<div align="center">**Governance case study: Saint Joseph University**</div>

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Introduction

Brief History

Founded in 1875 by the Jesuits, Saint Joseph University (SJU) is a Lebanese private university based in Beirut. As it exists today, it is the result of the consolidation of various independent institutions. It was gradually constituted from two schools—Medicine (est. 1883) and Law (1913)—and has continued to grow throughout the decades to include today most of the disciplines and vocational training offered by the French universities and *grandes écoles*.

The work of the university was disrupted during the Lebanese Civil War of 1975–1990, but it was quickly resumed after the war when the SJU undertook a major reconstruction effort. A fourth campus, the Humanities, was founded in 1996, and in recent years the two centers, Berytech and Technology and Health, have allowed graduates to create businesses and undertake research.

Brief Picture

- In 2010, SJU had twelve faculties (Medicine, Pharmacy, Dentistry, Nursing, Law and Political Science, Economics, Business and Management, Humanities, Religious Studies, Education, Engineering, and Science), fourteen specialized institutes as part of the faculties, and five schools (Social School, School of Midwifery, School of Lab Technicians, Graduate School of the Humanities and Social Sciences, and Advanced

School of Engineering) also based in the different faculties. Nine libraries service the twelve faculties.

- With approximately 10,000 students (9,800 in 2008), SJU is the largest private university in Lebanon among the institutions that teach a foreign language (ahead of the American University in Beirut [AUB], which numbers 7,000 students). With 1,800 faculty members and 460 administrative staff (in 2008), it has the highest ratio of instructors per student in Lebanon (1 to 5). But if one considers that only 10% of faculty is full-time, the actual ratio is, rather, 1 to 50. Part-time faculty constitute another 10%, and the vast majority of teachers, 80%, are adjunct instructors who teach a few courses and whose presence on campus is often brief and their employment, uncertain. The rate of full-time professors at SJU is the lowest among the major universities in Lebanon (AUB, Lebanese University [LU], Lebanese American University [LAU]). On the other hand, the ratio of administrative staff is high (1 to 21 students) close to that at AUB (1 to 23 students), but lower than that at LAU (1 to 11 students).

- The program offer is very diverse: from bachelor to doctoral degrees, professional diplomas in eighteen specialties, different licenses (21), and professional or research master's degrees (76) offered by the faculties. Since 2003, higher education in Lebanon has been organized according to the French LMD (license/master's/doctorate) system and the European Credit Transfer System (ECTS), which allows the removal of barriers between disciplines and student access to multidisciplinary and multilingual education.

- Two graduate schools on a doctoral level: Science and Health and the Humanities and Social Sciences, in partnership with several French universities and co-supervision of doctoral students.

Language, Mission, and Vision

Inscribed within the culture of Lebanese pluralism, SJU offers multilingual programs. If French culture and language are central in education, the culture of Arabic, Lebanon's national language, has its place in several programs (law, humanities, research). The predominance of French and the presence of Arabic in education do not exclude a complementary use of English, which has become the preferred foreign language in the Middle East. The majority of students are trilingual, and come from diverse religious backgrounds.

According to its Charter (1975), SJU espouses the dual mission of vocational training and cultural education. Vocational training has the goal to "enable students to make useful contributions to their society," and includes "research," which the Charter considers "part of its mission in training students and contributing to the ongoing professional development of faculty members." Its cultural mission is to "promote humanism and spirituality in a Christian perspective, which the university has espoused since its foundation." "This perspective implies religious freedom," "fights discrimination against members of the university community on the basis of religion," and "requires that everyone involved in university life commits to promoting a spirit of personal freedom and openness to spiritual life" (see Articles 2, 3, 4, and 6 of the Charter).

Adopting a liberal and pluralist ideological vision, the Charter affirms (in Article 6) that "USJ refuses to be at the exclusive service of one social class or ethnic community," and chooses "diversity when recruiting its teachers and students." Although this effort has indeed introduced some social, religious, and cultural diversity among its students and faculty, SJU remains in

practice a university for students from the upper-middle class, predominantly Christian and French-speaking.

In terms of university governance, there is a clear dissonance between the mission in the founding texts (the Charter and the university by-laws) and the more "realistic" vision of the university president, which he presented in his speech on the topic of SJU's governance on March 19, 2010.

The Charter (in Article 7) clearly opts for a participatory governance and autonomy of its faculties: "Participation is necessary not only for the overall university atmosphere, but also for the kind of society that it intends to promote. The SJU structures are therefore open to participation by all those who form the university community"; four actors are named in particular:

- "Faculty members are involved in the management of the university."

- "Students participate in the development of their programs of study."

- "Researchers are involved in the creation of research teams and in defining their projects."

- "Employees participate in the organization of their working conditions."

Outlining his vision of university governance in his speech, delivered on the occasion of SJU's holiday, the President, Father René Chamussy, is more "realistic." After affirming his loyalty to the Charter ("The actions to be undertaken should not go in the direction of strengthening central authority, but rather toward greater participation of all in our common goal" [8]), he says that in practice, because of the "burdens of history, for 100 years SJU's institutions were built according to their individual requirements rather than a shared commitment to an academic structure." "This dispersion makes it difficult to implement the kind

of governance where one consults with others, where one participates." He lists numerous reasons: "scarcity of resources in such and such a field, the problem of job opportunities, questioning the quality of training in a particular discipline." And he adds:

> as a result, we are again facing a blockage, which reinforces the burdens of history and leaves little chance for the possibility of a governance with full participation, governance where everyone is invited to participate in administrative as well as academic matters, and which would lead to collaborations rather than rivalries. (12)

He emphasizes three types of governance: "participatory, consensual, and representative" and opts for what he describes as "a mode of governance close to organic democracy," consisting of "limited pluralism, dialogue between multiple actors (with proven expertise) coopted in a functional and technical perspective" (19). "Beyond the work of the University Council," he points to "conferencing circles," which he consults: "the Strategic Council, the Council of Vice-Presidents, the Council of Directors of Services [Central Administration], the strategic committees of the various institutions" that "allow him to steer the ship taking into account everyone: administrators, faculty members, and students" (19). One can conclude that the president has chosen a mode of consultative governance expanded with skilled technicians who are coopted rather than elected.

Methodology

The assessment of the SJU governance is based on the analysis of collected documents, interviews with three groups of actors—administrators, faculty members, and students—and the comments of people who know the university well.

The reviewed documents include:

- SJU's legal texts:

    o the Charter (1975)

    o the university by-laws (2005)

    o the by-laws of the Faculties of Law and Political Science

    o the 2010 SJU Yearbook

    o Internal Regulations (for students)

- The report of the European Evaluation Agency for Research and Higher Education

    (AERES), May 2009 (survey based on the analysis of texts, statistics, and interviews with

    stakeholders).

- The president's address entitled "University, Governance, and Democracy" where he

    outlines his vision for SJU governance (March 19, 2010).

The analysis of the documents in this paper will proceed according to the overall plan of SSRC's

project and will be presented in this report in the Analysis of Documents part.

I conducted the interviews according to the project's theme with the following people,

listed here by status and discipline:

- five senior administrators (all men): the Vice-Presidents of Administration, Academic

    Affairs, and Research; the deans of the Faculties of Law and Political Science and

    Medicine;

- seven faculty members (four men and one woman): two in Arts and Educational

    Sciences, two in Law and Political Science, two in Medicine and Pharmacy, one in

    Economics and Management;

- twelve students (five young women and seven young men): six in Law, Political Science, and Management (3rd year, M1 and M2), four in Medicine, Pharmacy, and Biology (2nd, 3rd, and 5th year), and two in Arts and Educational Sciences (3rd and 1st year).

The interviews will be analyzed using qualitative content analysis, with categories and sub-categories of analysis covering the themes and sub-themes of the interview grid proposed in this project. This analysis will clarify the perceptions and experiences of the three groups of actors regarding the governance of their university, their effective role in decision making on matters of common concern as well as the changes and improvements they wish to see in this area. The points of agreement and disagreement among these stakeholders will be noted. The results will be presented in the Analysis of Interviews part of this paper.
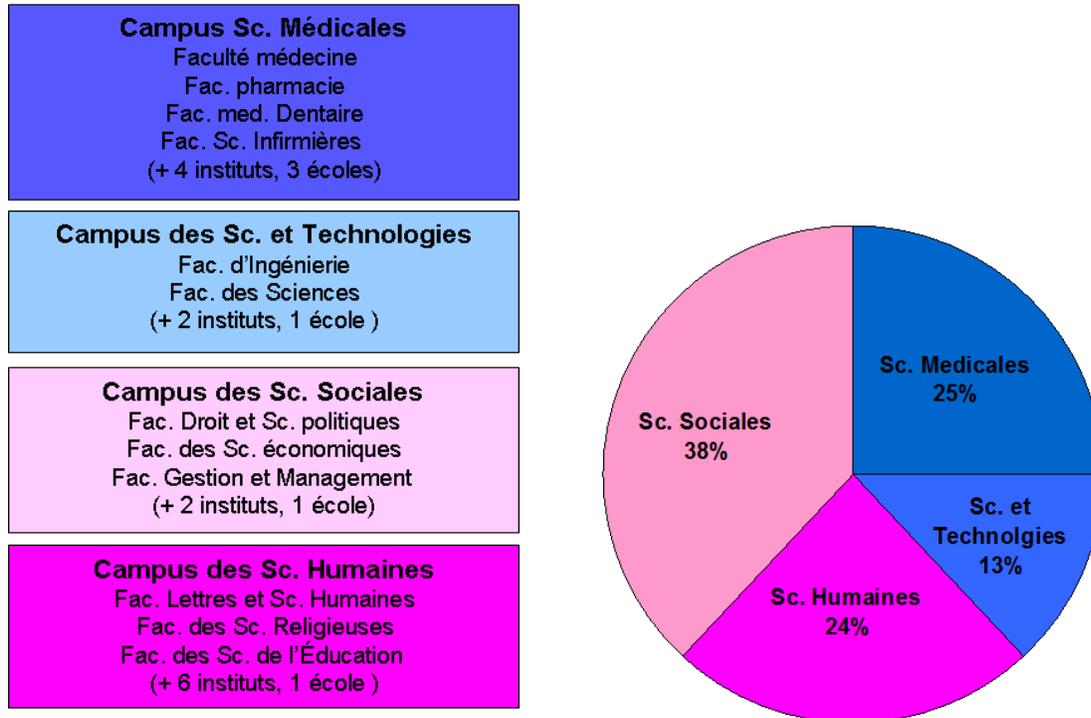
ANALYSIS OF DOCUMENTS

Campuses[1]

SJU's facilities are spread over four campuses in Beirut, close to the central axis formed by Damascus Street and the city center, allowing easy access for students from all neighborhoods:

- the Medical Sciences campus hosts 25% of students, nearly half of whom are enrolled in Medicine and the rest—in Pharmacy, Dentistry, and the paramedical track;
- the Social Sciences campus (Law, Political Science, Economic Sciences and Management) hosts 38% of students;
- the Humanities campus (Arts, Humanities, Religious Sciences, Educational Sciences), with 24% of the student population, was built ten years ago to alleviate the strain on the Social Sciences campus on Huvelin Street;

- the campus of Science and Technology, located at the entrance of Beirut (Fanar), includes only 13% of SJU students, 8% of whom study in the engineering faculties and institutes and 5% in the relatively new Faculty of Science (1997).

Campus Sc. Médicales
Faculté médecine
Fac. pharmacie
Fac. med. Dentaire
Fac. Sc. Infirmières
(+ 4 instituts, 3 écoles)

Campus des Sc. et Technologies
Fac. d'Ingénierie
Fac. des Sciences
(+ 2 instituts, 1 école)

Campus des Sc. Sociales
Fac. Droit et Sc. politiques
Fac. des Sc. économiques
Fac. Gestion et Management
(+ 2 instituts, 1 école)

Campus des Sc. Humaines
Fac. Lettres et Sc. Humaines
Fac. des Sc. Religieuses
Fac. des Sc. de l'Éducation
(+ 6 instituts, 1 école)

Sc. Medicales 25%
Sc. Sociales 38%
Sc. et Technolgies 13%
Sc. Humaines 24%

**Figure 1. Distribution of faculties and students by campus**

Each campus is composed of several faculties, institutes, schools, and centers. It is managed by a director who works with the Campus Council, which consists of the deans and the heads of campus faculties and institutes. Campus directors are members of the University Council.

The relative dispersion of university institutions and its central administration between four geographically separated campuses quadruples the turnover of service personnel and

increases the university's management costs, at the expense perhaps of internal staff at each faculty. Furthermore, the presence of three campuses right in the middle of the city restricts the possibility of horizontal expansion and limits the space available for faculties that are growing (such as the Faculty of Medicine). Pursuing a geographical decentralization policy, the university has created three regional academic centers outside of Beirut—in Sidon (Southern Lebanon), Tripoli (Northern Lebanon), and Zahleh (in Beqaa governorate)—managed by a director. They offer studies in a limited number of disciplines. On a regional level in the Middle East, in September 2008 the university opened an international center in Dubai, with a section of the Faculty of Law and Political Science.

Decision Making and Participatory Process

Main Levels of Decision Making
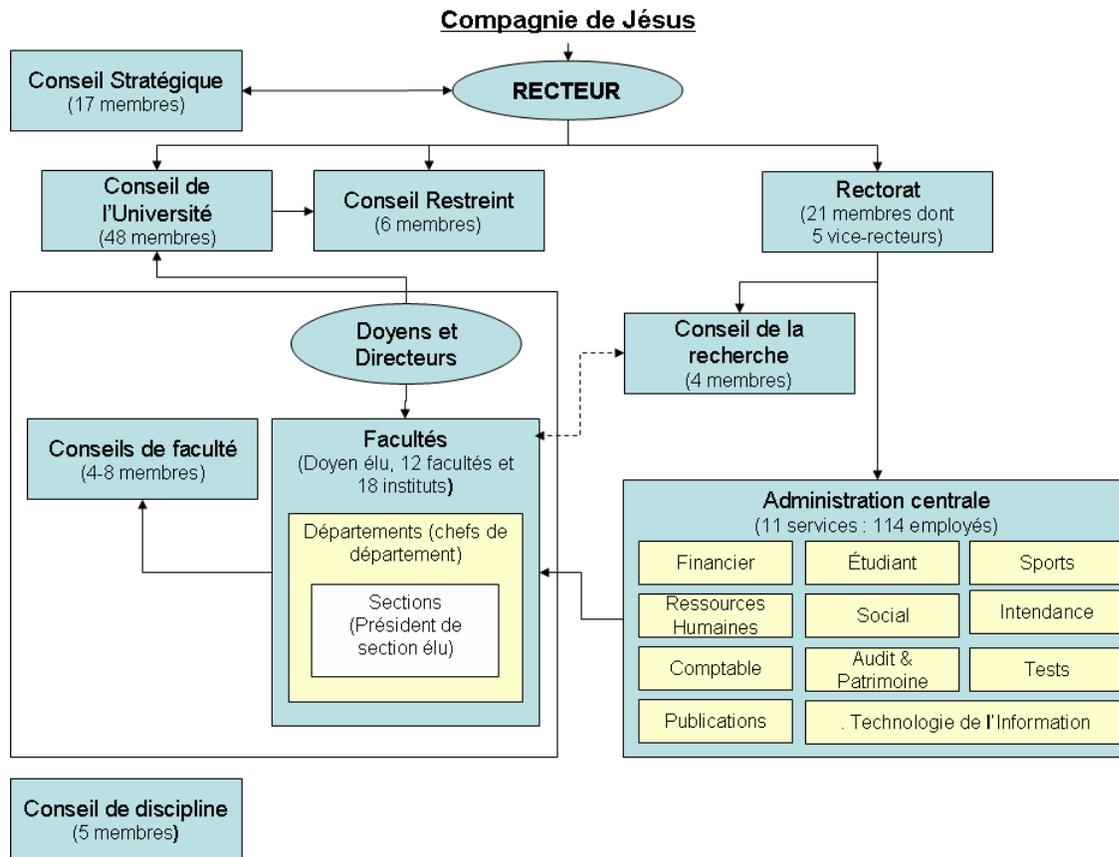
Figure 2. SJU's organizational chart
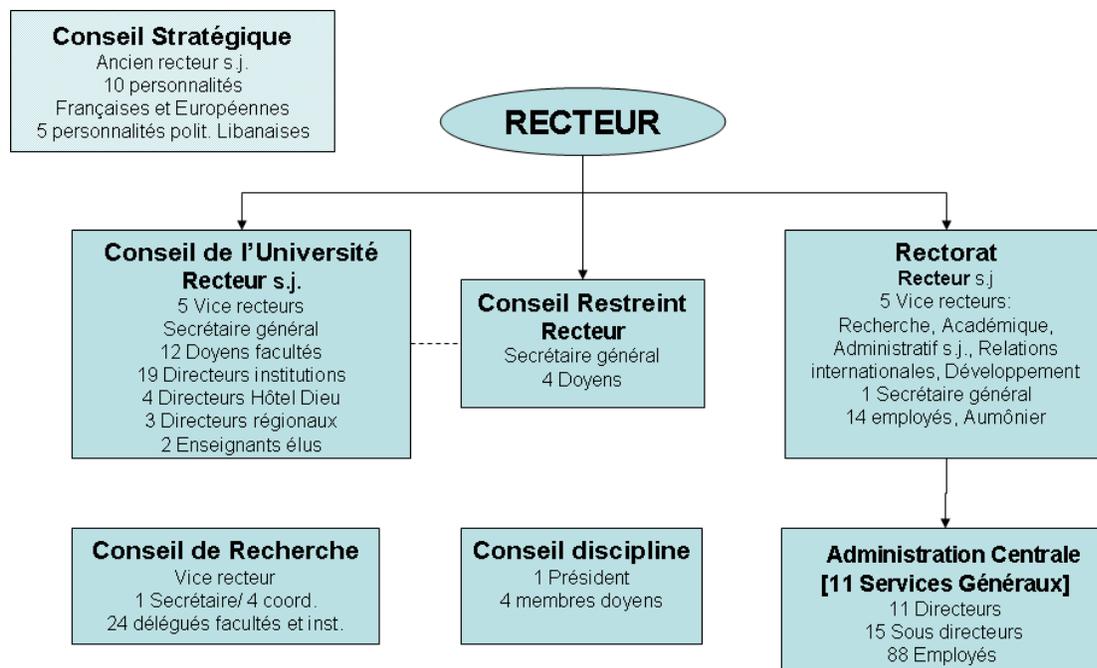
Figure 3. Detailed organizational chart of SJU's governing body

Decision making and administration at SJU are organized hierarchically on three levels:

- *A permanent executive governing body*: the Rectorate led by the university president, supported by the Restricted Council, and equipped with a large executive apparatus, the Central Administration, which exercises all the administrative and management functions of a high-level educational institution. The Central Administration includes eleven general services: six administrative, three student, and two cross-cutting services (Publication and Communication, Information Technology).

- *A governing body with higher authority, which represents the university institutions,* and which has deliberative and regulatory functions: the University Council, chaired by the university president who convenes it three or four times a year. It brings together the deans of faculties, the directors of the institutes and schools associated with the faculties, and the campus administrators. It makes decisions after a long process of consultation in order to avoid clashes and rejection, and delegates authority to the Restricted Council. The University Council has the following powers:
  - o nominates three candidates for the position of university president;
  - o votes the university budget;
  - o proposes (with a 2/3 majority) the amendment of university by-laws;
  - o advises on and provides solutions to all academic projects and issues.

The Council always holds plenary sessions; commissions are only convened when necessary.

The Restricted Council, consisting of four deans nominated by the University Council and the Secretary General, is chaired by the university president who makes all decisions concerning the faculties (through repeat consultations).

The Strategic Council brings together academic, administrative, and political personalities and top executives of French, Lebanese, European, and Canadian origin. It meets two times a year and gives its opinion on the internal and external governance of SJU.

- *Governing bodies managing faculties and institutes*: the faculty councils chaired by the deans. Each Faculty Council is constituted of the deans, the directors of the institutes attached to the faculty, department heads, and one representative of the permanent teaching staff elected from each faculty and institute. The Council elects new deans or directors from the three candidates nominated by the president, and ensures the academic management of the faculty.

The faculty deans and institute directors do not have budgets at their disposal, and can only submit projects for funding to the Central Administration. Deans are responsible for the administrative and academic management of their faculties, and the directors manage their institutes. They propose the names of teachers to recruit, train, promote, or strike off the roll first to the Faculty Council, then to the president who makes the final decision.

It is the Human Resources Management Service of the Central Administration, and not the faculties, that handles all administrative aspects of the management of teaching and other personnel. The recruitment and management of non-teaching staff is also centralized (according to the criteria defined by the Vice-President, Administration) (AERES, 31). Non-teaching staff does not benefit from a specific training plan, no budget is allocated for this to the Human Resources Management Service. The result is that staff members at the faculty level are not very mobile (they cannot be promoted horizontally or vertically within the institution).

Each faculty, institute, or school is required to produce an annual self-assessment report in order to improve its performance at all levels. The AERES report recommends improving this evaluation process: "The internal self-assessment reports produced by each faculty and each service are more like activity reports. . .rather than critical analyses of the strengths and weaknesses of their activities" (33).

Who Decides?[2]

At the top is the university president, the cornerstone of the system, who combines all powers and prepares decisions to be executed by the general services of the Central Administration. He is assisted by his Board of Vice-Presidents, the directors of the services of the Central Administration, and the Restricted Board (where four members are elected by the University Council). These governance bodies form the Rectorate, the university's highest authority, which centralizes all powers and makes the most important decisions, which are then promulgated by the president. The president is appointed by the Society of Jesus from three candidates nominated by the University Council for a five-year term renewable three times; the age limit of the candidates is 75 years. The president's responsibilities include:

- presiding all meetings: those of the University Council and its commissions and of the Restricted Council;
- managing the university, signing all documents;
- ensuring the university direction, innovations;
- appointing[3] all academic and administrative staff:
  - the candidates for faculty deans and for institute directors reporting directly to the university

o   the directors of the Central Administration's general services

o   the vice-presidents

o   the permanent teaching staff;

- recruiting and dismissing service personnel and teachers;

- is held informed about the council meetings of all university institutions;

- managing the university estate, presenting the budgets and ordering their execution;

- having complete authority over the bank accounts of the university.

The president also approves the appointment of permanent teachers, nominated by the respective faculty councils.

SJU's governance model is therefore centralized, privileging consensus between the faculties (which were independent until 1975). Concerning the "steering of the wheel" of the university, the AERES report makes the following recommendations to the governing bodies:

- acquire more information on the different institutions: in terms of workforce, course loads, research potential;

- establish criteria for the distribution of resources among the various components (positions, financial resources);

- establish reliable indicators and procedures that preserve a level of pedagogical autonomy of its components.

Participatory Process: Faculty and Students

Student participation in decision making[4]

The students are at the bottom of the power hierarchy: the by-laws devote very limited space to them (two pages, sixteen articles), most of which concerns information on registration, access to

the premises, discipline, and regulation of student associations. Article 31 limits student participation to the planning of their studies and refers to the by-laws of each institution for more details.

The Internal Regulations in the Common Provisions for students (eleven pages), describes in five articles the details related to student life and addresses in two lines the question of student participation in the planning of their studies. Articles 44–45 specify that the "elected delegates" have an intermediary role to "facilitate and organize students' relationships with teachers and the administration in order to improve the programs, methods, ways of working, and exam regulations." The delegates can do this by holding "joint meetings with teachers and administration staff in order to express the views of the students." Student clubs offer mainly "social, political, intellectual, cultural, and artistic activities and are part of the decision-making process about university life in the context of the faculties they are associated with" (Article 46). From the text of the regulations governing their status and role, it becomes clear that students are not represented in neither the faculty or institute councils, or in the University Council.

In terms of actual operation, the AERES report confirms that student participation in the governance of their faculties and university is low, but notes the positive aspects of their situation and their views on this issue. I summarize here some of the highlights of this evaluation. The university provides:

- good working conditions for students: libraries, support staff, social services (30% of students have scholarships or loans, or have arranged for a staggered payment of their tuition fees);
- ongoing adaptation of education to the needs of the socioeconomic world;
- student participation in teaching evaluations/sense of belonging to SJU;

- student associations: clubs with elected members (41) organize student life and act as an intermediary between students and the administration;

- consultations with students on the curriculum and instruction.

A delegate elected by the students (by year and discipline) represents students on a faculty level, but he or she is not a member of the Faculty Council. Therefore, students do not participate in the university's decision-making bodies (the faculty, university, and strategic councils) or in the implementation and promotion of university policies. They are not partners in SJU's management and in steering the direction of the university.

The report also notes that students' clubs, given their lack of resources and capacity, fail to play a representative role: "the clubs should promote the role of student representatives in the institution, but they do not have autonomy of action and decision. The administration has a final say with regards to all of their initiatives. They do not have their own budgets; the administration provides them with some funds on a project basis" and "their activities cannot be political." But the report also points to the students' positive outlook: "despite their low institutional representation, they show genuine appreciation of their rapports and communication with teachers, with their faculty representatives, or with the services of the Rectorate, and with other students on the same campus."

Graduates' entry into the professional world

The AERES report notes: "With regards to the aid to professional integration, a professional solidarity service has been set up in collaboration with the Federation of SJU Alumni. It offers a central job postings service and provides students with an information service to better understand the criteria for recruitment, and to promote exchange" (15).

The participation of teachers in decision making[5]

At the basis of academic hierarchy are permanent faculty members who as a group form, *ex officio*, their discipline's section. Several sections constitute the department and one or more departments constitute the faculty. Each section elects a president (or a head of department in the absence of a section) who represents the section at the Faculty Council. To the Council, the section proposes:

- the annual allocation of its members' various teaching assignments;

- the organization of opportunities for retraining for its members;

- advice on candidates' suitability for open teaching positions;

- recommendations for library material to purchase;

- the organization of research and publications;

- proposals for program reviews and adaptation.

In the institutes without sections, the teachers' assembly has the same powers as the section. But it does not elect the institute directors whose appointment follows the same procedure as that of faculty deans (election by the Faculty Council of one of three candidates proposed by the president, followed by the president's validation of the elected candidate; sometimes, the president lets the Council propose one or two of the required three candidates).

Given the limited number of full-time faculty, they are always asked to be part of the advisory and academic bodies of their section and faculty, to the point where one educational science professor complained during our interview of having two or three meetings a week.[6] This is not the case for temporary instructors. The by-laws do not recognize their right to participate in the academic or administrative bodies of their faculty: they are considered

"untenured ghosts," to be hired or dismissed at the decision of the dean, even though more than half of the course load rests on them. This situation is not unique to SJU, it is found in many "young" universities and institutes created or re-created in the postwar period and whose insufficient resources do not allow the training and support of a sufficient number of teachers.

It is worth noting, however, that those deans concerned with strengthening their teaching staff and who want to benefit from the academic and scientific capacity of all faculty members, regardless of their legal status in the university hierarchy, can call on temporary instructors to participate in all aspects of academic life of the school, institute, or faculty where they teach. This practice, common in other universities in Lebanon, including the public Lebanese University, is only applied in several of SJU's institutions (the Faculties of Educational Science, Medicine, and the Social School) whose deans or directors are keen to develop institutional life and to optimize their academic resources, despite the shortage of funds at their disposal.

Policy Reforms in the Last Ten Years

The introduction at the SJU in 2003 of the LMD system, modeled on the French and the ECTS systems, allowed the university to restructure its training. These systems make possible the pooling of training resources between different faculties and institutes, the common use of facilities and equipment, and the transition between programs (for example, between life sciences and the health sector, between engineering and science). In terms of governance, this policy of overcoming horizontal barriers between the institutions leads to the need for greater coordination between faculties and the different campuses. The University Council, which convenes irregularly, has currently taken on a coordinating role, and, importantly, so has the Restricted Council, which sits almost permanently. This leads to greater centralization of power

in the Rectorate. Although they were consulted on the implementation of the system, deans and directors in fact have no say in this matter, and can perceive this as a limitation to their role.

Conclusion

If these hypotheses prove correct, a weakening of the operations of the faculties and institutes, which form the very core of the university as an institution and of its rationale, would follow. If we look up to the head, the arms, and the body of the Central Administration, we see strength and centralization; but fragility and autonomy without sufficient means characterize the position of faculties and faculty members.

The AERES report confirms this when it recommends greater participation of all key actors in the university's main decision-making bodies: "SJU needs to better formalize relations with all its stakeholders (faculties, faculty members, students) by giving them access to its decision-making bodies (the university and faculty councils) in terms of representation of students, but also of socioeconomic communities. There needs to be a better way to share these strategies internally and to make them better known to the partners of the university" (36).

Resources, Funding, and Distribution

Resources: Self-Reliance

Sources of funding

SJU is a model for self-financing: 95% of its resources come from student fees (compared to 50% at AUB and 30% at LAU), this represents €34 million of its operating income (which is close to €36 million) and 2 million of its own resources (5%). Grants from the European Community and the French state do not exceed €800,000.
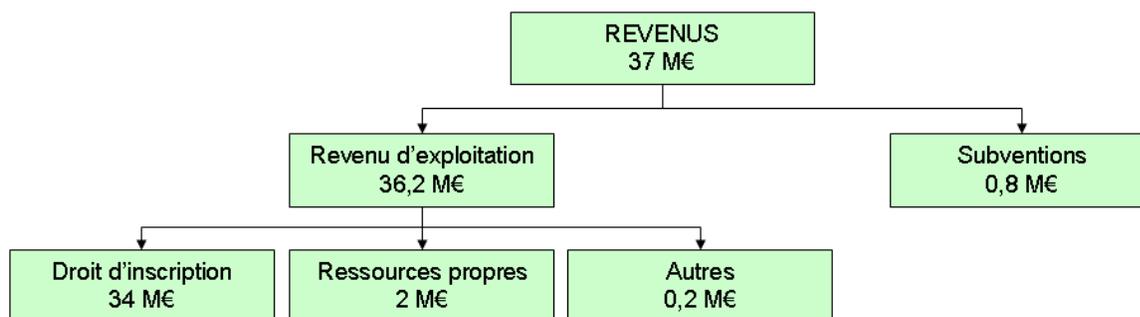
Figure 4. Distribution of revenues at SJU

Distribution of expenses

Personnel costs (teaching and administration) absorb 70% (€20 million) of operating expenses (€29 million). Social assistance for students is €3 million per year, and it benefits 34% of students (70% receive loans and 30% receive grants), but new students do not have access to sufficient information on how to obtain these funds (AERES, 22).
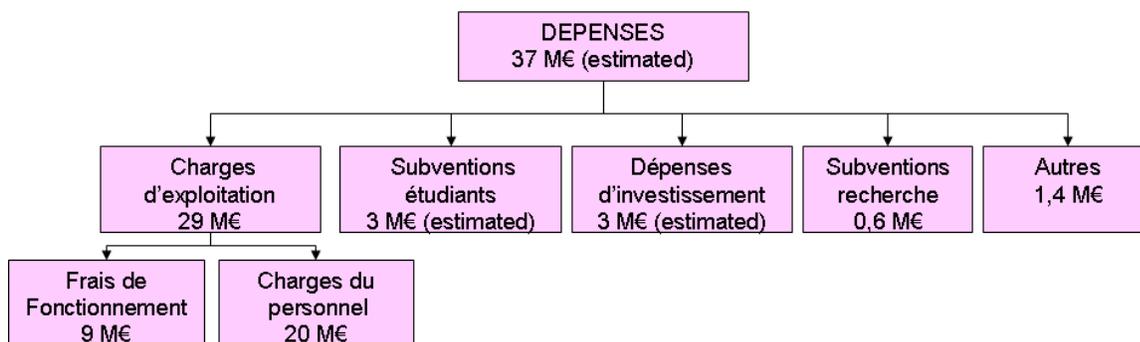
Figure 5. Distribution of expenses

Power of Decision in the Allocation of Funds

According to the Charter and the by-laws: autonomy of the various governing bodies

Article 9 of the Charter emphasizes the non-profit nature of the university and prohibits it from making a profit. Article 14 instructs "the university to increase its resources and to allocate them as credits for operation, research, and equipment." But in the absence of an increase and diversity of resources, it is the share of research funding in the university budget that suffers.

Regarding the faculties' degree of autonomy in managing their finances, the by-laws stipulate their financial independence: "Within the university structure, each faculty has legal status and administrative, scientific, and *financial* autonomy, within the limits of the current by-laws" (Article 4, emphasis added).

The powers granted by the by-laws to the University Council (Article 68) are limited to "ensuring the proper management of the university: the amount of resources, their allocation according to priorities, assessment of results, and proposals to revise spending." These powers do not overlap with those of the faculties.

The by-laws allocate more significant financial powers to the president: "Manage the buying, selling and renting of university property. Present to the Council for approval the budget estimates and the management accounts of the *Central Organization* and those of related *faculties and institutions*, prepared by their respective services" (Article 83, emphasis added). The by-laws do not require the faculties and the other institutions at the same administrative level to submit projects for authorization prior to receiving funding.

The situation is different in practice: centralization of funding
Faculties and institutions must submit for review and approval to the Central Administration all projects that require funding. Given the high number of faculties, departments, and institutes as well as the diversity of disciplines, the completion of projects takes time and one can observe the

effect of "putting the brakes" on initiatives aimed to develop university life. "Most of the university services and units do not have an annual budget set by the academic authorities (deans and institute directors...). Funding is received on a project basis after the Vice-President, Administration has studied the sustainability of each initiative and authorized funds, subject to budget availability of the moment" (AERES, 29).

The process is highly centralized: "The financial service [of the Central Administration] executes the decisions of the Vice-President, Administration who has the responsibility to monitor the overall budget of the university and the expenditures proposed by the constituent units (faculties and institutes). Therefore, the budget is not allocated between the units and services, and they cannot know in advance their annual funding" (hands tied, dependency, waiting: piecemeal). Type of operation: "The financial service prepares various scenarios for the university budget (history, number of students, income from tuition, salaries), submits them to the Restricted Council after consulting with the president, who submits them to the plenary meeting of the University Council, which in the end adopts the budget" (except some amendments).

We can link this mode of operation (excessive centralization of the funding process) to the shortage of funds that prevents the assignment of autonomous budgets to the various units, to the reduced number of administrative staff in the faculties and the other institutions, and to the historical identity of the university whose ownership is traced back to the Society of Jesus.

Recommendations of the AERES report:

- "The need to strengthen the fiscal and financial policy" (32).

- "Develop a more rational budget organization based on a breakdown by unit, service, or project → encouraging fiscal responsibility of the different components of the university as a way to strengthen the sense of belonging."

- "The university should have a better financial management, generating information and indicators that would allow not only the planning of the annual budget, but also the financing of large multi-year projects (in maintenance, construction, equipment, et cetera)."

New and Ongoing Resources

- Development of the university's real estate assets through major investments such as the acquisition of land and the construction of new buildings.

- Other resources: the Berytech Technological Center, where firms are created and hosted for three to six months ($200,000 profit per year); the Health Technology Center under construction.

Recommendation of the AERES report: "To diversify funding sources by involving the socioeconomic sector (foundations, services. . .) without increasing tuition fees." Distribution: "greater [financial] support for research teams [the technical personnel and the resources available to them]."

Faculty: Status, Career, Evaluation, Promotion

*Status of the Teaching Staff at SJU[7]*

Permanent faculty members represent 20% of the faculty body (10% full-time and 10% part-time)—a very low rate when compared to the 70% of full-time faculty at AUB (whose operating

budget is, however, ten times higher than that of SJU, for a lesser number of students: 7,500).

The recruitment of faculty, the number of teaching hours allocated to them, opportunities for

promotion and retraining are proposed to the dean by the Faculty Council, based on the

recommendations of the sections. But it is the dean who appoints, promotes, or dismisses faculty

members or proposes decisions concerning them, subject to the powers granted to the president

by the university by-laws (Articles 21 and 70) (who can validate or not these decisions).

Teaching evaluations as well as faculty members' academic and career monitoring are also the

responsibility of the Faculty Council.

Evaluation and Promotion[8]

Student evaluations of teachers and courses are carried out online and teaching committees

analyze the results for each course. These results do not always affect the contracts of permanent

faculty since only in exceptional cases are contracts not renewed. Teaching contracts are

renewable every three years, so the option of dismissal is "rarely enforced, but possible."

The proliferation of the number of temporary instructors leads to structural problems in

the academic governance of faculties and institutes. One can advance the following hypotheses:

the majority of faculty members are not trained to be teachers; in the course of a program, certain

subjects are taught by more than one teacher, which leads to possible inconsistency in the

teaching of that material; imbalances in salaries ranging from one to three per course and for the

same level of competence; precarious situation of the majority of faculty members; and finally,

disorientation as well as possible academic dispersion of students. This situation makes it

difficult for deans and directors to manage all these variables in their relationship with teachers

and students.
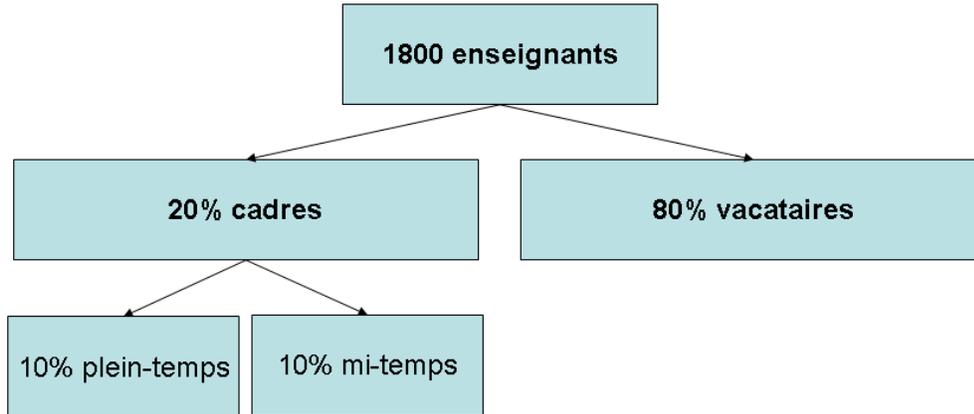
Figure 6. Status of SJU faculty members

Faculty: Curricula and Teaching[9]

The average rate of full-time faculty members is low. Number of students: 9,700, number of full-time faculty: 190. The rate is 1 full-time instructor per 50 students. If we add part-time instructors, the rate becomes 1 to 25 (but part-time instructors have less time for students). Nearly 50% of permanent faculty do not have a doctorate degree. Full-time faculty have excessive workload: five courses per semester, ten different subjects per year. They have very little time left for research. Part-time instructors (who receive $1,000 a month), who often have a second profession or continue their education (on a PhD level), do not have enough time to devote to students. The very high rate of part-time instructors (80%) makes "teaching teams difficult to coordinate" and contributes to the "heavy academic load for full-time faculty" (AERES, 14).

The AERES report recommends "clarifying the conditions and criteria of faculty recruitment, both in teaching and research." "The teaching staff efficiently fulfills the training

mission of the institution and provides support for students from their entry in university to their professional integration" (36). "The strong sense of belonging is due to the fact that 60–70% of permanent faculty are former SJU students—this incites them to make exceptional investments in supporting students," but the report recommends to "change [their] status to teachers-researchers so that time devoted to research is included in the requirements for service" (37).

Part-time instructors fall into two diametrically opposed categories: on the one hand, they are young university graduates with master's and PhD degrees who are at the beginning of their careers and hope to secure a good employment in the near future, and on the other hand, they are teachers, researchers, and senior professionals continuing (or having completed) their careers elsewhere.

Research: Importance, Policy, Funding, Publications

Importance

SJU's Charter grants (in Article 3) a prominent place to "cultural and scientific research necessary for the training of students and the continuing professional development of professors." It considers this activity as "the right of each discipline (faculty and department) to develop with the freedom to research" (Article 4), and gives "researchers role in gathering their teams and framing their projects" (Article 7). Despite this valorization, research remains underdeveloped at SJU. The AERES report indicates several factors that explain this:

- full-time permanent teachers represent only 10% of faculty members (for example, the Faculty of Science has only eighteen permanent teachers for 100 contract instructors and only half of them are full-time! In the Faculty of Engineering—thirty permanent for 165 contract instructors). They do not have enough time for research because of excessive

teaching load (five courses per semester and 220 teaching hours per year) in addition to the supervisory responsibilities that they are also called to assume;

- difficulty of access to funding;

- "the socioeconomic conditions of a country under reconstruction";

- the departure of doctoral students abroad weakens the university's research capacity;

- non-alignment of the content of doctoral programs with the projects and the new thematic orientation for research adopted by the university;

- lack of priorities and research topics related to the local context.

Policy and Reforms[10]

The by-laws (Article 112) favor a rather top-down management of research and grant the authority in this area not to each discipline, but to the Central Administration and to the "Research Council, which defines a general research policy in keeping with university priorities." This authoritative body accepts or rejects submitted projects and decides on whether to grant them funding: "The Research Council decides on the merits of a research project and the opportunity to create a research center emanating from one or more of the university institutions." Centralized bureaucratic decision making replaces the decentralized disciplinary decision making.

The current reform introduced six years ago established the status of the teacher-researcher (120 teaching hours per year instead of 220) and appointed a Vice-President, Research. The latter position has already been created; the former will be implemented this year. The evaluation of the teachers-researchers will be based on their productivity in terms of published research.

In 2006, the university established a general program of research topics (and funds those projects that comply), based on two unifying themes: the safety of individuals and populations and the environment and heritage. The AERES report found that these themes were too general to mobilize the teachers-researchers. Another mobilizing factor in our opinion is the openness and interest of SJU faculty to society and their region. Various personal research projects could be carried out, but they do not receive funding.

In 2002, in its strategic plan *SJU 2007*, the university set a timeline of five years to become a center of excellence in research and innovation. This goal was not achieved in the fields of exact sciences and engineering. Research in the humanities got slightly underway, but the conditions mentioned above have not yet been met. The current project of creating research laboratories in the new science and technology building promises to boost research in the natural sciences, health, and engineering.

Funding

SJU can devote only $800,000 to research projects approved by the Research Council. Grants are awarded to doctoral students. But these funds represent less than 2% of the overall university budget and therefore few projects from the faculties and disciplines receive adequate funding, although several tools exist (good libraries and updated documentation; human resources on site: PhD students and highly qualified temporary instructors).

Institutionalization

SJU has established eighteen research "centers" in all disciplines. All faculty who do research may join, but these centers do not have teams, technical or administrative support staff, or their

own resources. They do not produce an annual report of their activities and publications. And potential researchers have to contact their faculty if they want to apply for research funding. Therefore these centers are rather research platforms with the potential to be functional if the above-mentioned conditions were fulfilled.

Research accomplishments:

- The Academic Observatory of Socioeconomic Reality conducted a survey on the future of graduates and the emigration of young people. The Observatory pursues a new project in partnership with the European University Institute on the emigration of highly qualified young professionals.

- SJU was a partner in six European and Mediterranean projects (2006–2007).

- The Humanities campus (Scientific Research Commission) organized in 2009 a conference entitled Research Fundamentals.

Proposed solutions for research development (AERES, 37):

- develop a proper international relations strategy to facilitate the participation of faculty and students in international research programs;

- apply the status of teacher-researcher;

- set priorities on the basis of the interests of potential researchers in context-specific research;

- diversify funding sources by involving socioeconomic groups;

- create a structure that encourages the implementation of projects, programs, and contracts at the central level of the university (such a structure is currently being created) so that existing laboratories (in engineering and medicine) understand better the procedures necessary in responding to major international tenders.

Faculty: Space of Academic Freedom and Campus Life[11]

Students: Campus Life, Plans after Graduation[12]

Relationship to the National, Regional, and Global Context

Relations with the State

Having become a Lebanese university in 1970, SJU has enjoyed all provisions and freedoms that

Lebanese law grants to private universities in the country (non-intervention from the

government, total freedom of action): "Strong links with public institutions [the Ministry of

Education and Higher Education]. (Teachers participate in several higher education committees,

recognition of degrees, technical committee for authorization of new universities. . .higher

committee for monitoring the reform of school programs, et cetera. . .)." Leading figures in

Lebanese society are involved in the Strategic Council, but public organizations or

representatives of the business world are not represented in the University Council.

Relationships on Local Level

- With other Lebanese universities: good relations, but somewhat timid cooperation with LU
  and AUB.
- Partnership with foreign universities (mainly French): foreign faculty are "invited" for short
  periods of intensive teaching, and, respectively, SJU faculty are hosted in research units in
  foreign universities.

- Relations with the professional and socioeconomic sector (24): not represented in SJU's councils. However, the different faculties maintain close relations with the socioeconomic world through internships offered in businesses, schools, and NGOs. The socioeconomic sector is consulted on the content of training programs, but there are no established partnerships.
    - Role of the SJU Alumni Association: organizes the annual career forum; professional solidarity service (internships).
    - The Berytech Center (2002): relationship of SJU graduates with the business world (business incubator): 200 companies and 80 incorporated businesses.
    - Creation of a second Center for Health and Technology: development of medical and health sciences; partners: the Frem Foundation, Saradar, and the Sophia Antipolis park.
- Relations with the Lebanese society more generally, with the regions, and with NGOs
    - Opération 7e jour: social action oriented toward Lebanese society (the war in July 2006) → population in South Lebanon: civil engineering, health, social.
    - Opération 7e jour is structured and extended to the whole of the country (2007): a survey shows that 2,200 students are willing to spend several hours a week on this movement.

Relations with the Arab World

SJU is the headquarters of the Association of Dental Schools in the Arab world and the Association of Arab Physiotherapists. It is member of the Association of Arab Universities. (Has a branch in Abu Dhabi). It is also a member of the Agence universitaire de la Francophonie with

Egypt, Tunisia, and Syria. However, the AERES report notes that the SJU Communication

Service has not sufficiently developed a "communication strategy around the university's

objectives outside of Lebanon: weak relations with the Arab world."

International Relations

"SJU is well connected to international networks, which explains the expatriation of many of its

students to specialize or find jobs in Europe and North America." SJU is a member of the

Association of Jesuit Universities, the Association of French Universities, and the International

Association of Universities. It is involved in several Tempus projects (Tempus-Media): Europaid

(mediation; engineering; surgery; humanitarian action). It has concluded partnership agreements

with 150 universities and *grandes écoles* (more than two-thirds are French or French-speaking

schools) in twenty countries around the world: Germany, Belgium, Spain, France, Hungary,

Italy, Portugal, Romania, Switzerland, Cyprus, the Netherlands, Egypt, Ecuador, Syria, Tunisia,

the United States, Canada, China, Japan.

The AERES report recommends that SJU balances its partnerships with institutions in the

Arab world, Europe, and America, and stresses that the university has "a strong need of

international strategy for training and research." The application of the LMD system and its

features allows it to establish a "quality approach" that exists in European higher education.

ANALYSIS OF INTERVIEWS

Results from the Interviews with Students

I will highlight the additional research data provided by the students on the university's modes of

operation, their shared or divergent opinions, and their proposals for change. Each interview's

theme is indicated in the titles of sections and subsections. The academic level and major of each student is given in parentheses. Given the limited number of people interviewed, percentages have been ignored.

Admission Process and Choice of Field of Study

Students in the social sciences and the humanities reported no difficulties of admission to SJU: "it was easy." Almost one-third have received social assistance (a loan or partial exemption from tuition fees). On the other hand, most students in the medical sciences and engineering emphasized the difficulty of the entrance exam. This was confirmed by the dean of the Faculty of Medicine: "From 600 applications, we accept only the first 85 applicants with the highest results on the entrance exam and the 85th has an average of 15/20!" A French language test is required for admission to SJU, but one of the students emphasized the need for a test in Arabic in some disciplines such as law where the profession requires a good command of the language. He noted that "some professors speak that language poorly" and that "the other universities are more successful in this regard."

When it comes to choosing a field of study, the students' answers pointed to three types of motivations: a choice in anticipation of job opportunities, a choice determined by the student's interest in the field, and a choice by default when the student had not been able to access his or her preferred field of study.

Your University: Satisfaction, Complaints, and Response

Satisfaction

Most students complained about how heavy the programs of study were: "overloaded," "great pressure," "eight hours out of eight," "the credit system [LMD] even forces us to study in the summer to retake a failed course, instead of using the summer vacation to do an internship." Some complained of compulsory attendance to all courses or of "the very strict rules" on campus.[13]

However, for the most part students were satisfied with their university for various reasons: high-quality education ("excellent," "the best faculty in the country and even the region"), its good reputation in Lebanon and abroad ("prestigious," "if I had to, I would do it again"). Those who did not pronounce on its merits, appreciated the beauty of the campus: "beautiful university."

Complaints and solutions

Most students did not initially understand this question. Their responses ranged from:

- the lack of procedures for administrative appeal (all but one medical student mentioned this): "no rules [regarding this]" (law student);

- recourse to personal contacts "involving one or two administrative staff members and faculty. It's based on family and community: *ahliyeh bimahaliyeh*" (political science student);

- recourse to the student delegates, but most forgot to mention them and did not place too much importance on this position:

  o "he can go find the teacher" (medical student)

  o "no solution" (student in management)

  o "it's too politicized, we do not address them" (law student);

- one law student explained: "the administrative personnel is understaffed, one person is responsible for everything";

- "we are a small group and easy to manage" (political science student);

- "one to three weeks in advance, the students were informed with a poster that they could present their requests" (political science student).

Tutoring (Advisor) and Accessibility of Instructors outside of the Classroom

Academic tutoring

The responses to the explicit question of whether there was a tutor who would play the role of academic advisor showed that the situation differed widely from one faculty to another. Some faculties and institutes do not provide access to tutors strictly speaking:

- "No counselor, one secretary, she has to deal with everything" (pharmacy student).

- "One teacher only is responsible for the administrative follow-up" (political science student).

- "A position like this does not exist. One person is responsible to guide first-year students who have difficulties" (law student).

- "If I need to see the director, it's difficult to reach her."

Many faculties, including those with a large number of students, such as the Faculties of Management and Medicine, have a tutoring system, but the use of its advice and services is uneven. In Medicine it seems to work well: "All questions, all answers—to Dr. Walid." Management students downplayed the tutor's role: "each student has a tutor, few call on him, it's like confessional (*kerset al'i3tiraf*), it doesn't work. We solve the small problems. The dean—the major problems. As for political issues, the parties resolve them among themselves."

The Faculty of Medicine seemed the most advanced in this regard, distinguished by its more effective coordination system and greater openness to servicing and listening to students. It has a Student Affairs service, which manages all student issues and problems, and in addition the dean said: "We are a faculty that teaches French in an American system." Inspired by the American model, he has created several lateral academic committees whose chairmen he appoints; the chairmen, in turn, choose their members among the teaching staff. These committees connect all clinical departments: academic supervision committees, career management, programs, and evaluation committees (courses and exams) where student representatives participate. With this cross-sectional horizontal grid that completes the vertical structure, the Faculty of Medicine seems to have achieved a good balance in its internal governance and greater involvement of its stakeholders in the management of their affairs.

The students interviewed, with the exception of those studying medicine, said that most appeals and important requests have not yielded results. They gave several examples:

- "...a very bad teacher, all students requested that he be changed, for three years (and four before that), very negative evaluations, they never replaced him" (students in management).

- "Over the last two years there has been an increase in tuition fees, we haven't been able to reach the president; the teacher responsible for administrative management invited the vice-president to talk about it in class. He gave explanations, general answers, nothing has been changed" (political science student).

- "In five years we haven't been able to make claims, except for little things (course or exam schedules, the cafeteria), but for the more important things—program changes,

repeated complaints against some teachers—we haven't been able to achieve anything"
(political science student).

- "A classmate had to pass the exam during the second semester, but missed the exam, he had a sleepless night because of the clashes in Bourj Abu Haidar where he lived. The dean was to give him a second chance. The tutorial supervisor refused despite the force majeure. My classmate fell a year behind. No appeal or procedure" (law student).

Accessibility of teachers

A clear divergence exists in student views on the availability of teachers. Some said teachers were unavailable for appointment at fixed times, but also mentioned the possibility of establishing a personal relationship with them. Academic guidance, which is part of the instructors' obligations, did not seem to work explicitly or institutionally. No student seemed to know that permanent faculty are required to give them two hours a week.

- "The availability of professors doesn't exist. The relationship between teacher and student is very limited: we are in a French university tradition where there's a marked distance between teachers and students"; "the dean also teaches and is always on campus, but we can't see him. There is no delegation of signature to the secretary so that she can certify documents" (4th-year law student).
- "Instructors were available, but on a personal basis, it was not regulated [with a schedule], but personalized, friendly, whenever he could be there" (political science student, M1).

- "Here the personal relationship plays a negative role. This should be institutionalized. The secretariat and administration ensure the communication with the professors. There weren't specific hours devoted to students" (student in political science, M2).

Although the relationship with the teachers was not organized differently in the Faculties of Sciences and Health, students there did not ask for more and were satisfied with the relationship:

- "Teachers are available after class [at SJU there is a 30-minute break between classes], there aren't special office hours dedicated to us, the instructors are positive, open" (3rd-year pharmacy student).

- "Teachers, who are all doctors, are very busy except for half an hour after class" (5th-year medical student).

To my question if there was a difference in reaching permanent and temporary faculty members (contract instructors teaching only one or two courses), most of the responses were negative: no difference in accessibility. This can be explained as follows: since the teacher-student relationship is not formalized by office hours or appointments set in advance by the secretariat for permanent faculty, students cannot distinguish well the difference between the availability of permanent faculty and that of contract instructors (who are not required to hold office hours for students). Both are usually willing to answer student questions after class or, if the teachers are pressed in time, to postpone the questions until the following class. However, a political science student (M2) revealed an interesting exception when he spoke about the difference between the availability of permanent faculty and support for students in class and throughout their studies and that of non-permanent faculty who have neither the time nor the employment continuity needed to establish a lasting relationship with their students:

- "There are too few permanent teachers. Six (out of twenty-five) during the five years have worked with individual students to encourage them. The professor who teaches just one course doesn't have enough time, it's too fast, the student benefits from their experience, but without a follow-up. It's very different with full-time professors who follow our progress (*mutaba3a*) during classes and in the years of study. Permanent professors teach with continuity in mind for the years to come, not just for one course."

Student Participation in Decision Making and Teaching Evaluations

The respondents unanimously confirmed that students do not participate in the university's decision-making process. They denied ever having been consulted on anything. Opinions were divided on the role of the student representative: some argued that he was not consulted, others thought that he participated in the Faculty Council, but that he did not update students on the outcomes. His scope of action is limited to the scheduling of exams, room changes, and other similar minor issues. Those who have been elected members of the student association and who could meet with the administration confirmed this opinion as well as the lack of role for their organization. Others explained this by a "parish" mentality (*ra3awiyyé*) of power where the community only has a passive role:

- ". . .this is badly missed! We've never participated, we're not consulted. Example: the parking lots in the new buildings, we side with the Association against payment. They don't listen to us" (5th-year medical student).
- "We aren't consulted about anything: neither studies nor programs, never in three years!" (student in management).

- "This role was played by the class representative rather than the Association. I think he participated at council, but nothing on the results. I don't remember any consultation or referendum" (student in political science, M2).

- "We were never consulted about anything at all, no general meeting. The delegate isn't consulted, he doesn't unite us" (law student).

- "As a student, I didn't experience that and the association didn't have a role on that level. The power to make decisions was personal, and in the hands of the director. His management style was parochial (*ra3awi*) and was an obstacle to the effective participation of students. Our participation only happened through personal relationships."

As part of this question, and without me raising this point, several students spoke of their role in evaluating teachers, which they perceived as a form of participation, albeit indirect, in the decision-making process: that of keeping or replacing a teacher. Although most of the respondents admitted to not correctly completing the mandatory evaluations because of the complexity of the procedure (ten courses per semester to evaluate before exams, thirty questions per course), several justified not taking this seriously with the lack of tangible results or effects from their evaluations:

- "They do not take our advice, but course evaluation is mandatory, the system has been increasingly perfected. We participate only through this assessment" (medical student).

- "Our only involvement is indirect through the course evaluations. But [they're] too long—ten courses, thirty questions. [It's] required before the exams, we do it mechanically. . .carelessly!" (pharmacy students).

- "No evaluation of permanent professors, even to replace them, I don't think there is. Only professors from other universities and other countries sometimes demanded an evaluation of their courses" (political science student).

- "Course evaluation took place only once, at the end of 3rd year. Some professors took the initiative for their courses" (political science student).

- "Course evaluations: *mintakkis 3al hebbéleh* (we are pressing buttons in the dark). We don't even read them, it's too long. Except for one professor, excellent, I gave her very good evaluation! By the way, it doesn't have any results, like that professor who's had only bad evaluations (for three and four years before us), and he's still here!" (management students).

Campus Life

This information comes from the interviews with students from the three SJU campuses in Beirut. The campuses will be referred to as: "Huvelin" for the Social Sciences campus (home of the Faculties of Law, Political Science, Economics, and Management), "Medicine" for the Medical Sciences campus, and "Humanities" for the campus of that name.

Social place for students, relationships

Most students enjoy the social and community diversity of their university, the opportunity to meet students from other religions and regions, which allows them to expand their social relationships and build a new friendship base for their future professional milieu. A minority of non-Beiruti students from rural communities and different regions found a particular social climate at the university, confirming the idea they have had about SJU before getting there: the

climate of *mutafarnijah* ('Frenchified' Lebanese families) with the visible signs of wealth (cars, brand-name watches, neat clothing):

- "It's a place for socializing, great diversity. It allowed us to know many religions, many regions, many cultures. When we want to do something fun, we come to the campus"; "diversified mentality, all regions" (Medicine campus).

- ". . .[it has] expanded my social relationships. I found my medical community. A network of very strong friendships" (Medicine campus).

- "Very positive social diversity: 30% Muslims, 70% Christians. Enriching diversity, but the political actors channel it differently" (Huvelin campus).

- "I have established friendly relations with some students. Socially we found ourselves among a lot of people with the same political leanings" (Huvelin campus).

- "Parking gives an idea of the social level. Climate of Frenchified families (*mutafarnijah*) in Lebanon. At the student association I discovered that many students couldn't pay for a particular activity. I've benefited greatly from the Social Service" (Huvelin campus).

Although I did not so much as pronounce the word "politics" or discussed the idea, all students denounced the negative effects of political divisions on the climate and social relationships on campus. Huvelin seemed to be the most affected, while the Humanities campus has been spared, maybe because the majority of students there were women. The divisions are more political than community-related, and reproduce those of the country. SJU is similar in this regard to other Lebanese universities. Some more politicized students noted that the "Christian right" was dominant on their campus, and even attributed to the university itself a clear political line, visible through the "photographs of leaders," allowed or not, and in the "the political orientation of some of the supervisory staff." Other students acknowledged the existence of these

trends, but regretted that they entailed such partitioning and sometimes hostility that some female students wished to ban politics on campus altogether:

- "Politically, it was a hostile environment for me, it didn't feel right. Not all political trends are represented, mostly the Christian right. They looked at me askance, had nicknames." "There are more conflicts here than on the other campuses (there are campus security guards), the political tension in the country is reflected here." "The different political currents are very active. Young people are very influenced by the discourse of the political party to which they're affiliated. This year they prohibited partisan political activities" (Huvelin campus).

- "Despite the intense political differences, there's always room for friendship. There's no physical or verbal violence, no fanatics"; "everyone holds on to their political opinions, there are clans, divisions, we no longer speak to each other except to say hello, no debate. We should ban elections at the university, it prevents mutual understanding." "This is a social place, but divided politically. The great divisions are Dahieh, Ain el-Remmeneh, Rabieh and Tariq el-Jedideh [in other words: Hizbollah, the Lebanese Forces, the Aounists or Tayyar, and Hariri's party]" (Medicine campus).

The culture of your fellow students

The theme of students' dominant culture was understood in a variety of ways. Some spoke of the social culture of students' place of origin. Others assessed the cultural level of students in the sense of: "Are they educated or not?" Still others touched on the cultural climate of the university in the sense of dominant values.

Students from different campuses described the dominant social culture of the students' place of origin as that of a Christian bourgeois milieu, Frenchified, rather rich spoiled children from Achrafieh [a Christian neighborhood in eastern Beirut]:

- "The dominant culture is that of Ashrafieh, of '*papazat*' (Arabized plural noun meaning guys who flaunt their possessions)"; "Christian right culture. At Huvelin, students are often spoiled kids. Dad is a lawyer or a politician, or a great economist. Rich."

- "It's a very conservative culture. Its legacy is francophone, Francophile, and arabophobe in the sense that students and also teachers strictly avoid speaking the [Arabic] language. The monopoly was broken when people from other social circles were admitted to the university, but the culture remains elitist and bourgeois. The dominant social culture: a parade of clothing, consumption patterns, cars. Ostentatious, sometimes aggressively: showing off."

Students' cultural level is judged by their knowledge of French and their openness to other cultures. It appears that francophone students equate "speaking French with being cultured." This implies the tacit inverse equation of "speaking Arabic and having low culture," or even the in-between equivalent of "*taksir* (speaking French badly) and having a low cultural level." The most prestigious sources for this culture-language valorization are the reputable private schools in this environment:

- "The level of culture is limited. Half have good level of French, the other half, low. Cultural differences are accepted, the mentality is very diverse, all areas"; "this is the culture of the French college/the Nazareth French system. Others speak *taksir* French [broken]."

The cultural climate of dominant values at the university was described in dichotomous terms: a partisan political culture that creates divisions and unproductive conflicts among students. This clannish political culture is countered by SJU's preference for individual over collective freedom of expression. One value is shared by all: success.

- "The political culture dominates the campus, freedom of expression exists. This freedom of expression is individual because the university doesn't favor freedom of collective expression. They banned political meetings. . ."

- "Political divisions, clans. One point in common: success."

Membership in nonacademic clubs, social activities

The tradition of Anglo-Saxon universities of student clubs does not exist at SJU or in the other universities that follow the French model. Rather, student associations in the various faculties organize recreational activities for students, especially during election times. The political organizations to which some students are affiliated also contribute by helping financially. At least, this is what some interviews revealed, but there is no way to verify this information. Some students claimed that they had voted for those who offered the best yearly program of free events! Sports clubs exist on all campuses, but course and program overload prevents the students who have been in the habit of doing sports in secondary school to continue beyond first year in university. Students pointed this out with regret:

- "Going out, parties, relations with students from other faculties. It's not exclusive. Relations off-campus. There is a sports club, I went the first year, but then didn't have the time. In third year one student out of sixty participates in the club! Student associations organize social events two or three times a year, around holidays" (Medicine campus).

- "Sports club. Religious activities with the church. Political parties organize activities, events. They are competing, students choose those with the best programs"; "I don't participate in any extra-academic activity. I have my friends outside [of the university campus]. There's a sports team, but we don't participate. It's very individualistic, small groups. It's not very organized" (Huvelin campus).

Several students mentioned other aspects of the cultural, scientific, and civic activities on campus: "conference-debates on [the themes of] the national hero, human rights" as well as "the massive participation of SJU students in national events between 2002 and 2007 when their grievances were political and national. Students were interested not in their student condition, but in the national movement. We went to the demonstrations" (Huvelin campus).

Examples of Problems Facing Students and Their Solutions

The interviewed students reported only those problems that have not been solved. That is maybe their definition of "problem." It is very possible that there were problems that have been resolved, but the students did not mention them either because they were no longer problems or because they have forgotten about them.

Problems of clan-like political divisions

- "A major problem is the political division between students, they no longer speak to each other during all the years of their studies, they divide into clans. At most they greet each other, say hello. That's all, a shame!" (female student in pharmacy).

- "On the occasion of the commemoration of 'Ashura, Hizbollah students wanted to invite a sheikh to give a lecture comparing the passion of Christ with that of the martyrdom of

Hassan and Hussein. Students of an opposing party mobilized against them forces external to the campus. The students didn't follow. The administration intervened and prohibited outsiders entering the campus. The conference didn't take place" (medical student).

- "During the past four years there have been two or three serious clashes on campus. The department lacked rigor, it was enough to expel one or two of the students involved. Since the establishment of the system of legal recourse, students have been expelled for physical abuse. Recently one student seriously assaulted another. He opened criminal proceedings. The trial was done well, in accordance with legal procedures. But it wasn't transparent: the administration didn't announce the verdict" (law student).

Problems in academic management

- "A fifth-year student had to travel just before the exams. She asked permission to present her written and oral thesis before leaving so she doesn't fail the year. The secretary didn't even receive her request; she told her: 'I don't have the time to think about your question'!!" (female students in pharmacy).

- "We have very little influence, only on questions related to the cafeteria! There's a course that prepares us for an internship, twelve credits, it costs $1,300. We've made repeated requests to lower the price, to cancel it because it's useless. To the Association, to the [student] delegates. No answer. We were told: 'In any case you have to pay the $1,300, they're included in your tuition'!" (student in management).

- "The great current dysfunction is the application of the LMD system. In law there aren't interchangeable materials because the way the discipline is designed is very rigid.

Implementing the LMD system in it doesn't work well. We could be blocked by a minor subject, not be able to advance in the subsequent subjects, and fall behind. It should be reformed to adapt to the discipline" (law student).

Lack of knowledge of the by-laws and student rights

- "A law student asks to apply the by-laws and review his exam grade with the professor in the teachers' room. He was able to review his grade with the professor. We didn't know this" (law student).

- "It was an exam to be submitted by email for a three-week intensive course. I had a very bad grade, catastrophic. I didn't understand why. I asked the professor, he didn't respond to my request. I didn't follow up because I didn't know what to do. There isn't a form I can fill out" (political science student).[14]

Conclusion: Strengths, Weaknesses

I have grouped the strengths and weaknesses of the university, which the students listed at the end of the interviews, and which summarize their views.

Weaknesses

- "School system: too crowded."

- "Our participation is low, our opinion should be considered!"

- "The criteria for student exchanges abroad are unknown."

- "Administrative work is dominated by personal relationships: lack of personnel."

- "The departmental administration is short-staffed."

- "The dispersion of the campuses weakens the university because student life is compartmentalized."

- "The political division."

Strengths

- "Excellent university in terms of training. Solid education."

- "There're very good top-level professors: good relationships between students and permanent professors."

- "Prestigious, known abroad. The name, the reputation."

- "Better than the other universities (Holy Spirit University of Kaslik, the LU), but behind AUB."

- "The university administration gives the image of a strong and solid administration, but I don't know where the offices are."

- "Friendship, humanity."

- "I love my university."

Results from the Interviews with Faculty Members

The main themes from this set of interviews focused on the influence of university governance on faculty members' careers, promotion, and salaries; on their academic activity: training, teaching, and assessment; their participation in the governance of the university and their faculty; on the place of research, their opportunities to do research and to take part in scientific activities; on their academic freedom and life on campus; and, finally, on examples of problems they are facing in their relationship with students and the administration. I followed the order in the SSRC

project's questionnaire to allow for a comparison with the results from the other university case studies. Simply put, it is a question of knowing how faculty perceive, react to, and participate in the governance of their professional, academic, and scientific (research) career, and if they enjoy academic and personal freedoms on campus. The interviews shed light on some aspects of these issues.

SJU's internal organization does not follow a classic bureaucratic model and leaves much room for personal initiative for those in position to make decisions, while at the same time subjecting them to a network of consultation and hierarchical controls (project management, validation of decisions by the Rectorate, prior authorizations, half-yearly reports to the deans). The by-laws codify the behavior of the different university actors, but they do so in broad terms and leave room for initiative and action within the departments. This diversity of practices limits the scope of the interviews with the teachers. Presented here are non-generalizable examples, which nevertheless allow the advancement of several hypotheses.

Governance of Faculty Careers, Recruitment, Promotion, and Salaries

Teaching at SJU is regulated by faculty by-laws, which reveal the following characteristics. The career of permanent faculty members, whatever their rank and seniority, is not legally stable and their contracts are renewed every three years. Unlike the administrative staff who are legally stable, the "permanent" academic is an occasional employee who every three years faces a possible end to his or her contract. Even if many attest that this happens only rarely, the interviews reflected the teachers' concerns and their feeling of precariousness. Whether to reinforce teachers' performance (never certain to be at its maximum) through the possibility of dismissal or to strengthen team spirit and sense of belonging to the institution through a stable

career—the university administration has opted for both solutions! The first is legitimation of career instability for faculty members and the second is legal stability and rootedness in the institution for administrative personnel. The job market allows this situation to happen: the numbers of top-level graduates are increasing in a country where this is the main sector of production. Several faculty members mentioned the fierce competition in the higher education market where, because of the proliferation of academic institutions, the customers most vied for are not the teachers, but the students. If we add to this that the budget allocated by the Central Administration to each university unit (faculty, institute, or school) is the balance of revenues (fees paid by the students) and expenses (salaries for permanent faculty), one can understand that "small" units (which are the most numerous at SJU) are still in deficit, given the insufficient numbers of their student populations. Following this accounting logic, it would not be surprising if permanent faculty at SJU were to assume that they are not profitable enough for the university that has recruited them, or that their positions could be eliminated for lack of means, or that they are paid a salary that their institution cannot afford.

Career, recruitment

The time necessary for a promotion to a permanent status, given equal educational qualifications of the candidates, varies from one to eight years, and in all cases it is the supervisor, director, or dean who makes the request:

- "I've been a teacher for thirty years, it took a long time to get a contract position, eight years. The dean saw my involvement in the West Zahlé during the war, so she gave me this part-time contract" (law faculty member, secondary school diploma).

- "My supervisor at UNICEF recommended me to the Social School. At first [I was] a temporary hire, one year later, a part-time employee, and full-time during the second year without finishing a doctorate. After nine years, in 2004, [I was] named head of the department by the director of the school. In 2010, [I was] voted director by the teaching council, the president blocked [my nomination] because [I didn't have a] PhD." "Despite the fact that I'm a full-time teacher, I keep my job as an expert outside [of the university], our contracts are for three years, renewable, but without any guarantee. This alleviates the university. This is not a charity case. But there isn't visibility or a career path. The university keeps its long-time staff, but [they are] a minority" (faculty member at the Social School, Master's level II).

- "Twenty years at the University of Kaslik, and then sixteen years ago I came to SJU, I was offered [to teach] courses and then permanent status, while pursuing a scholarly career. I sometimes presented the names of people, and someone had to introduce me. The implicit criteria to get permanent status: work in agreement with your immediate supervisor, correctness, do your job well. Good student evaluations" (faculty member in the humanities, doctorate degree).

Promotion of faculty

The by-laws of the faculties regulate the promotion of teachers, and outline five academic ranks: assistant, lecturer, senior lecturer, associate professor, and professor. Formal criteria correspond to each rank: required diplomas, master's or doctorate (for the latter three levels), a number of published research, and a number of years of education. The by-laws place teachers in a position of equality, but how do things work out in practice? The interviews revealed several exceptions

to the rules—examples that the respondents related either from personal experience or from having witnessed them happening to their colleagues. It appears that the higher hierarchical level can lead to deviations from the general regulations, for reasons that are not explained. The concerned faculty members seem to have internalized this unwritten rule, which prevents them from discussing this publicly, and from asking why. At most, they can talk about it privately with their immediate supervisor who often refuses to take responsibility and to intervene. This is summed up in one of the examples reported by an associate professor who has the qualifications necessary for promotion to the level of professor and has not been promoted, but has witnessed premature promotions of colleagues who did not meet the three requirements:

- "In the three examples I mentioned the teachers were promoted to a higher rank even though they didn't fulfill all the criteria required by the by-laws. One of them who was hired after me in the department and fulfilled fewer of the requirements than myself (seniority, published research) was promoted to professor before I was. I asked the question to the head of the department in an informal manner (I don't like formally asking the questions); I was left with the impression that it [the decision for promotion] was at random, that there weren't real criteria. He repeated to me the conditions required and said that 'the three [people] you mentioned didn't meet [these criteria].' It's not like the state structure. There are written rules here, but it's not these texts that do the management. Already after three years you may lose your position, there're very few permanent faculty, you want to keep your job and you don't want administrators on your back. So you tell yourself that it's not worth the trouble."
- "Each person has their own story, [there's] no general rule. The criteria are not related to the competence of the teacher, it's the opinion of the supervisor that counts, the affinities:

you want to have a team with which you're comfortable working. The real promotion is not the rank, the academic level of the instructor, but responsibilities in the department, in the dean's office."

Faculty remuneration

Faculty members unanimously agree, and administrators concur, that salaries are low and insufficient to meet the needs of an upper middle-class family, to which the majority of faculty belong. Moreover, it seems to most that salaries remain rather fixed because there are no salary scales or regular increases known in advance. Many teachers are aware of the constraints of the market and competition, they recognize that higher tuition fees would result in a loss of enrollment, and a drop in university income.

- "What we receive as permanent faculty is not enough to live off. The salary doesn't follow a known progression, according to known criteria. Raises aren't predetermined. Never in the staff room have we talked about it. The inadequate salaries oblige us to do other work."

The other faculty members repeated the same thing, explaining how this affects their work and research, in particular:

- "We are among the most poorly paid faculty. We must do unaccounted work outside of our work hours. The result: teachers lack energy, don't do research."

- "Four years ago they introduced costs for transportation. But the salary remains a secondary income. Medical insurance has a fairly low rate."

Faculty Members' Academic Status (Training, Teaching Load, Flexibility) and Level of

Participation

Teacher's training

SJU faculty members have a strong incentive to continue their disciplinary and pedagogical development necessary as condition for their promotion: further specialization for those who are still assistants or lecturers, the creation of the University Teaching Diploma (UTD) for those who want to improve their teaching skills. The interviewed faculty members revealed the diversity of this practice, some regretted not qualifying for brief stays abroad to recharge their batteries, or even wished to sign up for the seminars that foreign faculty have been invited to give as intensive training to SJU students:

- "The atmosphere is good for teachers' self-training. Many come to train as teachers as part of the UTD, more in medicine than the other branches of the social sciences. We're currently training instructors in small groups" (faculty member, the Humanities campus).

- "Throughout my career, continuous self-education: *Diplôme d'études supérieures spécialisées* (DESS[15]) and Master II, now I've resigned from the department to devote myself to the PhD. I continued my education at the same time as teaching" (faculty member, the Medicine campus).

- "It's very important to be in touch with the universities in France, to take a few courses, be aware of new methods, our courses are outdated. They have a budget to bring teachers from France to give seminars, it'd be better if the Lebanese faculty who teach the same material work with [their French counterparts] and attend the courses" (faculty member, law, Huvelin campus).

- "Ten years ago when the university required a doctorate degree for a promotion to permanent faculty, teachers were pushed to continue their education."

Teaching load and program flexibility

The faculty members did not complain about the heavy teaching load or the number of courses (the highest among universities in Lebanon), but many considered that academic labor demand is quite heavy (meetings) and did not leave them enough time to pursue activities outside of the university—something that many teachers are forced to do to supplement their income. Despite the fact that the by-laws do not allow full-time faculty to hold another job outside the university, the administrators are forced to turn a blind eye to this.

- "The by-laws don't allow working another academic job [this respondent works as a supervisor in a high school in the mornings], but they're aware of the need, otherwise nobody would stay. Often, the demand of academic work is too much—permanent meetings—but on the other hand, it's nice. All those who teach are invited to participate, the contract instructors too."

- "Twelve hours of teaching per week with the ECTS system. As department head, I didn't count my hours. The faculties prefer to have fewer permanent instructors to bring new people, fiscally it's less costly."

Regarding the flexibility to modify, adapt, or change programs, opinions and practices vary and are often contradictory. Some complain of the lack of flexibility, others of too much flexibility, still others understand that the current changes are due to the introduction of the LMD system. Nevertheless, they understand that the university's "excessive" centralization prevents any changes in teaching subjects without the University Council's consent and the president's

approval, especially in smaller faculties and institutes, perceived as less independent than the great "fiefdoms" (Medicine, Law, the School of Engineering):

- "We might have worked for a year to develop a curriculum, but it's enough for a new director to come in, discard it, and do another."

- "Increasingly, there's now a greater centralization, there's no possibility to change the subjects without the approval and validation of higher authorities. But there're fiefdoms (Medicine, Law, the School of Engineering) that have preserved greater autonomy of their programs than smaller institutions that are aligned to the LMD system, centralized."

- "The programs are often reviewed by the various committees of teachers, it's a collegial work. We have reviewed them because of this professionalization requirement. Many have left [their specialization did not fit the new program]."

Participation in decision making

Participation of faculty members in university governance does not go beyond the faculty, institute, or school. Teachers' scope of action extends to the election of their delegates and section presidents and, in particular, participation in academic tasks such as adapting and changing programs of study, introducing new branches, et cetera. Their participation in academic tasks varies according to faculty and to the dean's management style, which is his personal brand in the exercise of power. Participation may be limited to the elected delegates working in the Faculty Council, in small committees (Faculty of Medicine, Political Science), or it can mobilize all permanent faculty of the department or institute working in teams (Law, the Social School). In more innovative faculties, participation in academic life can extend to all teachers, permanent or on contract (Educational Science)—a very difficult task that requires great skill and know-

how on the part of university officials, given the precarious status of temporary instructors and their marginality within the institution. It is not the faculty that makes the final decisions, but the University Council, which gives its opinion, and the president who finally decides. So the extent of teachers' participation depends on the deans' ability to manage and their management style rather than the by-laws. The following quotations from the interviews reflect the different ways in which teachers participate in the academic governance of their faculties:

- "Department heads propose curriculum changes to the Council, which, if it accepts them, will have them validated by the higher authoritative bodies. A new administration can reject these curricula and propose new ones."

- "Since the introduction of the credit system, we've had several meetings to adapt this system. We do the proposals, the University Council makes the final decisions."

- "For all decisions concerning the faculty, courses, all faculty members, all those providing courses are automatically invited. Many participate. It's very open, the dean's presence is felt, she's the host."

The Place of Research and Opportunities for Research

Although all teachers value research, most complained of not being able to pursue it along with teaching. The reasons vary: either because teachers have been integrated in a department where their discipline is marginal or, and this is the case of the majority, because their family responsibilities oblige them to pursue a second job, or because the university framework does not help them fund their research. Some teachers blame the heavy load of academic tasks that leaves little time and energy for research. The only category of teachers who actively pursue research projects are those who continue their academic training while teaching in order to increase their

chances of having a full-time position, of moving to a higher rank (lecturer, professor) for which a doctorate is required, or to have a chance to become directors or deans. Scientists and doctors put great hope in the construction of the Technology and Health Center, which will allow them to access well-equipped research laboratories and to have funds for their work (according to the interviews with the Vice-President, Research and with the Dean of the Faculty of Medicine).

- "For me research is to enrich our teaching, our courses, our methods. In my department, my law colleagues do research and publish in the journal *Middle East–Legal Studies*. I'm not involved (I'm from another discipline). I'm not in contact because it's another faculty" (faculty member in economics, Faculty of Law).

- "No funds allocated to research, sometimes we have external funding (the Ministry, joint projects with the School of Social Work in Switzerland), SJU's Research Council only gave minimal funding. We paid assistants (students and contract instructors). I did it on my own time. We stayed until ten at night. No one recognized or validated this work, my only reward—the publication in Switzerland. I did this research while I was working on my master's thesis and ten hours of administrative work. We worked fifteen hours a day. It was impossible to concentrate. I was two years behind submitting my thesis!" (female doctoral student and faculty member, the Social School).

- "We don't have a scientific publication, but we have to publish externally. I don't have the time to review my work for publication. We don't know how to turn a report into a publishable text. We don't have a sabbatical year. No time to attend an external conference. We have to do it on our own time and assume the costs."

- "I've launched two action-research [projects]. It's heavy. . .[I] recruited master's students and volunteers. This is for fun, whether they pay or not. Fifteen years ago, there wasn't

that much research. The Research Council invites us to submit projects. There're two filters: the Campus Research Board selects the ones that fulfill the conditions, sends them to the Council, which approves them or not. There're three or four ongoing projects. We don't discuss this. They pay almost nothing. One effective working hour in research is accounted as twenty minutes. So they pay 16,000 Lebanese pounds for one accountable hour of work! Report every six months. We must plan everything in advance. There's no evaluation commission" (faculty member, the Humanities campus).

Academic Freedom and Campus Life

All faculty members highlighted the atmosphere of academic freedom, freedom of opinion, respect for everyone's work. A few, more critical, teachers saw this as a form of withdrawal due to the shortage of jobs, precarious contracts, and the system of contract instructors that introduces a large gap in the academic body, reducing permanent faculty to a financially privileged minority, threatened nevertheless by newcomers who are numerically in the majority and whose flow is constant:

- "a culture of individual freedom pushed to individualism: every man for himself. Everyone is busy with their own projects. No corporate culture. No professional order to defend our interests. The reason for this: the three-year contracts, one risks losing one's job. The positions elected by the Faculty Council are few: dean, director. The other positions are appointed."

Faculty members noted the lack of community life on campus and seemed to regret it. Some attributed it to the culture of individualism. The most perceptive among them attributed it to the structure and functioning of the academic body itself:

- "Ethically, the team of teachers is impeccable, very rigorous, shows much humanity. But social life among faculty members is quite individualized. We studied together, we know each other. A dinner, a medal ceremony" (female faculty member, Huvelin campus).

- "There are teachers, but not an academic body. We are not a community, but a number of teachers. We don't know each other. There's no space for reflection on our profession, our situation. When we meet, no formal framework to talk about it. Rarely raised [issue] in the Council. It's a form of self-censorship. The rules of the game are already there, we enter [into the system], we adopt them" (female faculty member at the Medicine campus).

According to some teachers, the situation of the students is not very different: no community, no feeling of belonging, but they do not make the connection between the two categories as if teachers and students are not together in the same classes and on campus, with the advantage for faculty that they remain longer with the institution and have a virtual monopoly of speech and discipline:

- "The big problem for students: participating in the life of their institution, their faculty, the feeling of belonging doesn't exist. They come just for the degree. Few people want to belong" (Medicine campus).

- "People feel at home. We meet in the cafeteria. We have lunch together. Much friendly feelings with the people from the humanities, geography. But it's only the cafeteria, no campus life. The number of people I meet is limited. Maybe it's because of the [campus] architecture. We can't run into each other because there're elevators and the cafeteria is very small. The architecture and the system of contract instructors prevent community life. If it weren't for the prestige, they would have left, they get paid less than if they gave private lessons! The directors could bring us together, but they don't. We used to create

workshops, but it happened so rarely. I wish things got stirred more often, we don't have the opportunity" (faculty member, the Humanities campus).

Problems between Teachers and Students and Their Solutions

Faculty members took their time in responding as if the question was not to be asked or that there were no conflicts.

- "An instructor who was in conflict with his department head used his students to stir up against the department head (heckling, complaints, protests). There wasn't an ethical body to judge the situation. No appeal possible. The supervisor discussed with one and the other. The matter was settled."

Discipline problem with a student:

- "Four or five years ago. One girl chatters all the time, throws a pencil. I sent her out of the classroom. Her father—a big lawyer. He intervened with the dean. The dean intervened to inquire discreetly. I reintegrated her in the class provided that she behaves well. She got good grades."

Conclusion: Strengths, Weaknesses

Strengths

- "We have very good written rules, by-laws, generalized, legal."
- "No written procedure."
- "Freedom to those who are newly appointed."
- "Teachers enjoy flexibility, autonomy, freedom, creativity."
- "Collegiality. Involve everyone. Invitation to all."

- "Generosity on the part of those in management positions."

Weaknesses

- "No real control of teaching and teachers."

- "Low salaries: the economic situation doesn't allow increase in tuition fees. Teachers are overworked."

- "The institution grows at the expense of people."

Results from the Interviews with Administrators

Four administrators were interviewed and a fifth was consulted: two deans of faculties (Law and Medicine) and the Vice-Presidents of Administration, Research, and Academic Affairs. I will proceed as before by noting points of agreement and divergence raised by the respondents. The opinions of deans, who are faculty administrators, differ from those of the vice-presidents, university administrators.

Deans

The interviewed deans affirmed that the by-laws give them a large degree of freedom in managing their faculties academically and administratively. The Dean of the Faculty of Law underlined the "good functioning of the system in place and the consultative and democratic organization under the leadership of the Faculty Council. The election of section heads by faculty members and plenary meetings of teachers, if necessary." It is the literal application of the faculty by-laws.

Conversely, the Dean of the Faculty of Medicine explained that the by-laws give him the freedom to innovate in the organization and administration of his faculty, which "he does following the model of American universities." He explained how he had set up cross-sectional services (student affairs services, evaluation, academic, and exam supervisory committees), which manage horizontally the academic departments and bypass the "ineffective," according to him, vertical structures. The faculty works like a mini rectorate: the dean (as president) heads the cross-sectional committees, with the help of the vice-dean and the committee chairs appointed by him. The group functions like a restricted board in a presidential system. The Faculty Council consisting of the heads of departments elected by faculty members, continues to meet, but the power is in the hands of the restricted council, which consists of the chairs of the committees appointed by the dean who explained: "We teach in French within an American system that I gradually put in place adapting it to our needs and with our capabilities."

Interviewed administrators noted the lack of financial autonomy. Both deans complained of not having a direct access to funds, the length of the procedure in funding their projects: "We can't dream, imagine, there's control at all levels. Disinterest, routine, we don't get a follow up on the projects, we abandon them." One criticized the excessive centralization, which increases the administrative burden and slows the process of decision making at the Rectorate. The weak financial donations could be explained by the lack of "culture of belonging among alumni" and should prompt the university to "develop private investments."

Despite this critical evaluation, the deans considered that SJU's strengths far outweigh its weaknesses:

- "For 125 years it has resisted all events and wars."

- "Center of excellence, high level and quality of education. Very strong selection."

- "Strong institutional spirit."

- "Attractiveness as it is much cheaper than the universities of the same rank."

- "Strategy of continuous academic development following the latest international trends."

Vice-Presidents, University Administrators

The Vice-President, Administration, Vice-President, Research (both interviewed), and the Vice-President, Academic (consulted) described SJU's governance as a model of "representative democracy, from the foundation [departments within faculties] to the top [the president], through the faculty councils and the University Council, in a hierarchical pyramid where each entity elects its representatives to the higher instance."

The administrators stressed the importance of "greater coordination at all levels of the services involved, from bottom to top and top to bottom, to ensure greater participation in the administrative, academic, and financial decision-making." "The coordination takes place on three or four levels: a steering committee [for each campus] consults a commission of experts, which varies according to the nature of the project" and sends its explanatory reports to the Vice-President. There is quite a bit of back and forth between the faculty and the Vice-President's office to make amendments to the project. "The respective vice-president, after consultation with the president, makes the final decision."

The administrators recognized the drawbacks of the system: "the slow time it takes to make a decision [three or four months], which delays the implementation of projects" and the "high level of centralization," which restricts the faculty's margin of autonomy in managing their daily business. This centralized vertical structure "has a partitioning effect between faculties and institutes, it doesn't allow each faculty to follow what's happening elsewhere, in other faculties."

Notes

This paper was written in 2011.

1. See sections "Results from the Interviews with Students – Campus Life" and "Results from the Interviews with Faculty Members – Academic Freedom and Campus Life."

2. See the section "Results from the Interviews with Administrators."

3. During the process of appointing deans, the president presents two or three candidates to the respective Faculty Council, which elects one of them.

4. See the section "Results from the Interviews with Students – Tutoring (Advisor) and Accessibility of Instructors outside of the Classroom."

5. See the section "Results from the Interviews with Faculty Members – Faculty Members' Academic Status (Training, Teaching Load, Flexibility) and Level of Participation."

6. See the section "Results from the Interviews with Faculty Members."

7. See the section "Results from the Interviews with Faculty Members – Governance of Faculty Careers, Recruitment, Promotion, and Salaries."

8. Ibid.

9. See the section "Results from the Interviews with Faculty Members – Faculty Members' Academic Status (Training, Teaching Load, Flexibility) and Level of Participation."

10. See the section "Results from the Interviews with Faculty Members – The Place of Research and Opportunities for Research" and "Results from the Interviews with Administrators."

11. See the section "Results from the Interviews with Faculty Members – Academic Freedom and Campus Life."

12. See the section "Results from the Interviews with Students – Campus Life."

13. We must remember that the university education system in Lebanon, and especially at SJU, is modeled on the French public system where the number of subjects per semester often exceeds eight (four in the American university system). If the public education system in France aims to lead its graduates to full employment (and many of those graduates later return to work in education), it is not clear why a Lebanese private system that hardly manages to cover its costs would follow the same example.

14. These two students study in the same faculty, two years apart.

15. In the French educational system, this is a diploma of specialized graduate studies designed to give students practical training for specific professions (translator's note).

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