at the university reach an informed education-related decision.

Our students faculty evaluation surveys are used to obtain students input on a range of Academic Programme, Major, Course/Subject and/ or Specialisation, faculty teaching activities, academic support services, academic infrastructure, services and facilities, including teaching, pedagogy, class management, grading adequacy and fairness, among many others as designed in our undergraduates and graduates students faculty evaluation surveys on their studies subjects and Academic Programme, Major, Course/Subject and/ or Specialisations. Both internal and external (our international accreditors, international quality certifications organisations) evaluation instruments are used at the University.

The university adopted surveys serve both constructive and collective purposes. Such surveys contribute to the precise information and feedback on our continual improvement of Teaching & Learning activities, adopted pedagogies, the curriculum and also provide comprehensive performance evidence for the promotion considerations of our faculty, probation, awards, and for internal and external quality assurance reporting requirements.

Surveys / Instruments used, will be used, at the University include:

- a. the Subject Evaluation Survey (current-by Academic Chairpersons and Deans of Faculties);
- b. Faculty Self-Evaluation Survey (for 2023-by concerned faculty member)
- c. Peer Faculty Evaluation Survey (for 2023- by immediate faculty supervisor/ chairperson of the concerned academic department, faculty council members and dean of faculty);
- d. the Students Faculty Evaluation Survey (current-by Students);
- e. The Students Research Evaluation (current-by Academic Chairpersons and /Deans of Faculties); and
- f. the Student Experience Questionnaire (for 2023 by all Students at the end of each academic year).
- g. Academic Programme/ Academic Major /Academic Programme, Major, Course/Subject and/ or Specialisation Evaluation (by Academic Chairpersons and /Deans of Faculties);
- h. Academic Programme/ Academic Major /Course Experience Questionnaire (for 2023 by students' evaluation at the end of their study prior to graduation); and

The University may consider that these evaluations, that are set on semester basis and annually, may be delivered concurrently where possible, however results will be reported separately and disseminated accordingly to the University Academic Council, University Quality Council and the University Council.

### **Evaluation of Teaching**

Individual faculty members will be evaluated by their students per subject/course per semester. Faculty members may request auditing evaluation by their respective academic department head or dean of faculty at least once a year, the report of this audit evaluation will remain confidential and will be distributed to the Academic Council, Quality Council, Deans of Faculty and communicated to with the concerned faculty member.

Faculty Evaluations, combined with other sources of information gained through peer and self-evaluation, will be communicated with the concerned faculty member for the faculty development and evaluation interview.

Results of Faculty Evaluations may be grouped across the Faculty and distributed to the Faculty Council / concerned Faculty Committee / Faculty Quality Assurance Committee, Academic Chairperson and Dean of Faculties for monitoring, review and improvement purposes.

### **Evaluation of Subjects**

Our Faculties are responsible for developing the needed schedule for the semester by semester and annual evaluation of subjects to ensure that surveys are conducted at least twice in an academic year for each subject delivered.

The results of the Subject Evaluations will be made available to the faculty / division or academic department, which owns the subject, to support subject monitoring, review and improvement activities undertaken by the Faculty / division or academic department.

Combined outcomes of Subject Evaluation are reported to the deans of faculties, academic council, quality council and the University council, for institutional monitoring, review, improvement and quality assurance activities.

Where subjects are delivered in collaboration with a partner institution (through visiting professing or dual/ double degrees' programmes, the results of any subject evaluation will be communicated back to both the faculty designated staff of the University (such as the Programme Co-ordinator, Subject Coordinator, Dean of Faculty, Academic Council and Quality Council) and appropriate representatives of the partner institution and used to provide the relevant and necessary information for the annual review of the collaborative delivery arrangement.

### **Student Experience Questionnaire**

Student Experience Questionnaire schedule for academic year 2023, will be applied at the end of each academic year, to all students studying the University and its campuses and is designed to obtain feedback from students on the quality of their overall educational experience.

Results of the Subject Evaluation Survey and the Student Experience Survey (once applied in 2023) will be combined per discipline/study major/faculty level and will be made available to students at our Library.

### **Evaluation Records**

Feedback and Information of all evaluation instruments will be archived in accordance with the University Quality Management System Code, at the central archiving academic department, will be analysed and considered as part of quality enhancement activities in order to maintain and enhance our academic quality. An annual Student Evaluation Report will be submitted to the University Council, University President and the University BOT.



## **Faculty and Departments Reviews**

We believe that Faculty careful, meaningful and effective planning and review are critical to the achievement of our set strategic goals, strategic priorities and objectives and to our Business Plan. In this section we set out the processes for:

- a. regular reviews of Faculty;
- b. unexpected reviews of Faculties and of Academic Division / Academic Departments for strategic or performance reasons;
- c. and the conduct and reporting on those reviews.

Faculty reviews are supported by the Faculty and Academic Division / Academic Department Review Procedures.

### **Faculty Reviews**

A review of faculty performance against strategic goals are set on a semester by semester basis, annual and a comprehensive five year rolling basis.

Faculty performance will be assessed against key metrics that are referenced to the University strategic goals and strategic priorities KPIs but developed uniquely for the faculty performance purposes, that support the display of good practice and accommodating of continuous improvement.

The ten key metrics, which are linked to the core goal areas, are focused on:

- a. performance and proposed future direction of academic programmes, majors of studies;
- b. performance and proposed future direction of students' experience and satisfaction;
- c. performance and proposed future direction of students' research and development;
- d. performance and proposed future directions in learning and teaching;
- e. performance and proposed future directions research and research training at faculty level;
- f. performance and proposed future directions related to internationalisation;
- g. performance and proposed future directions related to partnerships and community involvement;
- h. financial performance and financial sustainability;
- i. performance against strategy and strategic alignment; and
- j. approach to workforce management.

Faculty Review Schedule will be determined by the University President in consultation with the University Academic Council, University Quality Council, the University Council, the Deans of Faculties, and in scheduling review, will take account of Faculties experiencing:

- a. Performance challenges (based on University Faculty Criteria);
- b. External environmental changes requiring a reconsideration of strategic direction;
- c. A change-over of Dean of Faculty; or
- d. other academic review commitments of the Faculty, including Academic Programme, Major, Course/Subject and/ or Specialisation reviews, external accreditation processes and international quality organisations certifications requirements.

Faculty Reviews will be conducted in accordance with the University / Faculty and Academic Division / Academic Department Review Procedures.

### **Faculty Review Board Membership:**

The Faculty Review Board shall be appointed by the University President and comprise of:

- a. Vice-President, Director of Quality Management, Chairman of the University Quality Council and Quality Assurance Committee;
- b. Chairman of the University Academic Council;
- c. An external expert from our stakeholders / partners in a related field. This expert can be proposed by either of the above members or appointed by the President;
- d. Dean of Faculty (from outside the Faculty / Division /Academic Department under review);
- e. a senior full-time academic with the rank of associate professor and above (from outside the Faculty/Division/Academic Department under review); and
- f. Director of the concerned University Branch/Campus;

A chair for this review board, will be appointed by the University President from among its members.

### **Reporting of Faculty Reviews**

Once the Faculty Review is completed, the review report shall be forwarded to the University, who shall refer the outcomes to the Faculty for a response in accordance with the University and Faculty and Academic Division/Academic Department Review Procedures. The response shall include:

- a. a plan for action to address issues raised in the review report; or
- b. reasons why no further action is required in response to issues raised.

The President shall assess the response and provide a directive (which may include Instructions, advice on directions and structure).

Following the Faculty and Academic/Division Academic Department Review Procedures, the report on the review outcomes, the Directives / Advice and the response from the Faculty shall be forwarded, as appropriate, to the Dean of Faculty, University Academic Council, University Quality University Council and the BOT, for reference, noting and approval and recommendations by the University Council and the University Board of Trustees.

The Faculty must implement the approved recommendations and submit a specific action plan for implementation/improvement report, as part of their next Faculty Planning and Review Report, and address any outstanding issues thereafter via that annual reporting process.

### **Ad Hoc Faculty or Academic Division/ Academic Department Reviews**

When and where major, extraordinary, and /or serious strategic or performance issues in a Faculty or in an Academic Division/ Academic Department within the Faculty arise and are identified by the dean of Faculty or the Faculty Council or the University Vice-President, or the University Academic Council or the University Quality Council, or the University Director of Quality Management, with reference to Faculty monitoring and review process, the University President may, at the request of either of the above mentioned parties, direct the Dean to make a written submission to the University President which responds to the issues identified by the President and recommends one of the following options:

- a. No further action required, on the basis that the raised issues has no grounds, in not a major non-conformity to the Quality Management Policy and System at the University or lacks elements or have otherwise been already dealt with; or
- b. The Launch and Initiation of an unscheduled Academic Programme, Major, Course/Subject and/ or Specialisation review (outside the normal, semester, annual and the five-year cycle) in accordance with the Academic Programme, Major, Course/Subject and/ or Specialisation Review Procedures; or
- c. Launch and Initiation of an unscheduled Faculty review (outside the normal, semester, annual and the five-year cycle) in accordance with the Faculty and Academic Division /Academic Department Review Procedures; or
- d. The Launch and Initiation by the University President of an independent central review of the Faculty or of an Academic Division/ Academic Department in the Faculty in accordance with section below.

Major, extraordinary, and /or serious issues which may lead to a request for a written response from the Executive Dean under President Independent Central Applied Faculty or Academic Division / Academic Department include but not limited to the following:

- a. Major and significant performance issues, including failure to meet planning targets;
- b. Failure to align the Faculty with the University's Strategic Goals;
- c. External environmental changes arising from economic, political & legal, competition, technology, social & cultural and geographic, requiring reconsideration of strategic direction;
- d. Facts indicating to evidence of a decline in academic standards;
- e. Failure to meet new student and registrations number targets; and
- f. Major, serious and significant Faculty human resource issues including faculty retention conditions, mobility, recruitment and/or management issues.

Further to reviewing the Dean's submission and consulting with other member of top management at the University and its Councils, the University President shall determine an appropriate Academic Programme, Major, Course/Subject and/ or Specialisation of action, which may include any of the options set out above.

### **Launching and Initiation of Ad hoc Reviews by the University President**

The University President may initiate for immediate administration an independent, central review of a Faculty or Academic Division / Academic Department either in response to:

- a. the process arising from a request by the University Vice-President or member of the University Council or Chairman of the University Academic Council or Chairman of the

University Quality Council or Director of the University Quality Management or Faculty Council or Chairman of the University Quality Assurance and or the Dean of concerned Faculty or Academic Division / Academic department. or

- b. at any other time, in response to faculty-specific issues mentioned in this section
- c. or wider environmental or University planning issues, including but not limited to:
  - Major changes in strategic direction, disciplinary mix, academic focus or leadership,
  - Major and significant issues in performance identified by the Dean of Faculty or the parties identified above,
  - Major and significant strategic Faculty human resource and recruitment issues, and
  - Major, serious and significant issues in performance identified in other reviews (e.g. Academic Programme, Major, Course/Subject and/ or Specialisation reviews, faculty-administered reviews).

### **Review Focus, Range**

Ad Hoc Reviews purpose are to evaluate and assess performance against the University Strategic Goals, Strategic Priorities and Strategic Objectives and aligned faculty objectives as they apply at the time of the review.

### **Conduct of Ad hoc Faculty Reviews**

When and where the ad hoc review of a Faculty is launched and initiated, the University President shall, after consultation with the University Council, Chairman of the University Academic Council, Chairman of the University Quality Council, Director of the University Quality Management, the Dean and relevant members of the Faculty Chairperson, advise the Faculty and commence the review in accordance with the Faculty and Academic Unit Review Procedures.

### **Faculty Review Board Membership:**

The Faculty Review Board shall be appointed by the University President and comprise of:

- a. Vice President;
- b. Member of the University Council;
- c. Dean from outside the Faculty under review;
- d. one senior experts in related field(s) from outside the University, from our stakeholders and partners, on a joint advice from the Dean of reviewed Faculty, Director of the University Quality Management, Chairman of the University Academic Council and Chairman of the University Quality Council; and
- e. other members from the University Senior Management as deemed appropriate by the University President.

A chair to this review board will be appointed by the University President from among the members of the review board.

### **Ad Hoc Review Board Mandate/Terms of Reference:**

The Ad Hoc Review Board will:

- a. Review the Faculty's performance against the University's Strategic Goals, Strategic Priorities and Objectives (and the aligned faculty objectives) in accordance with the Faculty and Academic Department Review Procedures, with special attention and particular reference made to:
  - the issue(s) causing the mandating the review;
  - information and data provided to or requested by the Committee;
  - stakeholder feedback (e.g. from students, faculty, staff, external community—external stakeholders and or partners); and
  - relevant external standards from our international accreditors and international quality certifications organisations.
- b. Provide a comprehensive report on the review that includes recommendations for improvements and a plan for further action.

### **Commentary and Reporting of Ad Hoc Reviews**

Once the Faculty review is completed, the review report shall be submitted to the University President, who shall refer the findings and outcomes to the University Council, Academic Council, Quality Council and Director of Quality Management, shall also communicate the outcomes to the Faculty, for a response in accordance with the Faculty and Academic Division / Academic department Review Procedures. The response shall include:

- a. a plan for action to address issues raised in the review report; or
- b. justification and reasons why no further action is required in response to issues raised.

The University President shall review, evaluate and assess the response and provide a decision (which may include directives on directions and structure).

In compliance with the Faculty and Academic Division / Academic department Review Procedures, the report on the review findings and outcomes, the explanations, recommendations and the response from the faculty shall be forwarded, as appropriate, to the Faculty Dean, Academic Chairpersons, Faculty Council and Committees for reference and to the University Council, Academic Council, Quality Council, Director of Quality Management, Quality Assurance Committee for reference and observation, where required, approval of the recommendations.

The Faculty shall immediately commence to implement the approved recommendations and submit a specific action plan on implementation/improvement report, as part of their next Faculty Planning and Review Report, and deal with any outstanding matters and issues their annual reporting process afterwards.

## **Mandate, Roles & Duties**

### **Management**

The University President has all the prerogatives and executive oversight of faculty and academic division / academic departments reviews.

The Vice-President (who is also the Chairman University Quality Council and Director of the University Quality Management) has executive oversight of the implementation of this Policy, and for the maintaining, improving and enhancing of academic quality at the University.

The Director of Quality Management has executive oversight for maintaining and improving the academic, co-academic and administrative quality at the University

Each Dean of Faculty is responsible for:

- a. Ensuring that faculty planning and review processes are effective and conducted by appropriate faculty and staff in accordance with the Planning and Reporting Framework;
- b. Ensuring that faculty councils and committees are well structured, operative and efficient in their conduct of operation as required in order to also contribute to the review processes set out above; and
- c. Managing, supervising and overseeing Academic Programme, Major, Course/Subject and/ or Specialisation reviews in accordance with the Academic Programme, Major, Course/Subject and/ or Specialisation Review Procedures.

Students representatives and ULF alumni representatives are an integral part of the decision process and in contributing to the University strategies, policies, plans and procedures.

### **Committees**

The President, Vice-President, the University Council, Academic Council, Quality Council, Quality Management and Quality Assurance Committee have general authority and oversight of the strategic planning and academic quality processes.

The University Curriculum and Pedagogy Committee (standing committee at the University) and its subcommittee on Strategic Academic Programme, Major, Course/Subject and/ or Specialisation Development, as well as the Academic Council, Quality Council, Quality Management, Quality Assurance Review Committee and the University Council are responsible for the review and approval of Academic Programme, Major, Course/Subject and/ or Specialisation proposals.

The Academic Council, Quality Council and the University Council are responsible for the periodic re-approval of Academic Programme, Major, Course/Subject and/ or Specialisations following Academic Programme, Major, Course/Subject and/ or Specialisation review.

The Academic Council, Quality Council, Quality Management, Quality Assurance Committee and the University Curriculum and Pedagogy Committee, have has general oversight over the

maintenance and enhancement of academic quality and standards in learning and teaching at the University.

The roles of other University and Faculty committees are determined, as and where appropriate, in the University and Faculty Academic Governance Policy.

### **Academic Divisions /Academic departments**

The Academic Council, Quality Council, Quality Management, Quality Assurance, and the Curriculum and Pedagogy Committee as well as their subcommittees, have operational responsibilities for assuring and enhancing quality especially academic quality at the University.

The Vice-President, Quality Council, Quality Management System Division have the operational responsibilities of development and improvement Division for supporting periodic faculty and academic divisions / academic departments reviews.

The University President, Vice-President, University Council, Academic Council, Quality Council and Director of Quality Management have operational responsibilities for annual reporting of performance against the strategic goals, strategic priorities and objectives.

## **Version Control and Change History**

### **Version Relevant Information**

This version was created in September 2021 and was approved by University Council and the University President.

This version was raised to the University BOT for approval on their December 2021/January 2022 annual meeting.