FACULTY REPORT

THE LEBANESE AMERICAN UNIVERSITY CONDUCTED A UNIVERSITY-WIDE ASSESSMENT TO EVALUATE FACULTY MEMBERS' AWARENESS, UNDERSTANDING, AND ENGAGEMENT WITH SUSTAINABLE DEVELOPMENT.

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Executive Summary

This report presents the results of a university-wide assessment conducted at the Lebanese American University (LAU) to evaluate faculty members' awareness, understanding, and engagement with sustainable development (SD). A total of **120 faculty members** across various disciplines and roles participated in a structured survey designed to explore their knowledge, perceptions, institutional experiences, and training needs related to sustainability.

Key Findings:

- Awareness and Understanding: Faculty demonstrated moderate to high levels of familiarity with global SD topics, particularly in areas such as climate action, quality education, and responsible consumption. However, understanding varied by department and age group, with some respondents revealing limited clarity about SD's interdisciplinary nature.
- Perceived Relevance: Most faculty agreed that sustainability topics are highly relevant to their academic and professional work. The strongest alignment was found in fields such as education, health, and engineering, while administrative and support roles showed a desire for clearer integration pathways.
- Workplace Integration: Over 60% of faculty indicated that their current work contributes to sustainability in some form. However, few reported that SD is formally embedded in their daily responsibilities, and many cited a lack of visibility and structured support from the institution.
- Institutional Commitment: While a third of the respondents agreed that LAU is committed to sustainability, a large proportion remained neutral, highlighting the need for stronger institutional communication, visibility, and leadership on SD initiatives.
- Training and Capacity Building: Faculty expressed strong interest in formal and informal learning opportunities, with preferences for interactive workshops, cross-disciplinary seminars, and online modules. Priority training areas include climate action, SDG integration in teaching, and campus sustainability practices.
- Personal Values and Contributions: Many faculty members reported personal lifestyle choices aligned with SD, including reducing plastic use and promoting sustainability among students. Nonetheless, barriers such as time constraints, lack of recognition, and institutional gaps hinder deeper engagement.
- Future Engagement and Collaboration: Respondents showed high interest in participating in SD activities, provided there is appropriate institutional support. There is also untapped potential for regional collaboration, particularly in research, joint programs, and knowledge-sharing across the MENA region

Strategic Implications:

The findings highlight LAU's significant opportunity to institutionalize sustainability as a core part of its academic culture and operational strategy. Key recommendations include:

- Strengthening communication and leadership on SD.
- Creating recognition mechanisms for SD contributions.
- Embedding sustainability into academic workloads and institutional KPIs.
- Investing in faculty training and external partnerships.

This assessment serves as a foundational step for developing a comprehensive Sustainability Action Plan for LAU, positioning the university as a regional leader in sustainability in higher education.

I- Introduction

1.1. Purpose of the Survey

In recent years, the integration of Sustainable Development (SD) principles in higher education has become a global imperative, especially for institutions seeking to contribute meaningfully to societal transformation. The Lebanese American University (LAU), as part of its commitment to the United Nations Sustainable Development Goals (SDGs), has launched a comprehensive internal assessment to understand the perceptions, knowledge, and engagement of its faculty, staff, and students on issues related to sustainability.

This report specifically presents the results of a structured survey conducted among faculty members across all LAU campuses. The main objectives of the survey are to:

- Assess faculty members' awareness and understanding of SD concepts and goals.
- Explore the relevance of SD to teaching, research, and service roles at LAU.
- Identify current engagement levels, institutional enablers, and barriers to SD integration.
- Determine training needs, preferred engagement methods, and strategic insights to support the university's sustainability vision.

1.2. Alignment with the SDGs and LAU Strategic Goals

The survey is grounded in the framework of the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, and focuses on how higher education can catalyze progress toward the 17 SDGs. LAU recognizes its pivotal role not only in educating future leaders but also in fostering interdisciplinary research, institutional operations, and partnerships that advance sustainability.

This survey aligns with LAU's strategic objective to:

- Promote a culture of sustainability across all academic disciplines.
- Empower faculty to embed SD in curricula, research projects, and community service.
- Encourage cross-departmental collaboration, innovation, and policy engagement in pursuit of long-term impact.

1.3. Target Respondents and Methodology

The assessment targeted full-time and part-time faculty members across all schools and departments at LAU. A total of 120 faculty members participated in the survey. The questionnaire was designed to cover both quantitative metrics (e.g., knowledge levels, perceived relevance) and qualitative insights (e.g., personal definitions, perceived barriers, and contributions).

The survey instrument included:

- Closed-ended questions measured on Likert scales, ranking relevance, frequency, and agreement.
- Open-ended prompts exploring individual perceptions and contributions.
- Demographic questions to allow for segregated analysis by discipline, campus, age, and academic rank.
- Responses were anonymized to ensure privacy.

II- Survey Demographics

A comprehensive understanding of the faculty respondents' demographic characteristics is crucial for interpreting trends in awareness, engagement, and perceived institutional alignment with sustainable development (SD). This section presents a breakdown of the 120 participating faculty members across multiple identifiers, providing a foundational lens through which their responses can be analyzed.

2.1. Gender Distribution

Out of 120 faculty members who participated in the survey:

- **62** respondents identified as male, accounting for **51.67%** of the total.
- **58** respondents identified as female, making up **48.33%** of participants

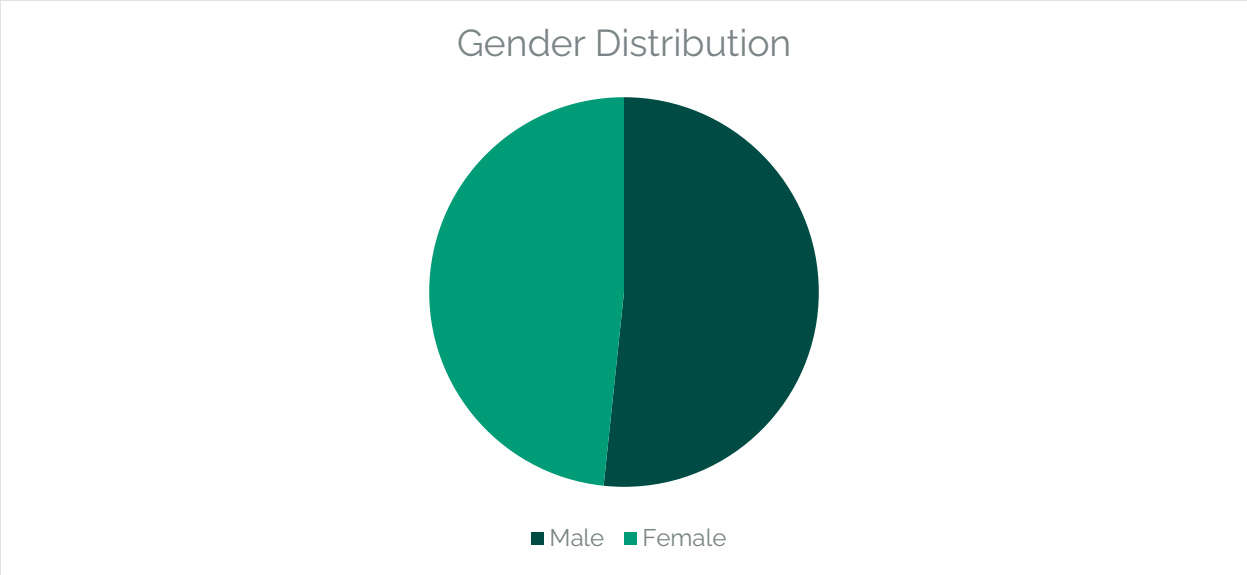

FIGURE 1: GENDER DISTRIBUTION AMONG SURVEYED FACULTY

This relatively balanced gender distribution provides a sound basis for disaggregated analysis on sustainability awareness, relevance, and participation across male and female faculty members.

2.2. Age Groups

The faculty respondents in the sustainable development survey represent a wide spectrum of age groups, highlighting the presence of both emerging and experienced educators within LAU. This distribution contributes to a rich diversity of perspectives on sustainability-related knowledge, practices, and institutional roles. The detailed age breakdown of the 120 faculty members is as follows:

- 25–29 years: 3 respondents (2.5%)
- 30–34 years: 11 respondents (9.2%)
- 35–39 years: 19 respondents (15.8%)
- 40–44 years: 27 respondents (22.5%)
- 45–49 years: 17 respondents (14.2%)
- 50–54 years: 13 respondents (10.8%)
- 55–59 years: 13 respondents (10.8%)
- 60–64 years: 14 respondents (11.7%)
- 65 years and above: 3 respondents (2.5%)

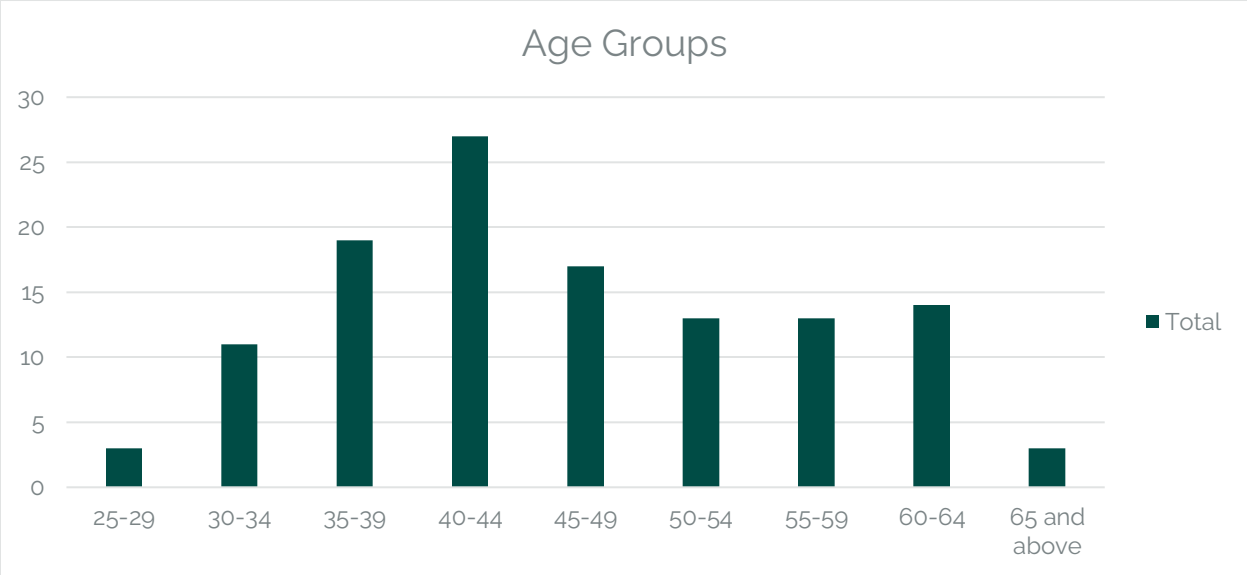

FIGURE 2: AGE DISTRIBUTION AMONG SURVEYED FACULTY

The majority of participants (63 faculty members, or 52.5%) fall within the core mid-career bracket of 35–49 years, a segment typically associated with substantial teaching, research, and service responsibilities. Additionally, 27.5% of respondents are aged 50 and above, suggesting the presence of seasoned academics with long-standing institutional engagement. On the other end of the spectrum, younger faculty members under 40 years constitute 27.5% of the sample, reflecting an emerging generation of educators potentially receptive to innovation in sustainability education.

2.3. Department/School Affiliation

The 120 faculty members who participated in the sustainable development survey represent a diverse academic spectrum at LAU, spanning multiple disciplines and schools. This diversity reinforces the university's potential to mainstream sustainability across its teaching, research, and community engagement functions.

The faculty respondents are distributed across the university's schools as follows:

- School of Arts and Sciences: 55 respondents (45.8%)
- School of Engineering: 22 respondents (18.3%)
- Adnan Kassar School of Business: 14 respondents (11.7%)
- School of Architecture and Design: 17 respondents (14.2%)
- Gilbert and Rose-Marie Chagoury School of Medicine: 4 respondents (3.3%)
- Alice Ramez Chagoury School of Nursing: 3 respondents (2.5%)
- School of Pharmacy: 5 respondents (4.2%)

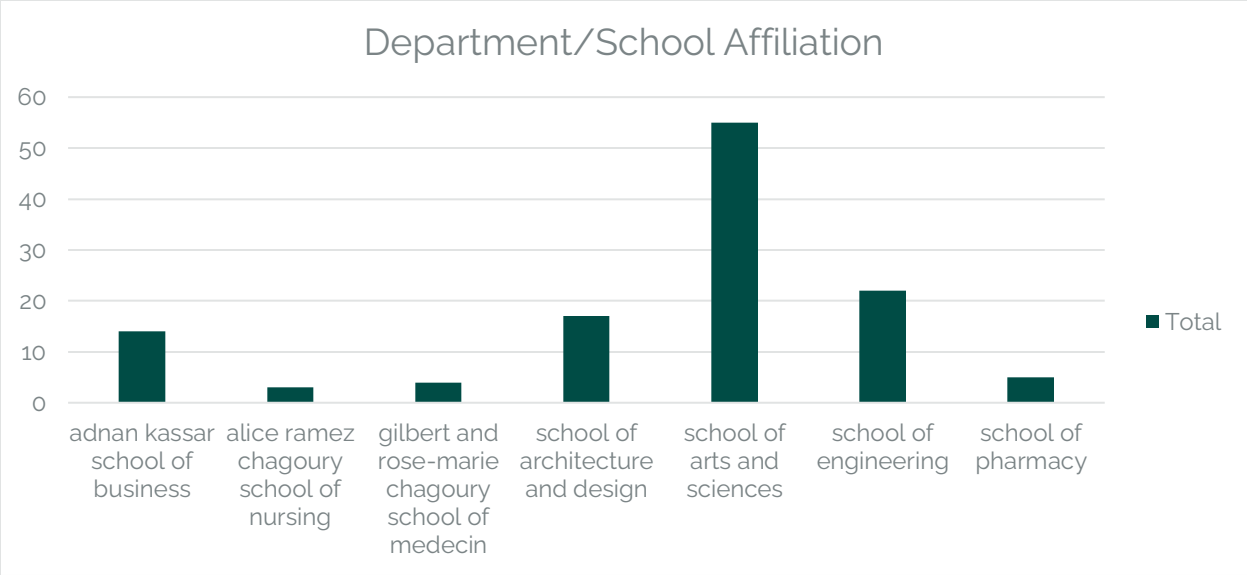

FIGURE 3: SCHOOL DISTRIBUTION AMONG SURVEYED FACULTY

This breakdown illustrates that nearly half of all respondents (45.8%) are from the School of Arts and Sciences, suggesting strong engagement from foundational academic disciplines such as humanities, natural sciences, and social sciences, areas critical to embedding interdisciplinary and values-based sustainability learning. The School of Engineering and the School of Architecture and Design, accounting for a combined 32.5%, bring applied, technical, and design-oriented lenses to sustainability, crucial for addressing challenges such as infrastructure resilience, green technology, and sustainable urban planning. Smaller but notable contributions from the Business, Medicine, Pharmacy, and Nursing faculties point to growing interest in sustainability within professional and health-related fields, particularly in areas such as sustainable healthcare delivery, ethical leadership, and environmental health. This broad departmental representation ensures that subsequent findings reflect the varied ways in which sustainability is understood, taught, and practiced across LAU's academic landscape.

2.4. Campus Location

The distribution of the 120 participating faculty members across LAU's campuses highlights the institutional reach and geographic diversity of perspectives captured in this sustainability assessment.

- Byblos Campus: 58 respondents (48.3%)
- Beirut Campus: 55 respondents (45.8%)
- Central Administration: 7 respondents (5.8%)

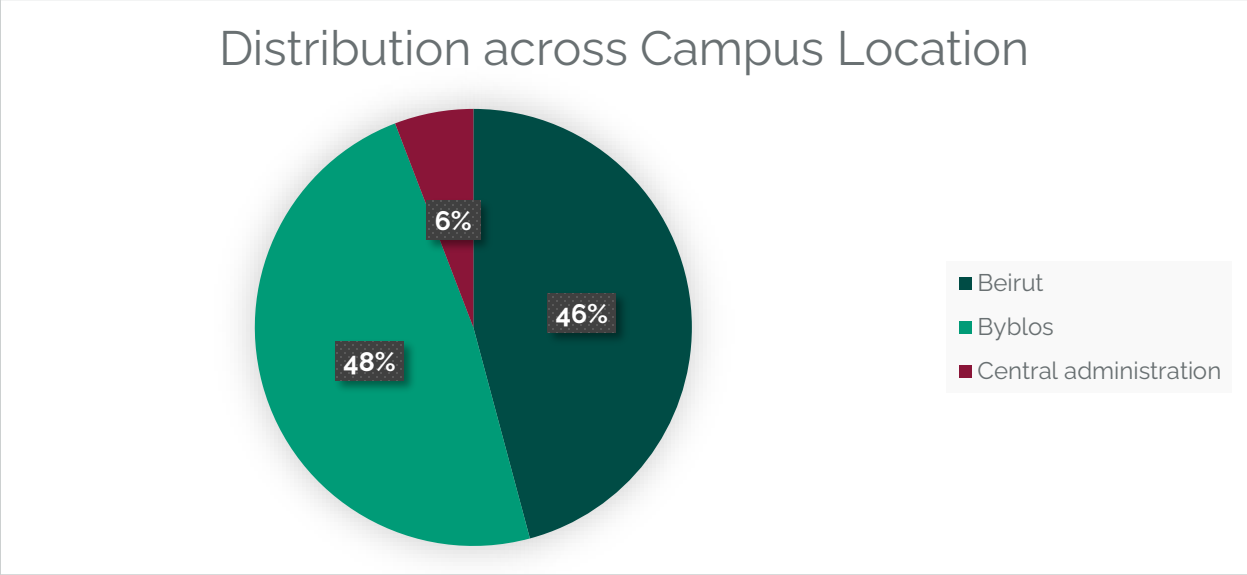

FIGURE 4: CAMPUS LOCATION DISTRIBUTION FOR SURVEYED FACULTY

The largest proportion of faculty responses originated from the Byblos Campus, which hosts key faculties such as Engineering, Pharmacy, and Nursing. This high level of participation may reflect an increasing integration of sustainability considerations into scientific, health, and applied academic programs. The Beirut Campus, home to disciplines including Arts and Sciences, Business, and Architecture and Design, contributed nearly as many responses, showcasing strong engagement from faculty in both theoretical and practice-based fields.

A smaller but significant share of respondents from Central Administration offers institutional-level insights, often related to governance, planning, and interdepartmental coordination, areas critical to embedding sustainability at a systemic level within LAU. This campus-based diversity ensures that the assessment captures variations in sustainability awareness and implementation across different institutional contexts, enhancing the relevance of the recommendations that follow.

2.5. Role or Academic Classification

The educational and academic qualifications of the 120 faculty respondents reflect the scholarly depth and disciplinary diversity of LAU's teaching body, which in turn influences the scope and depth of sustainable development (SD) knowledge integration into curricula, research, and community outreach.

Breakdown of academic qualifications:

- Doctorate (PhD holders): 74 respondents (61.7%)

- Master's Degree holders: 35 respondents (29.2%)
- Postdoctoral Training: 7 respondents (5.8%)
- Bachelor's Degree holders: 3 respondents (2.5%)
- Professional Degree: 1 respondent (0.8%)
- Not Available (N/A): 1 respondent (0.8%).

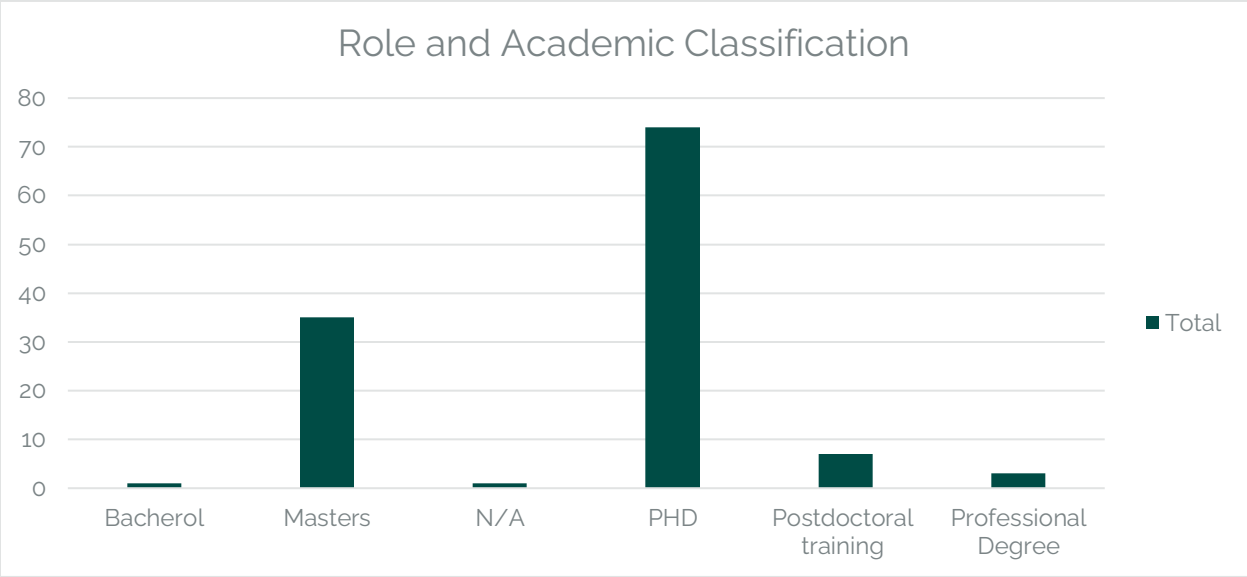

FIGURE 5: ROLE AND ACADEMIC CLASSIFICATION

The overwhelming majority, which is three out of five faculty members, hold doctoral degrees. This high concentration of advanced degree holders indicates strong academic capacity and research orientation, providing a critical foundation for developing interdisciplinary SD content and mentorship. Faculty with master's degrees represent nearly a third of respondents, contributing practical expertise and applied teaching capabilities that are essential for integrating sustainability into real-world and professional training contexts. The 7 respondents with postdoctoral training further add specialized research competence, positioning them as potential drivers of advanced SD-focused studies, interfaculty collaboration, and grant acquisition. Smaller numbers of bachelor's and professional degree holders while limited may reflect faculty in design, architecture, or clinical professions, where practice-based knowledge remains central.

This academic classification profile provides important context for interpreting how sustainability is approached across different fields and levels of academic responsibility within the university.

2.6. Nationality

The nationality profile of the 120 faculty respondents reflects the diverse yet predominantly local character of the academic body at LAU, reinforcing both its national relevance and global academic ties.

- **Lebanese only:** 90 respondents (75.0%)
- **Lebanese with dual/multiple nationalities:** 22 respondents (18.3%)
- **Non-Lebanese (foreign nationals only):** 8 respondents (6.7%) - (4 America, 2 Egypt, Greece and Palestine)

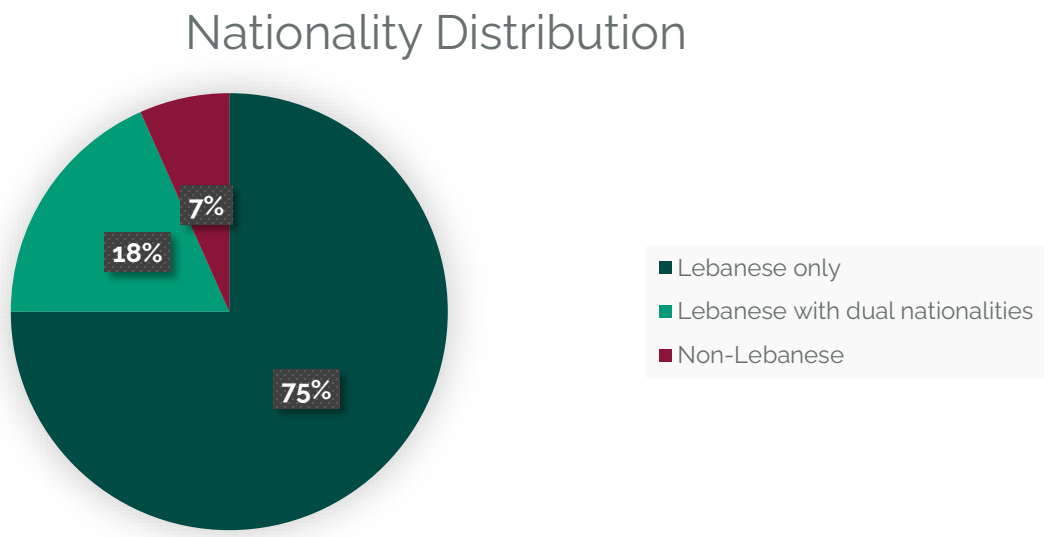

FIGURE 6: NATIONALITY DISTRIBUTION AMONG SURVEYED FACULTY

The majority of participants (93.3%) identify as Lebanese (either solely or with other nationalities), underlining LAU's role as a major academic institution deeply rooted in Lebanon's intellectual and educational landscape. The presence of international faculty members and those with dual citizenship demonstrates the university's reach and commitment to academic mobility, cultural diversity, and global engagement, essential components in advancing sustainable development discourses and transnational collaboration. This mix also implies a faculty body capable of drawing from both local knowledge systems and international best practices when integrating sustainability into teaching, research, and community outreach.

III- Awareness and Understanding of Sustainable Development

This section presents an analysis of LAU faculty members' awareness and understanding of sustainable development (SD) concepts and global frameworks. It focuses on their self-assessed knowledge across six foundational SD topics and offers insight into how well-informed the academic community is about key global and national sustainability agendas. This understanding is essential for effective integration of SD principles into teaching, research, institutional development, and community engagement.

3.1. Knowledge Levels Across Six Global Sustainable Development Topics

Faculty members were asked to assess their knowledge across six key sustainable development topics using a five-point scale ranging from "No knowledge" to "Extensive knowledge." The topics included the general concept of sustainable development, the 2030 Agenda, the Sustainable Development Goals (SDGs), SDG targets, Lebanon's national SDG progress, and global SDG progress.

The results reveal a strong foundational awareness among faculty of the concept of sustainable development, with:

- 61 respondents (50.8%) reporting good knowledge,
- and 25 respondents (20.8%) stating extensive knowledge.
- Only 5 respondents (4.2%) indicated having very little knowledge, and none reported no knowledge, suggesting that the concept itself is broadly understood within the faculty.

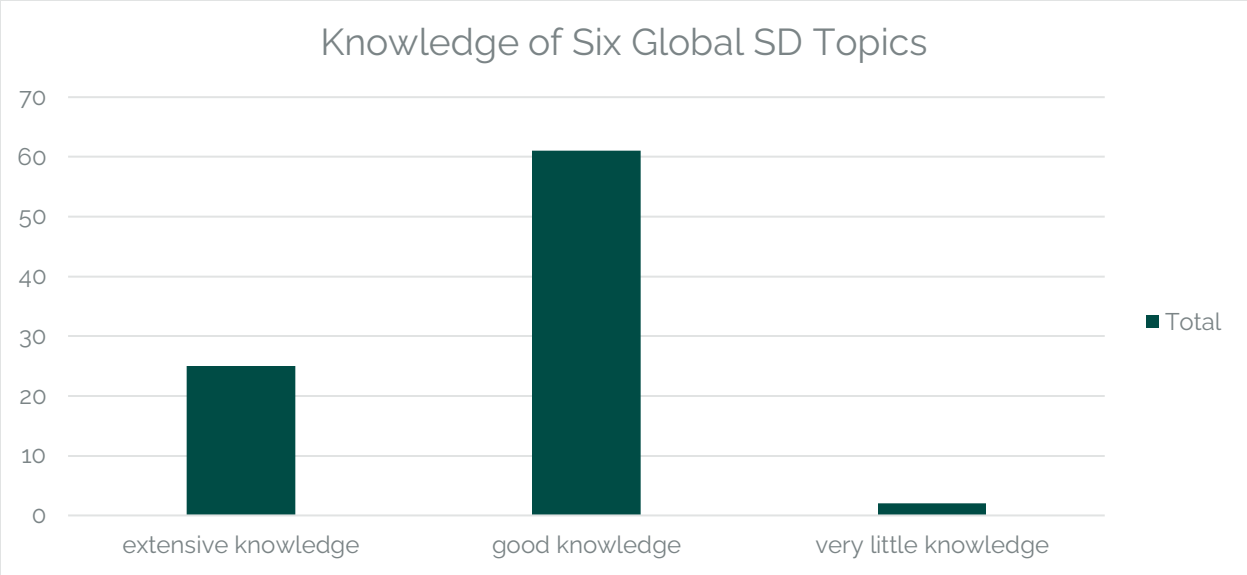

FIGURE 7: KNOWLEDGE DIFFERENCES IN THE SIX GLOBAL SD TOPICS

Understanding of the 2030 Agenda for Sustainable Development appears more varied:

- While 28 faculty members (23.3%) reported good knowledge and 21 (17.5%) claimed extensive knowledge,
- another 30 (25%) indicated some knowledge, and 20 (16.7%) reported very little knowledge.
- Notably, 21 respondents (17.5%) stated they had no knowledge of the 2030 Agenda.

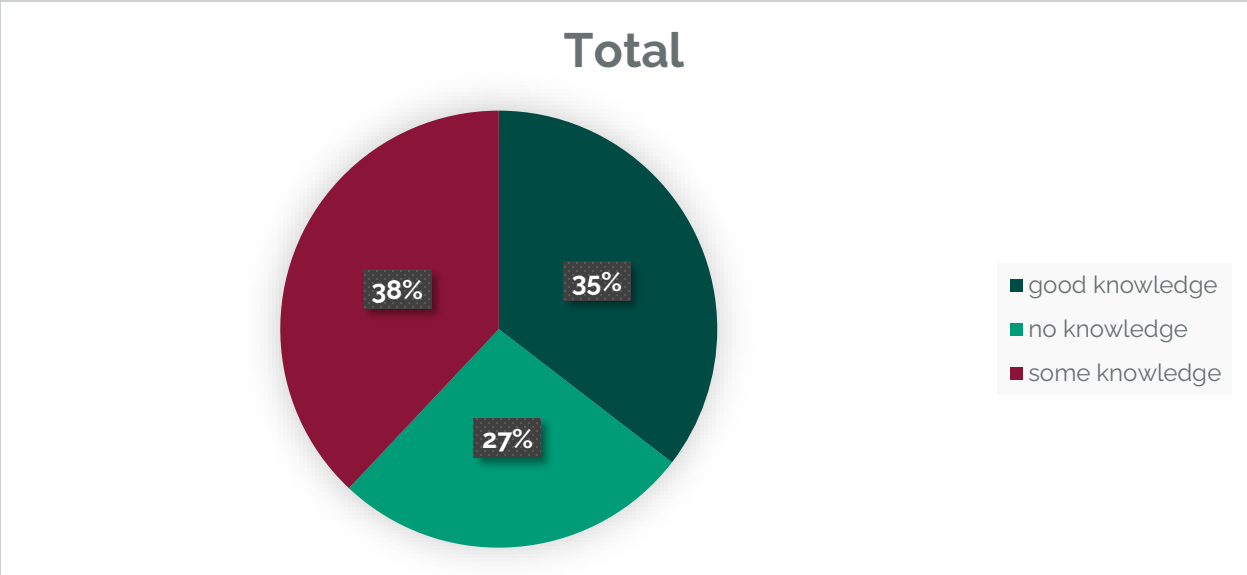

FIGURE 8: KNOWLEDGE DIFFERENCES ON THE UNDERSTANDING OF THE 2030 AGENDA FOR SD

A similar pattern is observed for knowledge of the SDGs:

- 42 respondents (35%) rated their knowledge as good, and 26 (21.7%) as extensive,

- whereas 29 (24.2%) reported some knowledge, and 14 (11.7%) indicated very little knowledge.
- Only 9 faculty members (7.5%) reported no knowledge of the SDGs.

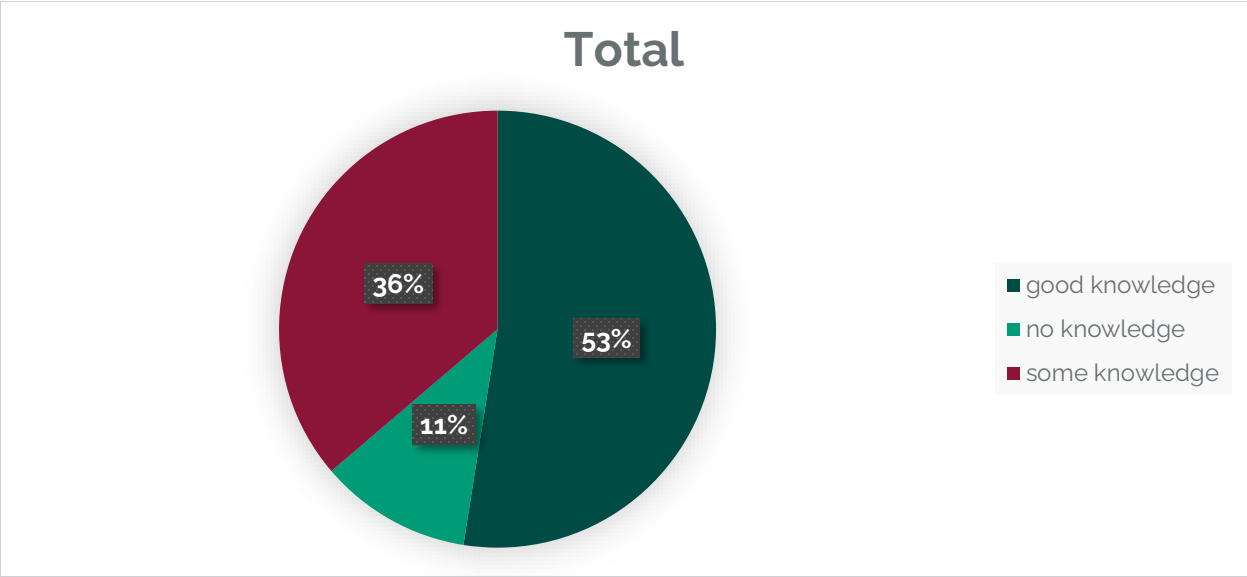

FIGURE 9: KNOWLEDGE DIFFERENCE FOR SDGS CONCEPT

When asked about SDG targets, a more moderate level of understanding was evident:

- 37 respondents (30.8%) claimed good knowledge, and 22 (18.3%) rated their knowledge as extensive.
- However, 35 (29.2%) had some knowledge, and a combined 26 respondents (21.7%) reported very little or no knowledge.

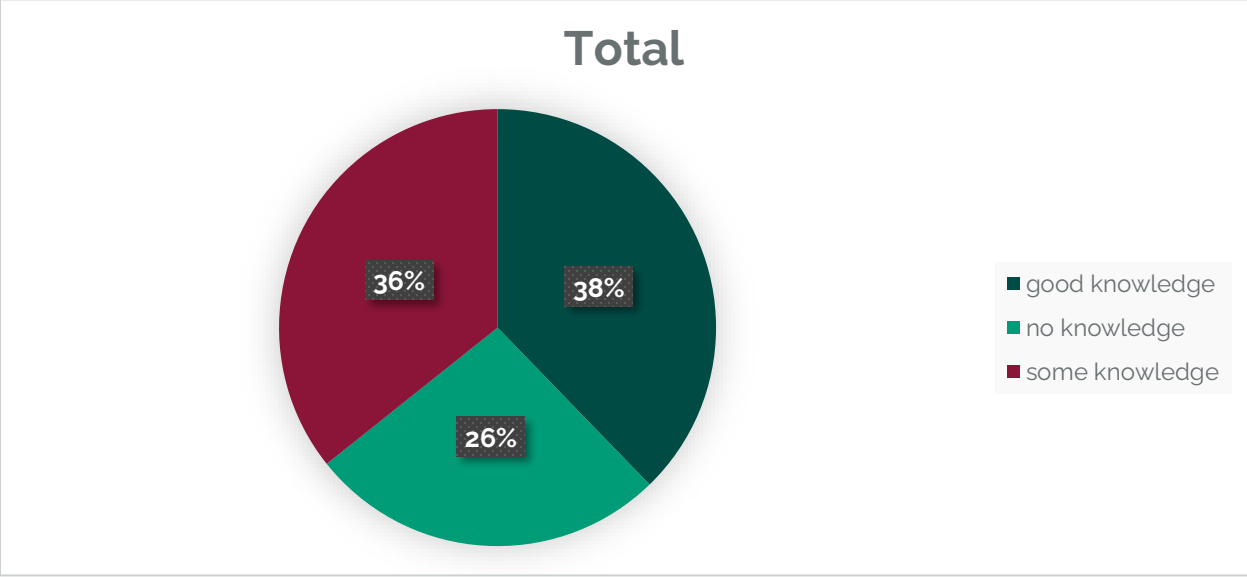

FIGURE 10: SDG TARGETS KNOWLEDGE

Perception of Lebanon's progress toward the SDGs showed the lowest self-reported knowledge overall:

- Only 8 respondents (6.7%) indicated extensive knowledge, and 19 (15.8%) had good knowledge.
- In contrast, 34 (28.3%) reported very little knowledge, and 30 (25%) stated they had no knowledge.
- 29 respondents (24.2%) reported some knowledge

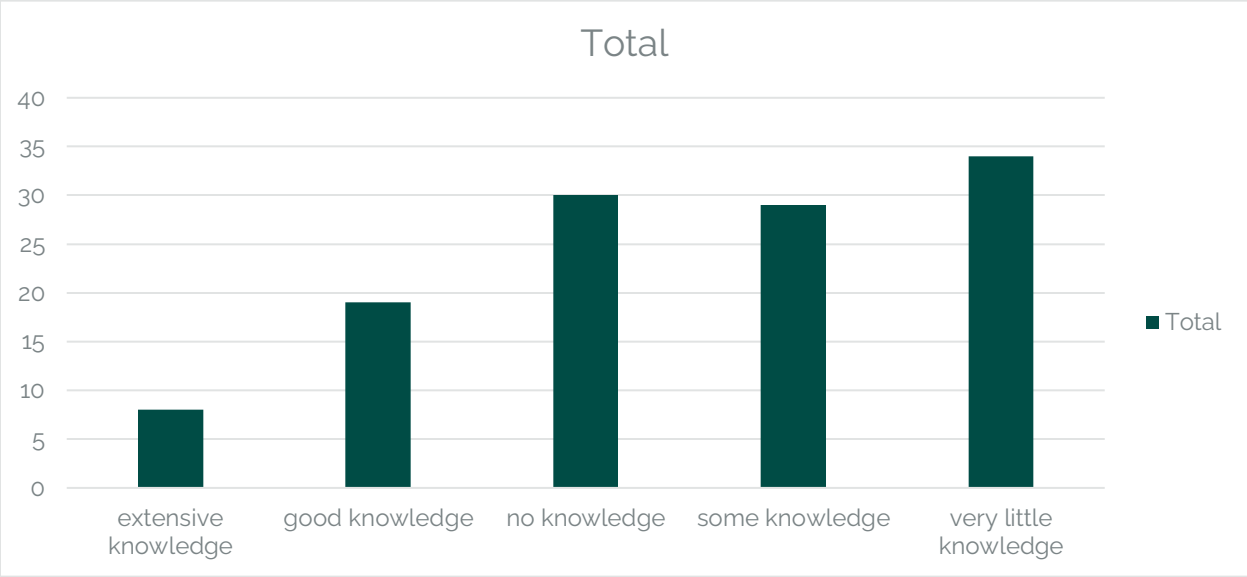

FIGURE 11: KNOWLEDGE OF THE SDGS PROGRESS

Faculty members seemed slightly more informed regarding global SDG progress, with:

- 37 respondents (30.8%) reporting good knowledge, and 10 (8.3%) claiming extensive knowledge.
- Still, 20 (16.7%) had very little knowledge, 13 (10.8%) reported no knowledge, and 40 (33.3%) had some knowledge.

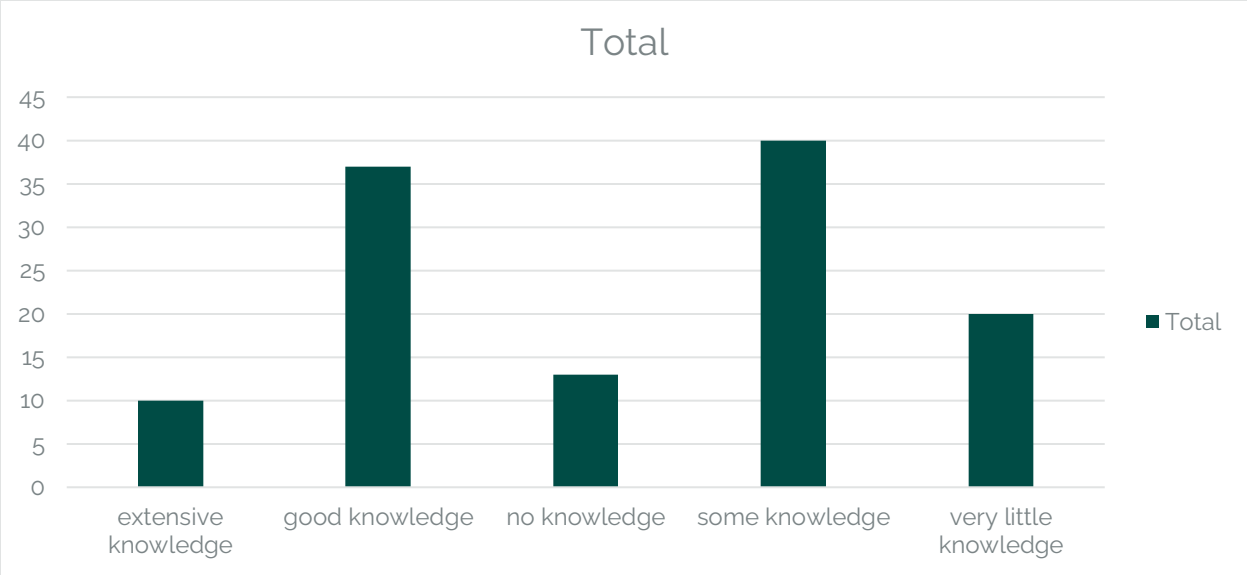

FIGURE 12: GLOBAL KNOWLEDGE OF THE SDGS PROGRESS

The data suggests that while core concepts such as "sustainable development" and the "SDGs" are well-understood among faculty, awareness declines significantly when it comes to detailed frameworks like SDG targets, Lebanon's national progress, or the specifics of the 2030 Agenda. This signals a clear opportunity for targeted training and institutional awareness campaigns, particularly focused on operational and country-level frameworks related to the SDGs.

3.2. Qualitative Interpretations: "What Does Sustainable Development Mean to You?"

As part of the survey, faculty members were invited to share their personal understanding of the term "sustainable development." Out of the 120 participants, 89 faculty members (74%) provided meaningful responses to this open-ended question, offering insights into the diversity of perspectives and conceptual interpretations within LAU's academic community.

Thematic analysis of the responses reveals several key interpretations:

1. Intergenerational Equity and Resource Preservation: A significant number of responses emphasized the principle of meeting current needs without compromising future generations, a core component of the Brundtland definition. Terms such as "balance," "long-term," "future generations," and "resource conservation" were frequently cited.
2. Integration of Environmental, Social, and Economic Dimensions: Many faculty described sustainable development as a multidimensional approach that simultaneously addresses economic growth, social equity, and environmental protection. For instance, one respondent stated: "It means finding a balance between economic growth, social justice, and environmental stewardship."

3. Societal and Human-Centric Development: Several definitions focused on human well-being and societal improvement, reflecting views that sustainable development must prioritize quality of life, equity, and community resilience. One response described it as: "Development that better serves the society, the environment, and the people."
4. Responsibility and Ethics in Development Practices: A subset of faculty highlighted the importance of responsibility, governance, and ethical leadership in achieving sustainability, indicating a broader understanding of sustainable development beyond technical frameworks.
5. Energy and Environmental Management Focus: Some responses concentrated on renewable energy, resource efficiency, and environmental conservation, particularly from faculty in engineering and natural sciences. These reflect disciplinary emphasis on the environmental pillar of sustainability.
6. Systems Thinking and Global Goals: A few faculty linked their understanding directly to the Sustainable Development Goals (SDGs), seeing sustainable development as a structured global roadmap to address poverty, inequality, and climate challenges through measurable targets.

Illustrative quotes from respondents:

- "Development that takes into account renewable resources and environmental protection."
- "A set of target goals to lower poverty, develop education and improve the environment."
- "Development with responsibility - economically, socially, and ecologically."

Faculty at LAU show a sophisticated and diverse understanding of sustainable development. Their interpretations align well with global definitions while also reflecting local and disciplinary nuances. This qualitative insight underscores a strong conceptual foundation among faculty that can be leveraged to deepen SD integration into research, teaching, and institutional practices.

3.3. Awareness by Gender, Age, and Department

This To better understand patterns of awareness across the academic community at LAU, faculty members' self-assessed knowledge of sustainable development (SD) as a concept was analyzed by gender, age group, and departmental affiliation.

3.3.1. Awareness by Gender

: The analysis reveals a relatively balanced level of awareness between male and female faculty:

- 12 female and 13 male respondents reported extensive knowledge of sustainable development.

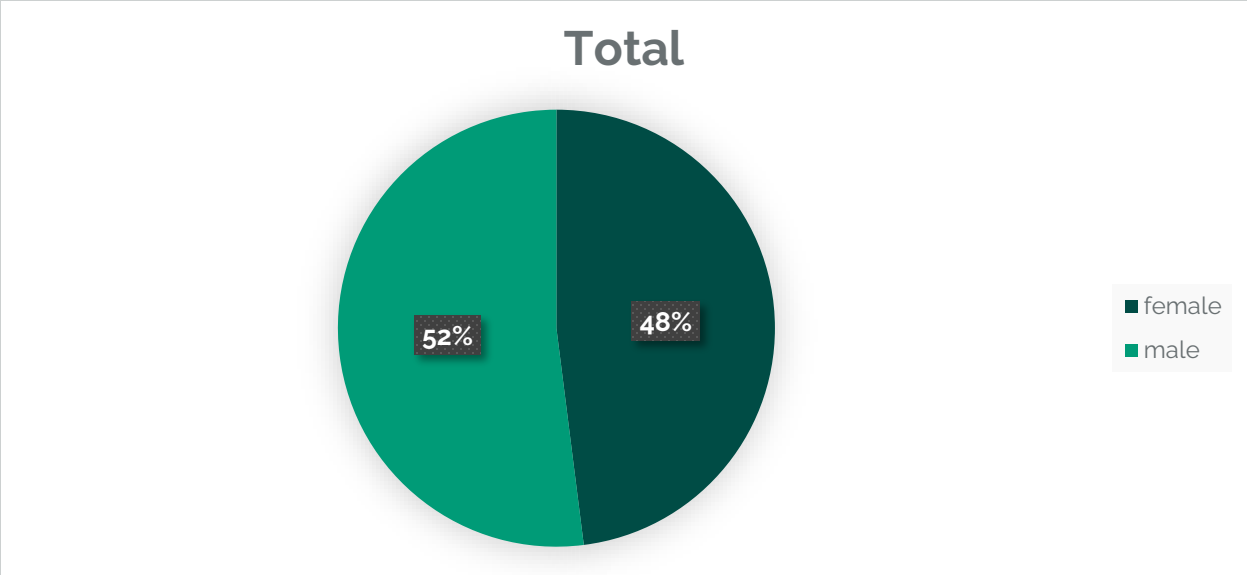

FIGURE 13: AWARENESS DISTRIBUTION BY GENDER

The highest category of self-assessed knowledge (good knowledge) was also similarly distributed, with 32 females and 29 males.

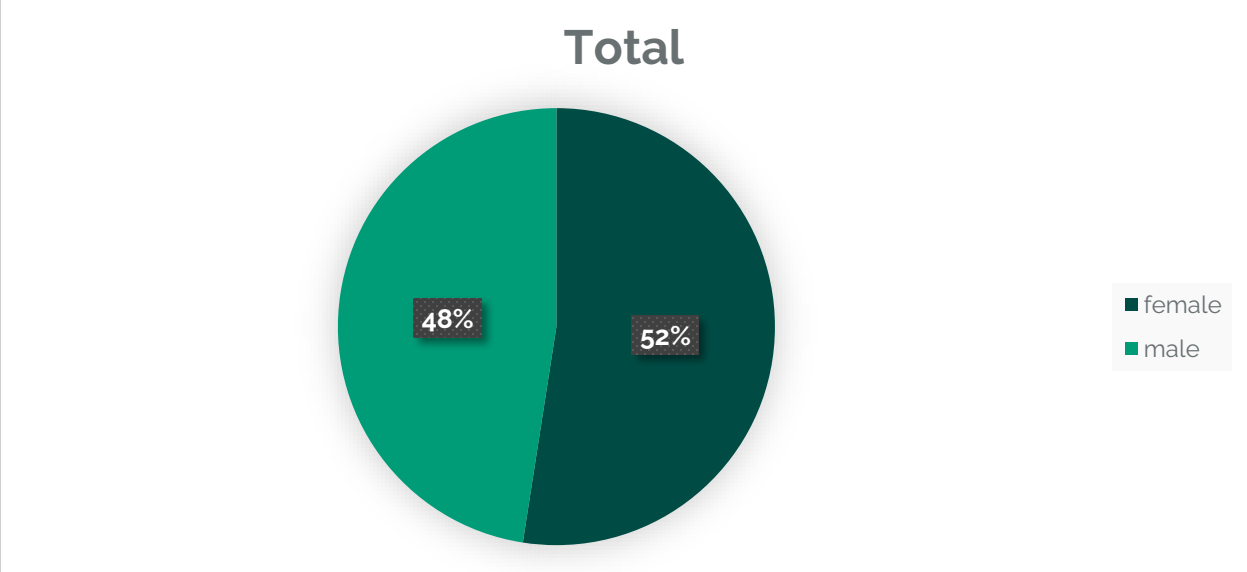

FIGURE 14: HIGHEST CATEGORY OF SELF-ASSESSED KNOWLEDGE BY GENDER

Only a small number of respondents, **3 females** and **2 males**, reported **very little knowledge** of the concept.

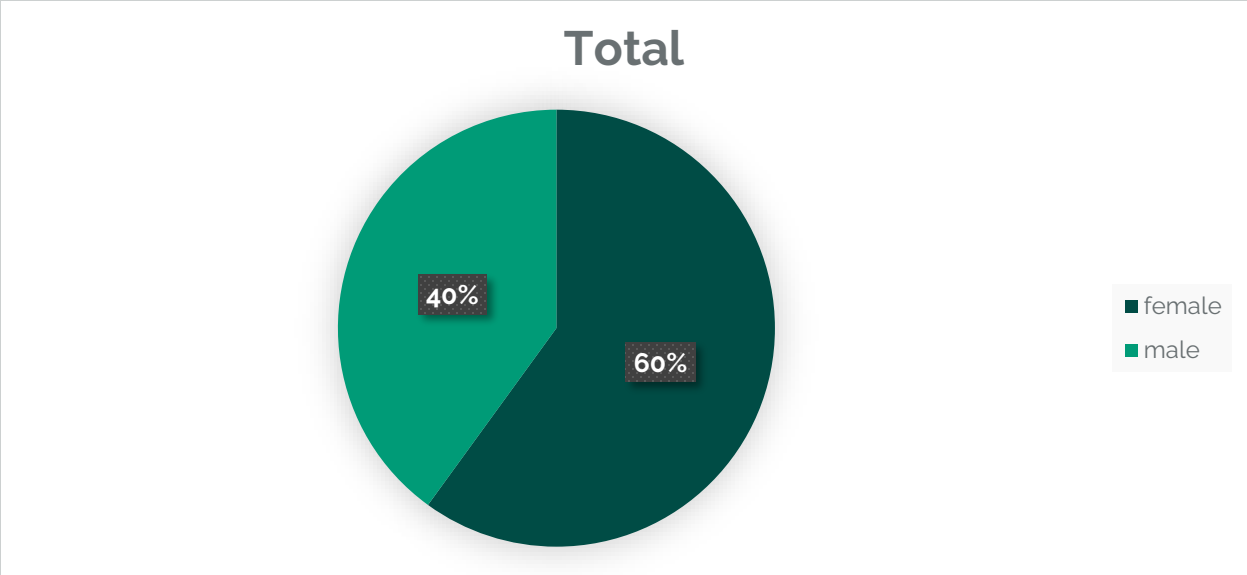

FIGURE 15: VERY LITTLE KNOWLEDGE BY GENDER

These results suggest that gender does not appear to be a determining factor in sustainable development awareness among LAU faculty. Both male and female academics reported comparable familiarity with SD principles.

3.3.2. Awareness by Age: Age group analysis shows that SD awareness tends to be higher in mid-career faculty (ages 35–59):

- Faculty aged 40–44 and 45–49 reported the highest levels of awareness, with a combined total of 21 respondents indicating good or extensive knowledge.
- Those in the 35–39 age group also performed strongly, with 13 respondents claiming moderate to high awareness.
- Faculty in the 50–54 and 55–59 brackets reported consistent levels of knowledge as well, including 5 and 12 individuals, respectively, rating their knowledge as good or extensive
- Younger faculty (25–34) tended to have lower awareness, with only **2 respondents in each of the 30–34 and 35–39 groups** indicating extensive knowledge and several reporting only some or very little understanding.
- Among those **aged 60 and above**, responses were more varied: some indicated extensive knowledge, while others reported only some or little familiarity

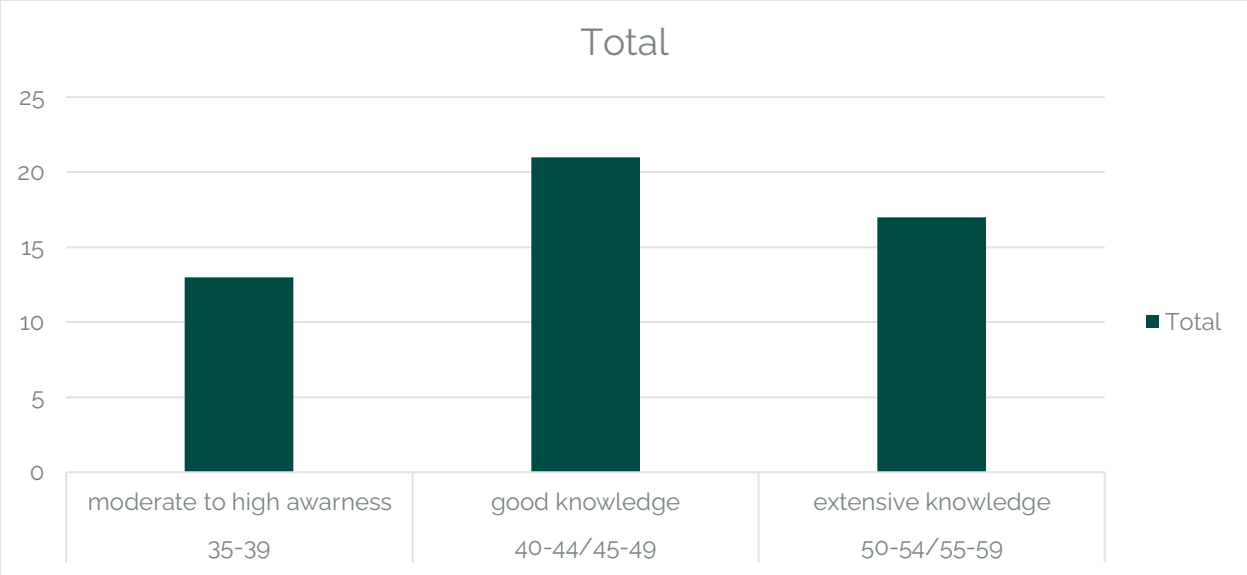

FIGURE 16: KNOWLEDGE BY AGE (60 AND ABOVE)

This suggests that mid-career faculty members are generally more confident in their understanding of sustainable development, which may be linked to professional exposure or evolving academic responsibilities over time.

3.3.2. Awareness by Department: A detailed breakdown by department reveals several interesting patterns:

- Departments such as Architecture, English & Creative Arts, and Biological Sciences had a notably high number of faculty reporting extensive or good knowledge of sustainable development.
- By contrast, some departments showed a wider distribution of awareness levels, including reports of limited or very little knowledge, indicating potential gaps in institutional or curricular exposure to sustainability concepts.

These findings can be useful for targeting capacity-building efforts more precisely focusing on departments where awareness is lower while reinforcing strengths in departments already engaged with sustainability.

Overall, the awareness of sustainable development is strong across all demographics, with notable peaks in mid-career age groups and a balanced distribution between genders. Some departmental disparities suggest that customized support and training could help foster a more uniform institutional commitment to SD principles across disciplines.

IV- Perceived Relevance of SD Topics

This section Understanding how faculty members perceive the relevance of key sustainable development (SD) topics is essential for aligning institutional goals with global sustainability priorities. This section explores how academic faculty at LAU evaluate the importance of various thematic areas in relation to the overarching concept of sustainable development. The analysis that follows is based exclusively on faculty self-assessments gathered through the survey and focuses on identifying both consensus areas and disciplinary differences in relevance ratings.

4.1. Overall Topic Relevance Ratings

This Faculty members were asked to assess the relevance of various topics to the broader concept of sustainable development using a five-point scale: "Not at all relevant," "Not very relevant," "Somewhat relevant," "Relevant," and "Strongly relevant." The results reflect an insightful understanding among LAU faculty of the multifaceted nature of sustainable development, spanning social, economic, environmental, and governance-related issues.

1) Strongest Consensus Areas: A number of topics received overwhelming endorsement as being strongly relevant to sustainable development:
    - Environmental conservation: 94 faculty members (78%)
    - Climate action: 90 respondents (75%)
    - Promoting good health: 76 respondents (63%)
    - Peace: 76 respondents (63%)
    - Ending hunger: 69 respondents (58%)
    - Economic growth: 69 respondents (58%)
    - Technology: 67 respondents (56%)
    - Ending poverty: 65 respondents (54%)

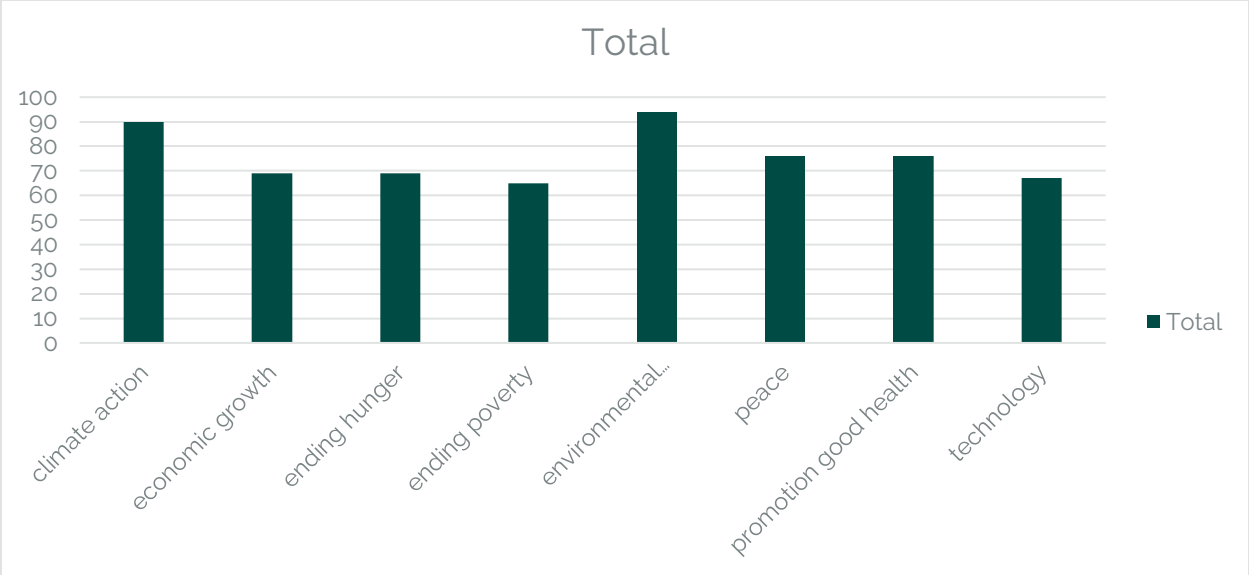

FIGURE 17: STRONGEST CONSENSUS AREAS VARIATION

These results affirm that faculty recognize sustainable development as a broad and interlinked framework encompassing environmental protection, poverty reduction, peacebuilding, and technological advancement.

2) Moderately Relevant Topics: Some topics received more moderate ratings (a mix of "Relevant" and "Somewhat relevant"), suggesting varied perceptions across disciplines:
   - Gender equality: 58 strongly relevant, 34 relevant, 17 somewhat relevant
   - Accountable government: 69 strongly relevant, 30 relevant
   - Social inclusion: 63 strongly relevant, 34 relevant
   - Political participation: 47 strongly relevant, 37 relevant, 24 somewhat relevant
   - Fighting corruption: 70 strongly relevant, 28 relevant, 16 somewhat relevant

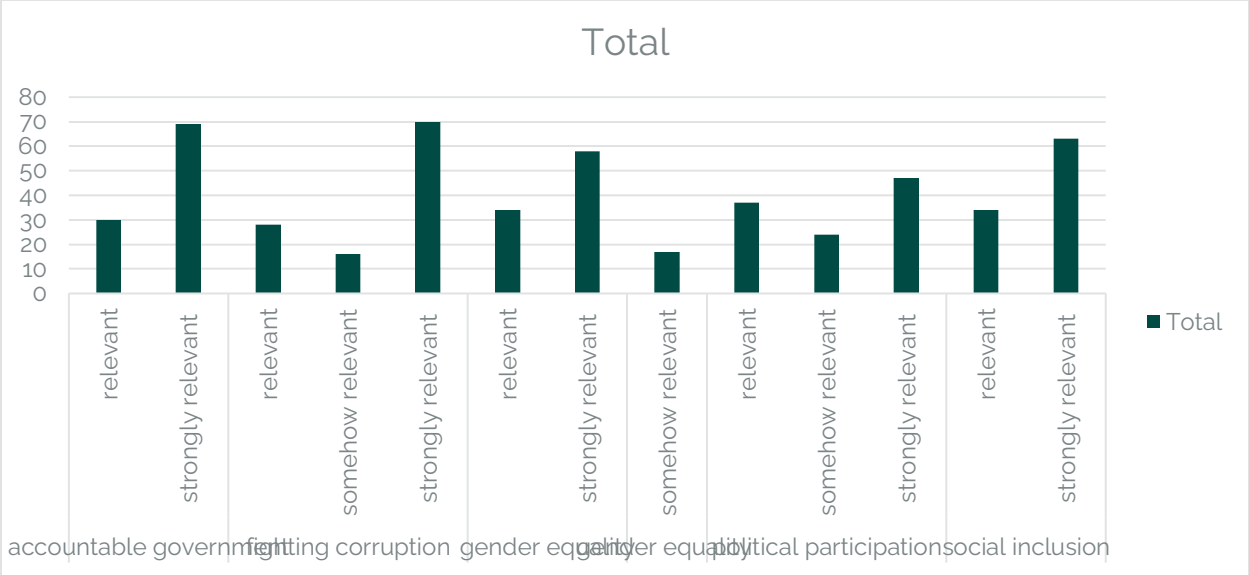

FIGURE 18: MODERATELY RELEVANT TOPICS

These topics may be more directly acknowledged by faculty in social sciences, political studies, or law-related fields, while less emphasized in technical or applied science disciplines.

3) Least Emphasized Topics (Though Still Relevant): Despite overall high support across all topics, a very small number of respondents selected "Not very relevant" or "Not at all relevant" for specific items:
   - Gender equality (8 “Not very relevant” and 3 “Not at all relevant”),
   - Political participation (9 “Not very relevant”, 3 “Not at all relevant”),
   - Accountable government (5 “Not very relevant”, 2 “Not at all relevant”)

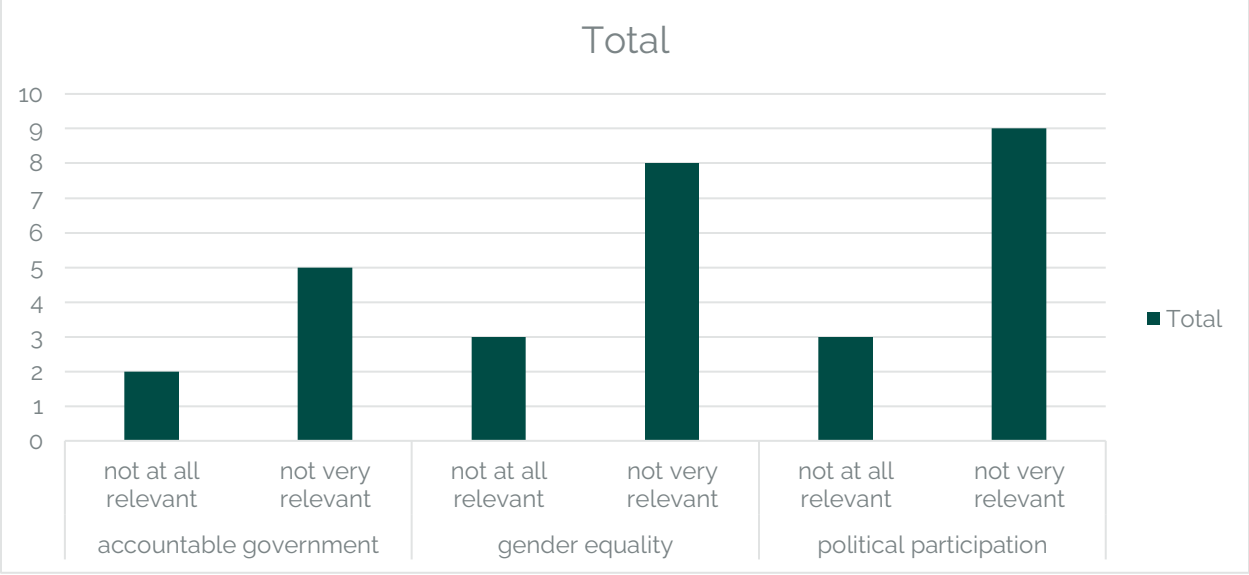

FIGURE 19: LEAST EMPHASIZED TOPICS

The low incidence of dismissive responses suggests near-universal recognition among faculty of the interconnected nature of these themes with the sustainable development agenda.

The collective responses from LAU faculty demonstrate a high level of thematic awareness and alignment with global priorities. The top-rated themes such as environmental conservation, climate action, health, peace, and poverty reduction, reflect a robust understanding of the SDGs. At the same time, governance, gender, inclusion, and political participation are also perceived as core pillars of the sustainability framework. This broad acknowledgment presents a strong foundation for deepening SD integration into academic curricula, research, and institutional strategies.

4.2. Cross-Comparison by Respondent Role

To explore how perceptions of sustainable development topics vary by academic role, faculty responses were disaggregated by employment status, full-time versus part-time faculty members. Each group was asked to rate the relevance of 18 topics to sustainable development on a scale from 1 (Not at all relevant) to 5 (Strongly relevant).

Overall, full-time faculty members consistently rated SD topics as more relevant across nearly all themes compared to their part-time counterparts. This difference may reflect the deeper institutional engagement, broader exposure to interdisciplinary initiatives, and increased curricular responsibilities typically associated with full-time academic roles.

1) Top-Ranked Topics for Full-Time Faculty: The highest-rated topics among full-time faculty were:
    - Environmental conservation (average rating: 4.78)
    - Education (4.77)
    - Climate action (4.72)
    - Promoting good health (4.68)
    - Improving infrastructure (4.68)

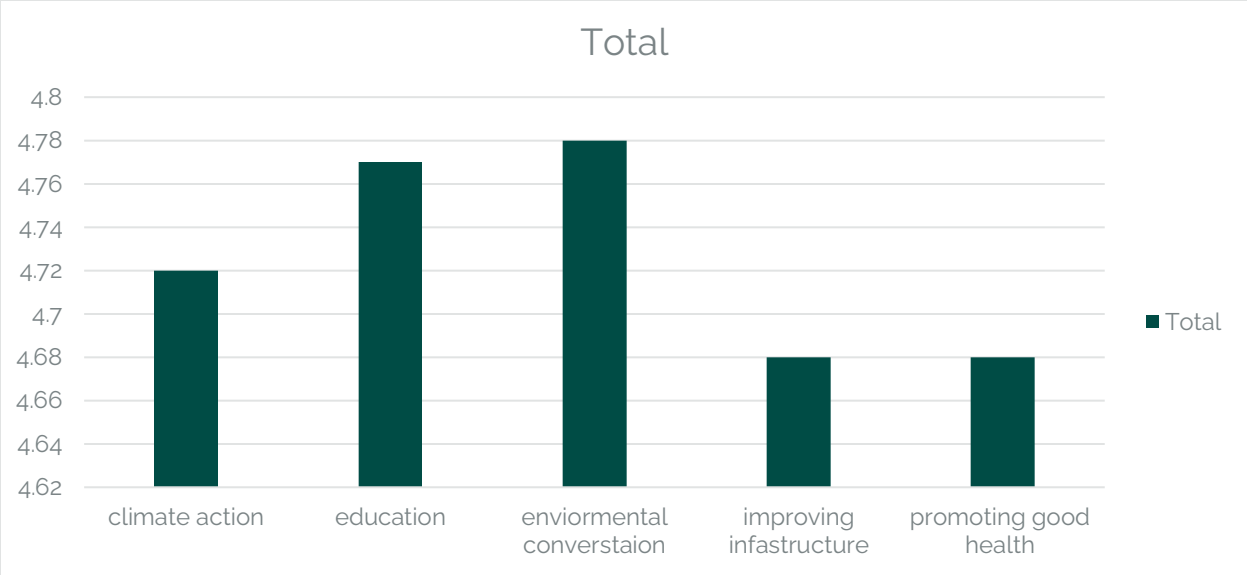

FIGURE 20: TOP-RANKED TOPICS FOR FULL-TIME FACULTY

These scores reflect a strong alignment with the core pillars of sustainability, environmental stewardship, public health, and knowledge-building.

2) Top-Ranked Topics for Part-Time Faculty: While part-time faculty also rated most topics highly, their average scores were slightly lower across the board. Their top-rated topics included:
   - Environmental conservation (4.65)
   - Climate action (4.57)
   - Responsible consumption habits (4.57)
   - Education (4.59)
   - Promoting good health (4.35)

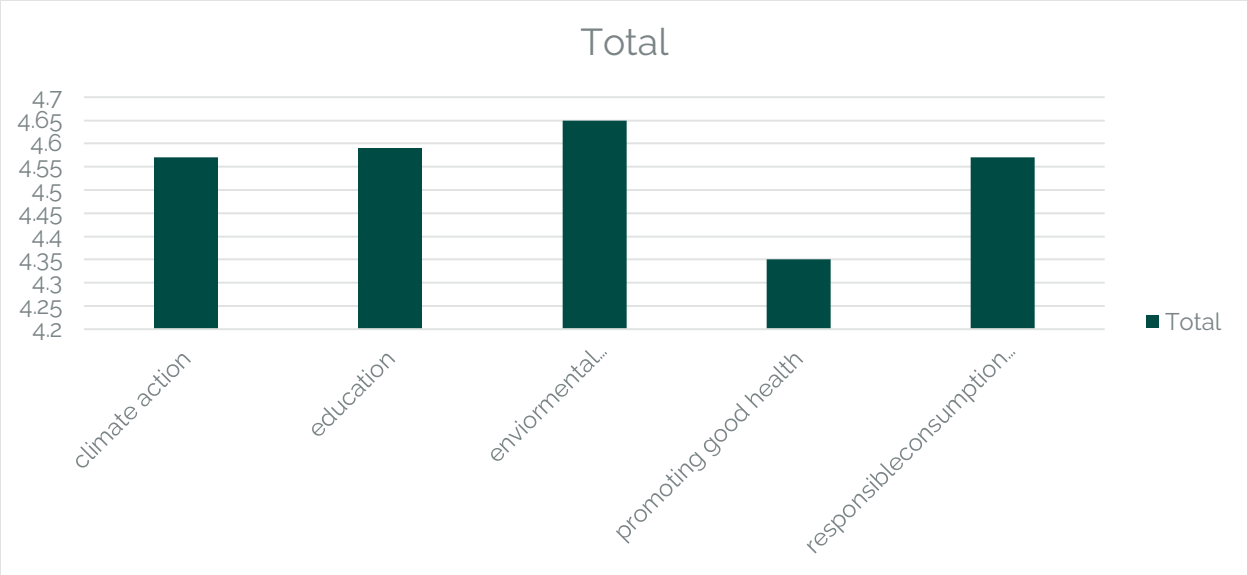

FIGURE 21: TOP-RANKED TOPICS FOR PART-TIME FACULTY

Though still supportive of key sustainability pillars, these slightly lower averages suggest differences in emphasis or engagement, potentially influenced by limited time, role scope, or departmental involvement.

3) Key Differentials in Perception: Notable gaps (≥ 0.3 points) in topic relevance between full-time and part-time faculty include:
   - Peace: 4.50 (full-time) vs. 4.15 (part-time)
   - Political participation: 4.09 vs. 3.76
   - Gender equality: 4.28 vs. 3.89
   - Technology: 4.51 vs. 4.24
   - Social inclusion: 4.42 vs. 4.09

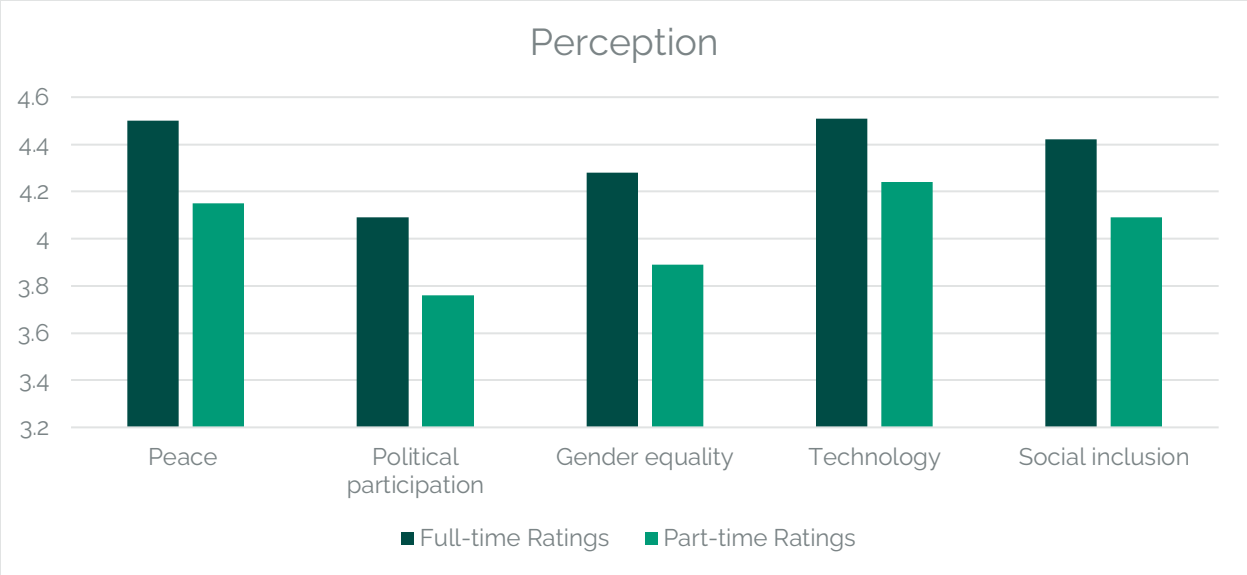

FIGURE 22: KEY DIFFERENTIALS IN PERCEPTION

These differences may indicate that full-time faculty are more likely to see governance, equity, and participatory dimensions as integral to sustainable development. This could be a result of greater exposure to institutional SD strategies or involvement in curriculum design and academic policymaking.

Both full-time and part-time faculty demonstrate strong support for the relevance of sustainable development topics. However, full-time faculty consistently show higher levels of perceived relevance, particularly in areas related to governance, equity, and systemic change. This insight can guide future capacity-building initiatives to ensure inclusive engagement with all faculty types in sustainability planning and education at LAU

4.3. Field or Department-Specific Relevance

To assess how relevance perceptions of sustainable development (SD) topics vary across academic disciplines, faculty responses were analyzed by departmental affiliation. By averaging responses on a scale of 1 (Not at all relevant) to 5 (Strongly relevant), this section highlights differences in how various fields perceive the importance of key SD issues.

1) Departments Showing Highest SD Engagement: Several departments demonstrated exceptionally high ratings across nearly all SD topics:
   - The Civil Engineering Department consistently rated all topics as 5.0, indicating uniform and comprehensive relevance across environmental, economic, social, and governance domains.
   - Similarly, the Architecture & Interior Design Department | Nutrition & Dietetics Department (combined entry) also gave a perfect 5.0 rating across all categories, reflecting deep integration of sustainability themes into their academic framework.

- The Art & Design Department rated most topics between 4.67 and 5.0, particularly emphasizing peace, education, environmental conservation, and responsible consumption.
- The Biological Sciences Department also showed strong support, with most scores ranging between 4.33 and 4.67, especially for promoting good health, environmental conservation, and climate action

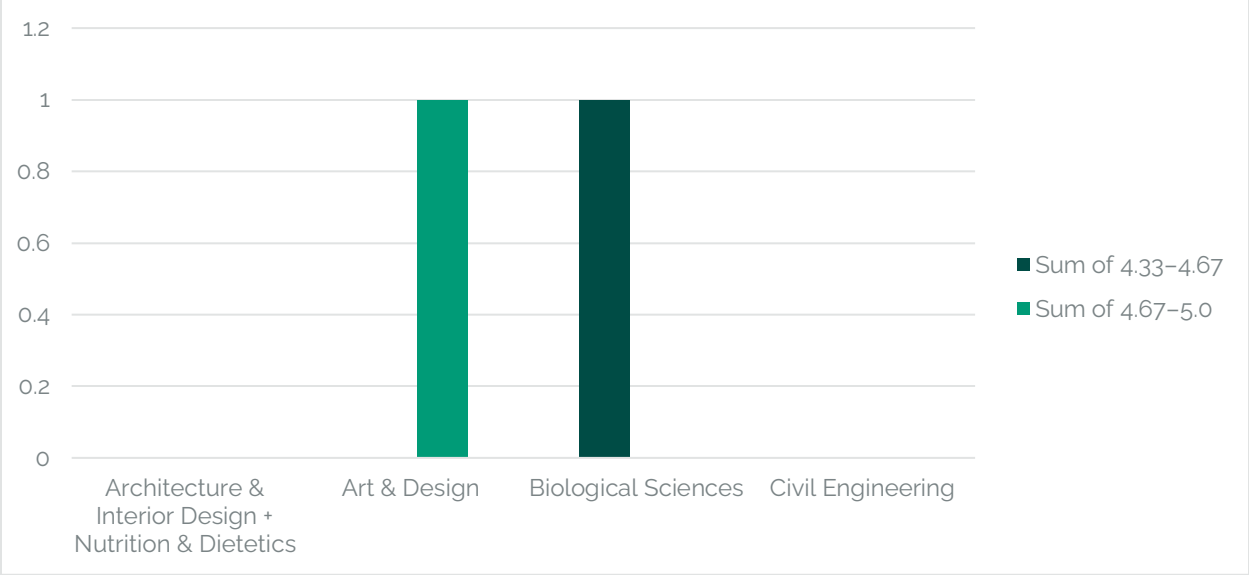

FIGURE 23: HIGHEST SD BY ENGAGEMENT BY DEPARTMENT

These departments may benefit from and contribute to institutional sustainability strategies, interdisciplinary research, and curriculum development efforts.

2) Moderately Engaged Departments: The Architecture & Interior Design Department (without combined entries) reported slightly lower scores, ranging from 3.7 to 4.6. While still demonstrating strong awareness, some topics like gender equality (3.7), political participation (4.2), and peace (3.9) received relatively less emphasis compared to technical or environmental topics. This may reflect disciplinary alignment, where fields with applied science or design focus prioritize resource efficiency, infrastructure, and environmental concerns over socio-political elements of SD.

The strong awareness in engineering, biological sciences, design, and health-related departments suggests a growing understanding of the interconnectedness of sustainability goals across disciplines.

Moreover, the integration of governance, ethics, and social inclusion by art and health-related faculties indicates a cross-sectoral appreciation of sustainability principles. These findings highlight the potential for interdisciplinary collaborations, particularly between technically-focused and socially-oriented departments, to advance LAU's sustainability agenda.

While nearly all departments demonstrated strong support for sustainable development relevance, the intensity and thematic focus varied by academic discipline. Engineering and

health-related fields showed comprehensive engagement across all dimensions, while design and applied sciences emphasized environmental and infrastructure-related themes. These patterns can inform targeted faculty development, research funding allocation, and curriculum design aligned with institutional SD priorities.

4.3. Alignment with Individual or Professional Roles

To assess how faculty members relate sustainable development (SD) to their academic responsibilities and career motivations, the survey included a series of statements exploring alignment with teaching, research, institutional needs, and professional development. Respondents rated their agreement using a five-point Likert scale ranging from "Strongly disagree" to "Strongly agree." The analysis reveals meaningful connections between SD principles and the faculty's perceived roles at LAU.

1) SD Integration into Teaching
   - 77 respondents (64%) either agreed or strongly agreed that there is a clear link between their courses and sustainable development, with 50 selecting "Agree" and 27 selecting "Strongly agree."
   - Only 16 respondents (13%) disagreed, while 27 (23%) were neutral.

   This indicates that a significant portion of faculty members view their teaching as directly contributing to sustainability, especially within disciplines naturally aligned with SDG topics

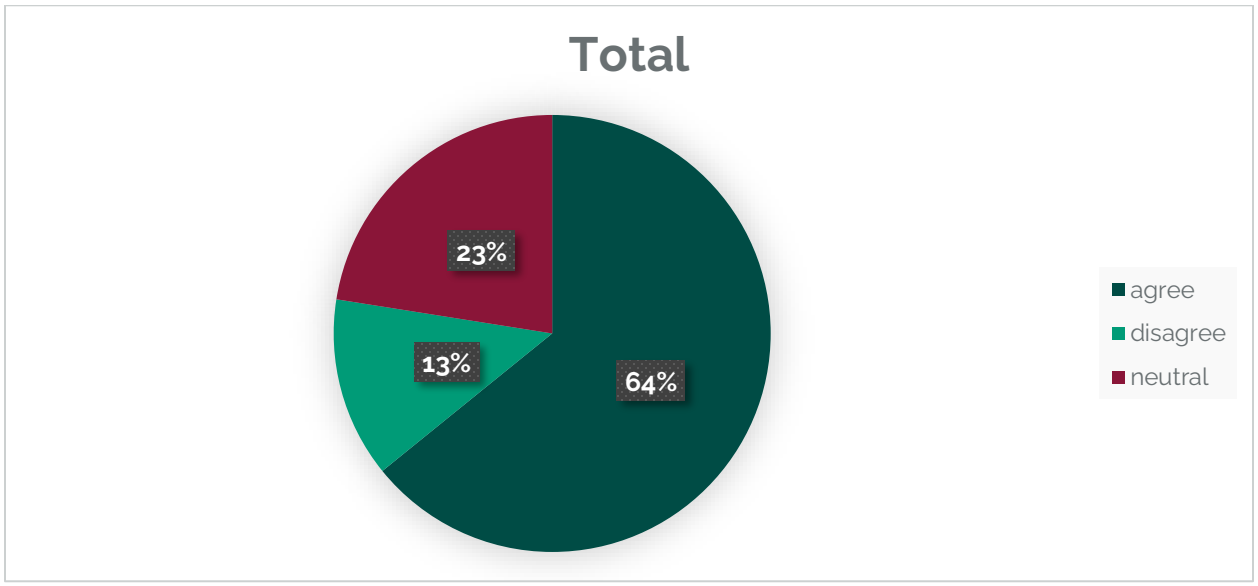

FIGURE 24: INTEGRATING SD INTO TEACHING

2) Courses' Contribution to SDG Progress
   - 68 faculty members (57%) believe their courses contribute to SD progress, with 45 agreeing and 23 strongly agreeing.

- A notable 39 respondents (32.5%) neither agreed nor disagreed, suggesting either uncertainty or a need for better institutional framing of sustainability within curricula.

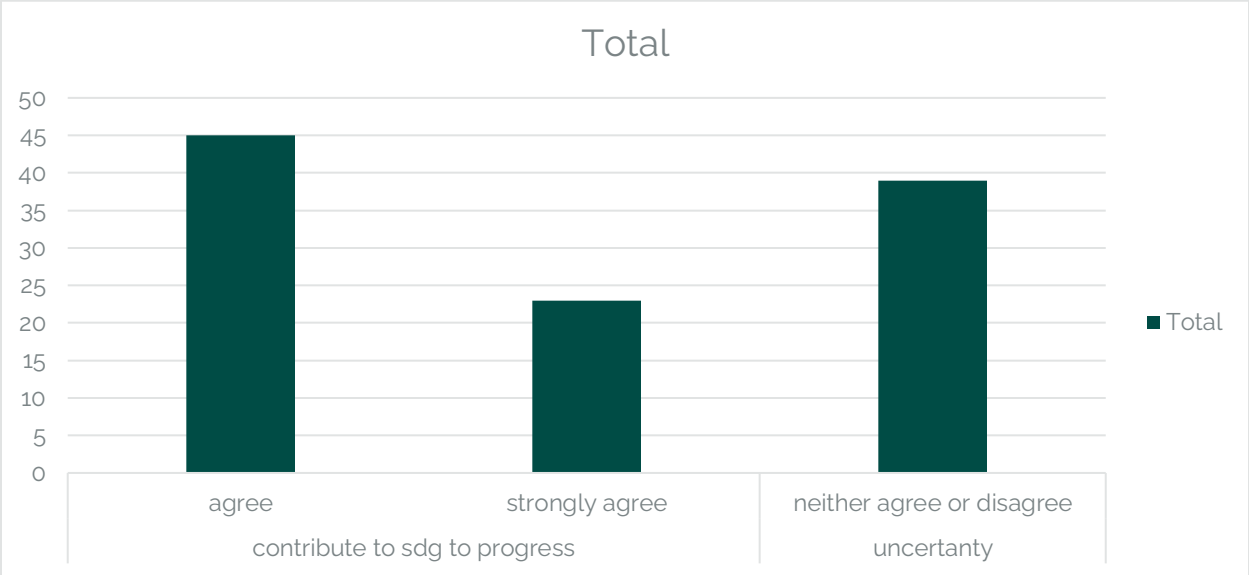

FIGURE 25: COURSES' CONTRIBUTION TO SDG PROGRESS

3) Sustainable Development as a Career Driver: Faculty members' perspectives on whether the opportunity to contribute to sustainable development shaped their career trajectory were more nuanced:
   - 55 respondents (45.8%) either agreed (33) or strongly agreed (22),
   - while 24 respondents (20%) disagreed, and 41 (34.2%) remained neutral.

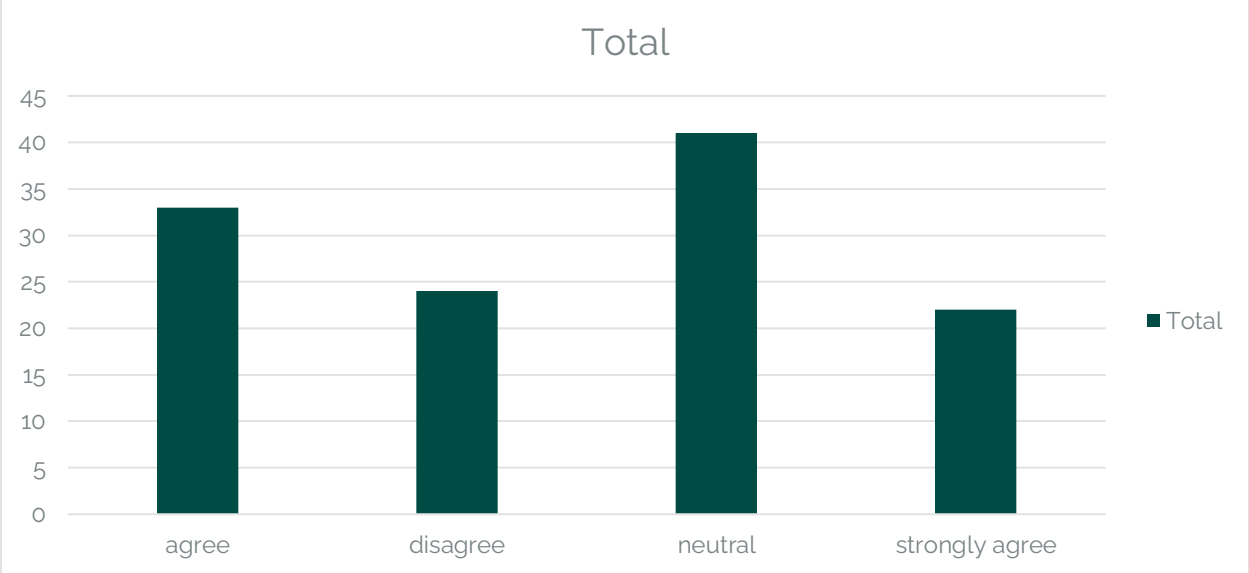

FIGURE 26: SUSTAINABLE DEVELOPMENT

These results suggest that while sustainability plays a meaningful role in academic motivations for many faculty, it is not yet universally recognized as a driving factor in career choice.

4) Need for Professional Training on SD
   - 72 respondents (60%) acknowledged the importance of receiving SD-related training, with 50 agreeing and 22 strongly agreeing.
   - Only 11 respondents (9%) disagreed, and 37 (31%) expressed neutrality

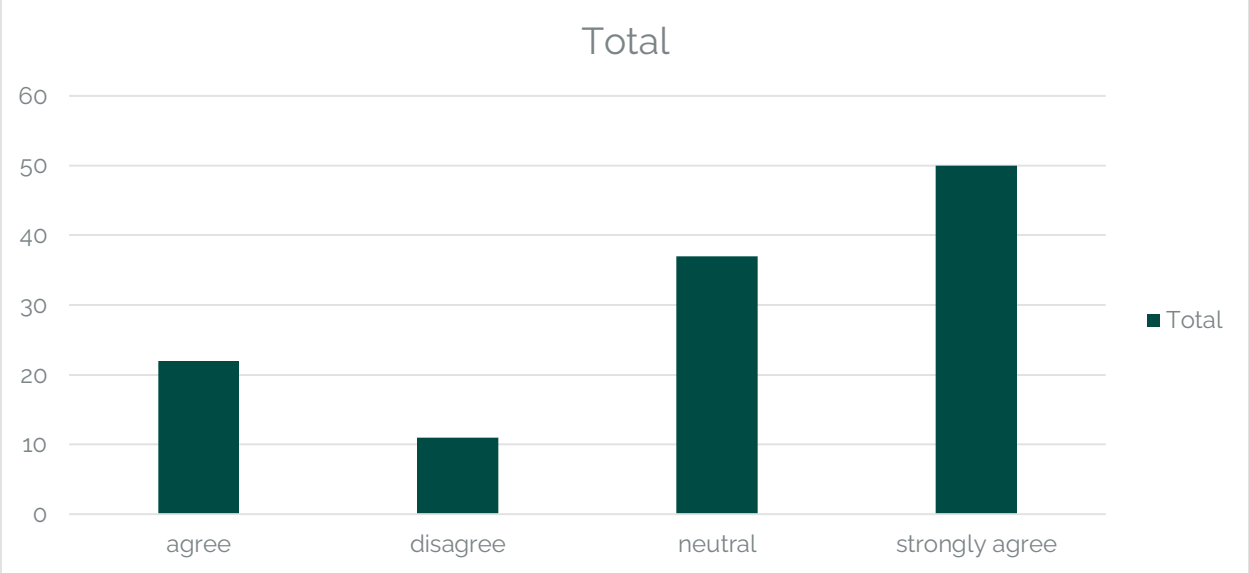

FIGURE 27: PROFESSIONAL TRAINING NEEDS ON SD

This highlights a clear interest in capacity-building programs, particularly among those who may lack prior exposure to structured sustainability education.

5) Departmental Commitment to SD Integration: Finally, when asked whether their department or office needs to do more to relate tasks to sustainable development:
   - 73 respondents (61%) agreed (55) or strongly agreed (18),
   - while only 9 (7.5%) disagreed,
   - and 37 (31%) were neutral.

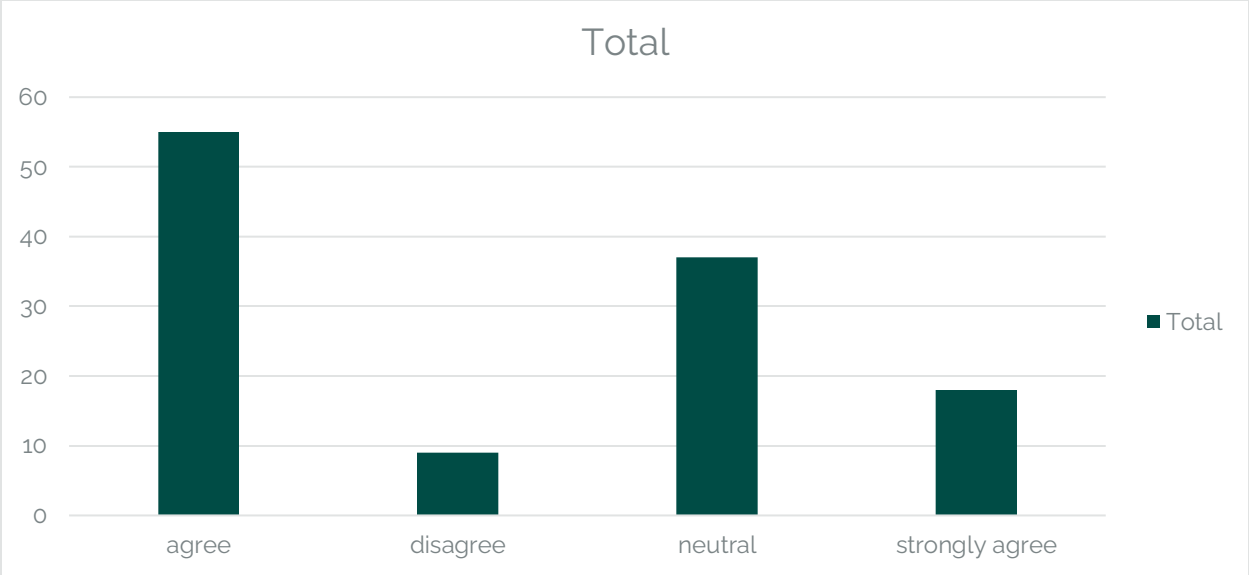

FIGURE 28: DEPARTMENTAL COMMITMENT TO SD INTEGRATION

This suggests broad consensus that departments should enhance the institutional integration of sustainability, and that many faculty perceive room for improvement at the organizational level.

Overall, the data indicates that a majority of faculty recognize the importance of sustainable development in their professional roles and academic activities. However, varying degrees of agreement across topics particularly regarding career impact and departmental support, underscore the need for clearer institutional strategies, enhanced training, and increased support for sustainability alignment across all levels of academic engagement.

V- Contribution of Work/Studies to Sustainable Development

This section explores how faculty members at LAU perceive their work and roles, both professional and personal, as contributing to the broader sustainable development (SD) agenda. The survey examined perceptions on curriculum relevance, task integration, administrative engagement, and community contributions. Insights from these indicators reveal current strengths and potential gaps in SD engagement across LAU campuses.

5.1. Perceived Contribution of Work to Sustainable Development (SD)

Faculty members were asked to indicate the extent to which their daily work at LAU requires knowledge about sustainable development. This question sought to assess whether sustainability is embedded in their routine academic, administrative, or research tasks.

The responses revealed a wide range of perceptions:

- 38 respondents (31.7%) agreed that their daily work requires SD knowledge, indicating a clear integration of sustainability principles into their professional responsibilities.
- 14 respondents (11.7%) strongly agreed, reflecting a more proactive and confident alignment of their work with sustainable development.
- 48 respondents (40%) neither agreed nor disagreed, suggesting neutrality, uncertainty, or potential lack of clarity on how SD applies to their role.
- 16 respondents (13.3%) disagreed, and 4 respondents (3.3%) strongly disagreed, meaning nearly 18% of the sample does not currently see SD as a required component of their daily responsibilities.

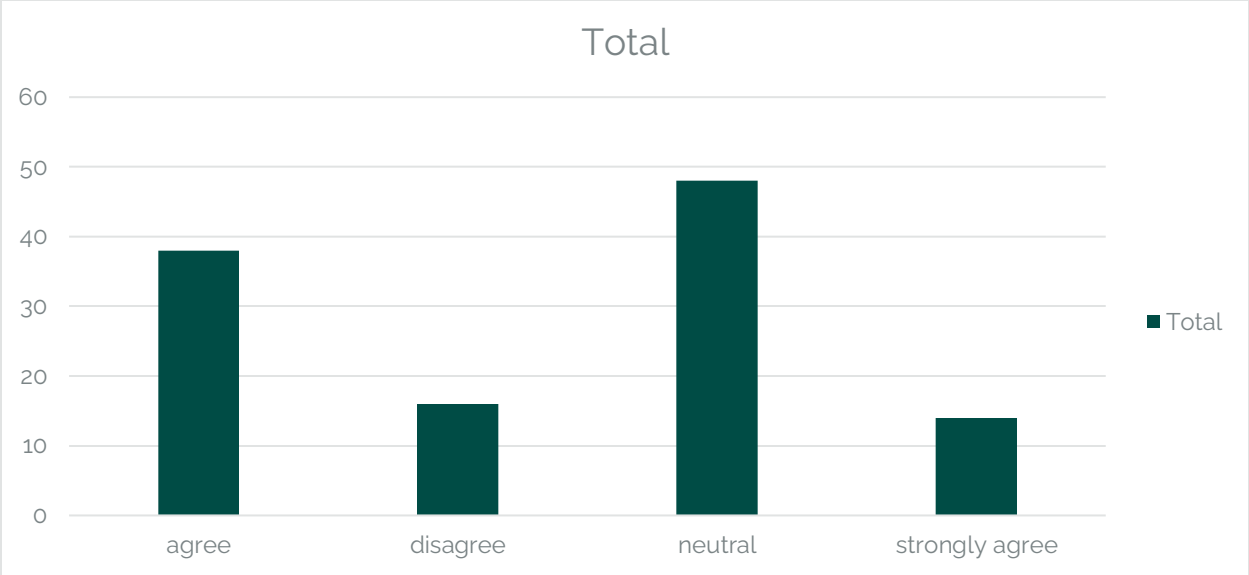

FIGURE 29: CONTRIBUTION OF WORK TO SD

These results highlight a diverse range of engagements and perceptions across the faculty. While over 43% recognize a clear connection between their work and SD, a significant proportion remains neutral or disconnected. This suggests that institutional efforts to clarify and communicate the role of SD in faculty tasks could enhance broader alignment.

Furthermore, the high proportion of neutral responses may point to opportunities for:

- Embedding SD more explicitly in job descriptions, task designs, and performance evaluations;
- Raising awareness about how individual roles contribute to broader sustainability goals;
- Developing faculty-specific examples or guidelines illustrating SD integration.

While a considerable number of LAU faculty members perceive their work as contributing to sustainable development, the diversity in responses also signals a need for clearer institutional framing and support. Reinforcing the link between daily responsibilities and sustainability objectives can foster a more cohesive and mission-driven academic environment

5.2. Integration of Sustainable Development in Administrative and Operational Tasks

This section examines the extent to which faculty members incorporate sustainable development (SD) practices into their day-to-day work operations and administrative responsibilities. The questionnaire asked respondents to indicate whether SD considerations

were reflected in specific aspects of their professional routines, such as behavior, task design, project implementation, and evaluation methods.

1) Sustainability in Daily Routines: A significant number of faculty members reported actively integrating sustainability into their everyday practices, including:
   - Minimizing paper usage and adopting digital tools;
   - Reducing electricity consumption and promoting energy-efficient behaviors;
   - Participating in on-campus recycling efforts.

   These actions reflect a personal commitment to operational sustainability, especially among faculty who may not be directly involved in teaching or research on SD topics. It also illustrates how micro-level changes in behavior contribute to LAU's broader environmental objectives.

2) Task and Project-Level Integration: Faculty members also acknowledged integrating SD principles into their:
   - Administrative tasks, such as procurement decisions and departmental planning;
   - Course design and student assignments, where SD themes are embedded in content or learning objectives;
   - Practical projects, including capstone designs, lab work, and community-based initiatives that address real-world sustainability challenges.

   This indicates a move toward institutional mainstreaming, where sustainability is no longer a standalone topic but interwoven into core academic and operational procedures.

3) Assessment and Evaluation Practices: Some respondents reported incorporating SD criteria into their student evaluations and project assessments. These include measuring:
   - Social or environmental impact of student proposals;
   - Ethical and governance aspects of solutions proposed in projects;
   - Alignment of student outputs with UN Sustainable Development Goals (SDGs).

   This reinforces the idea that evaluation frameworks can serve as effective tools for sustainability education, especially when tied to practical, outcome-based learning.

4) Areas for Further Improvement: Despite positive engagement, qualitative comments and response patterns suggest several areas where SD integration could be enhanced:
   - Not all departments have formal policies linking operational tasks to SD;
   - Sustainability is often seen as the individual's responsibility, rather than an institutional requirement;
   - Some faculty expressed the need for clearer guidelines or administrative support to embed sustainability effectively in non-academic roles.

Faculty at LAU are already integrating sustainable development into their administrative tasks, practical operations, and daily habits, showing meaningful progress in institutionalizing SD beyond academics. However, the depth and consistency of this integration vary across departments and roles. To strengthen this further, LAU may consider formalizing operational sustainability frameworks, offering targeted training, and providing recognition for sustainability-aligned practices at the administrative leve.

5.3. Personal Contributions on Campus and in the Community

This section explores faculty members' self-reported engagement in sustainable development (SD) activities, both within LAU and in their broader communities. It offers insight into how personal values and institutional support influence actual behaviors and participation in sustainability initiatives.

1) Engagement in Sustainable Development at LAU: Faculty responses reveal varying levels of active participation in SD-related initiatives on campus:
   - 33 respondents (27.5%) agreed, and 14 (11.7%) strongly agreed that they are actively engaged in SD activities at LAU.
   - However, 29 respondents (24.2%) disagreed or strongly disagreed, indicating that nearly a quarter of faculty do not currently participate in campus sustainability efforts.
   - The remaining 44 respondents (36.7%) were neutral, suggesting either limited opportunities for involvement, lack of awareness, or uncertainty regarding what constitutes meaningful SD engagement at LAU.

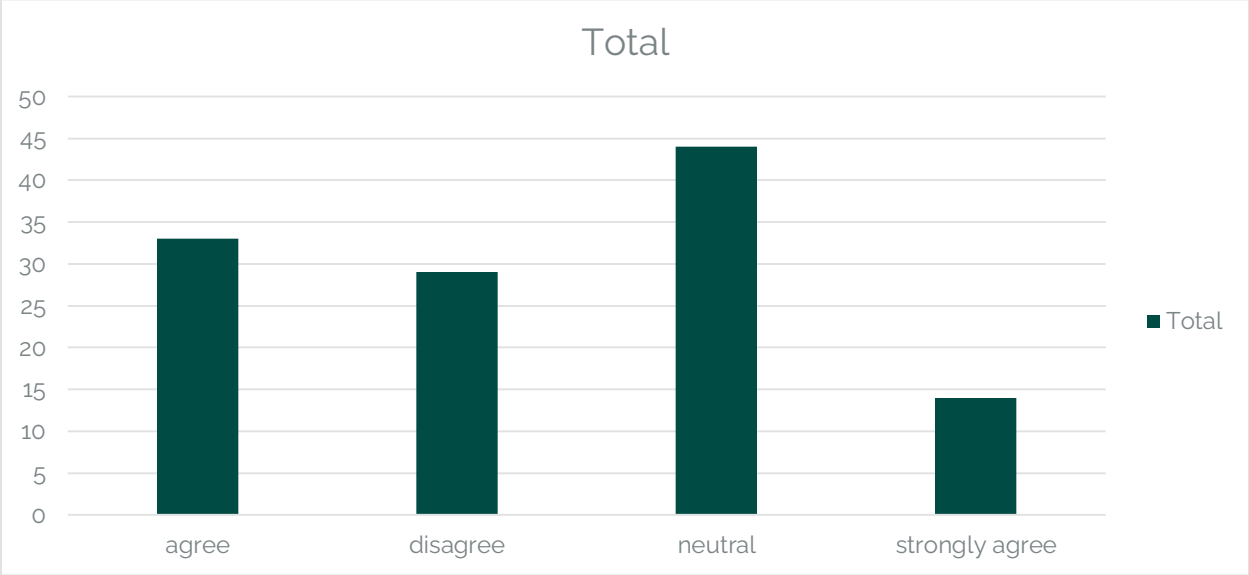

FIGURE 30: SUSTAINABLE DEVELOPMENT AT LAU

These results suggest that while a core group of faculty members is engaged, a larger proportion may require greater institutional encouragement, visibility of ongoing initiatives, and opportunities to contribute meaningfully.

2) Engagement in Sustainable Development in the Community: Faculty members demonstrated slightly higher levels of involvement in community-based sustainability actions:
   - 33 respondents (27.5%) agreed, and 20 (16.7%) strongly agreed that they are currently active in SD efforts within their communities.
   - 21 respondents (17.5%) disagreed or strongly disagreed, and 46 (38.3%) were neutral.

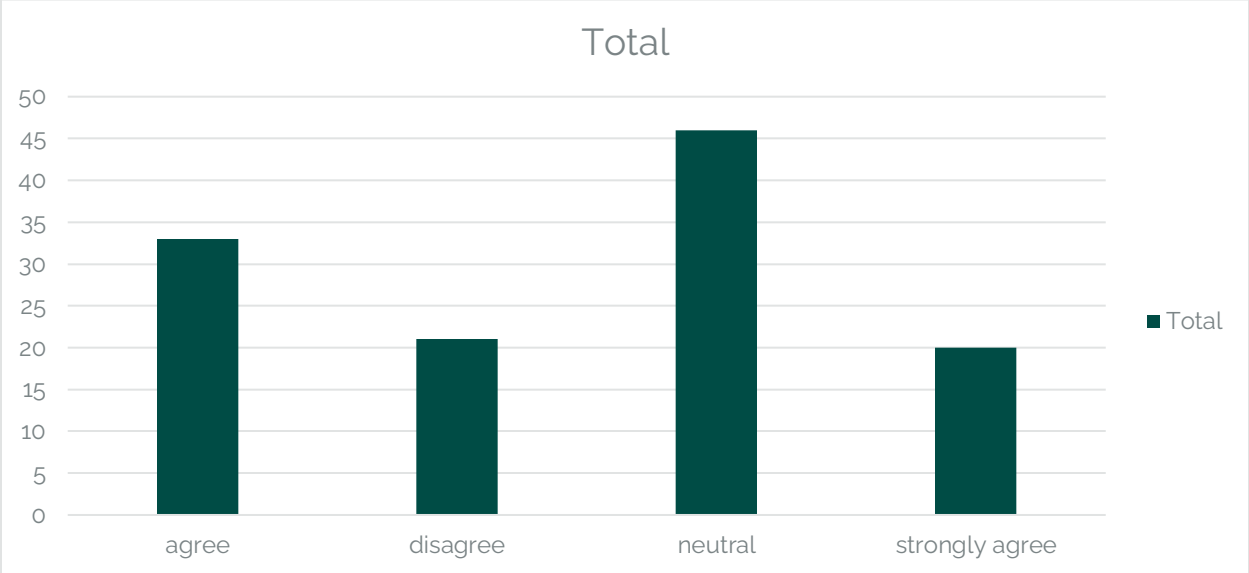

FIGURE 31: ENGAGING SD IN THE COMMUNITY

These findings point to a greater sense of freedom or motivation to contribute outside the institutional setting, possibly through NGOs, municipal programs, educational outreach, or environmental volunteering. It also indicates that many LAU faculty see their professional responsibility extending beyond campus boundaries, aligning with the civic dimension of sustainable development.

3) Interpreting Participation Patterns: While on-campus engagement remains moderate, the stronger involvement off-campus suggests that faculty members may perceive community actions as more impactful or better aligned with their skills and interests. This implies an important opportunity for LAU to:
   - Leverage this external engagement by forging partnerships between the university and community actors;
   - Highlight and celebrate faculty contributions as part of institutional sustainability narratives;
   - Provide incentives and recognition to translate off-campus initiatives into campus-based models or collaborations.

Although a portion of LAU faculty are already engaged in sustainable development both within the university and their communities, a significant percentage remain unengaged or neutral. Strengthening faculty participation on campus through clearer communication, formal engagement platforms, and institutional support will be crucial to broadening the impact of LAU's sustainability agenda. Bridging the gap between personal initiative and structured university programs can enhance SD visibility, collective ownership, and real-world outcomes.

5.4. Personal Contributions to SD On and Off Campus

This section examines faculty members' self-perceived commitment, knowledge, and willingness to contribute to sustainable development (SD) both within the LAU community and in their broader societal contexts. It draws from Likert-scale responses to several key statements that reflect individual alignment with sustainability values and their translation into behavior.

1) Commitment to Sustainable Living: A significant portion of faculty members expressed a strong commitment to living in a manner consistent with sustainable development values:
   - A majority agreed or strongly agreed that living sustainably is important to them and aligned with their personal and professional identity.

   This internal commitment is foundational to fostering a culture of sustainability, as personal values often drive institutional change from the bottom up.

2) Knowledge of Individual SD Actions: Faculty were asked whether they feel knowledgeable enough to take individual actions in support of SD:
   - Many respondents agreed that they know what actions to take personally, suggesting that awareness-building efforts at LAU are bearing fruit.
   - However, the existence of neutral or disagreeing responses suggests that some faculty may still lack clarity or resources to translate SD concepts into action.

   This underlines the importance of targeted awareness sessions, toolkits, and case studies that connect broad SD goals to tangible, everyday actions.

3) Perceptions of Institutional Support: When asked whether LAU enables them to practice SD on campus, responses were more mixed:
   - A significant number of respondents felt that the university is not yet doing enough to enable or facilitate individual sustainability efforts.

   This reflects a perception gap between institutional goals and faculty experience, emphasizing the need for improved visibility and accessibility of LAU's sustainability platforms, programs, and resources.

4) Willingness to Contribute and Lead: Encouragingly, a large proportion of faculty members expressed readiness to contribute to or lead SD activities:

- 56 respondents (46.7%) agreed and 28 (23.3%) strongly agreed they would be willing to engage or even take leadership roles in sustainability initiatives in their communities.

These numbers represent a strong reservoir of potential sustainability champions within LAU

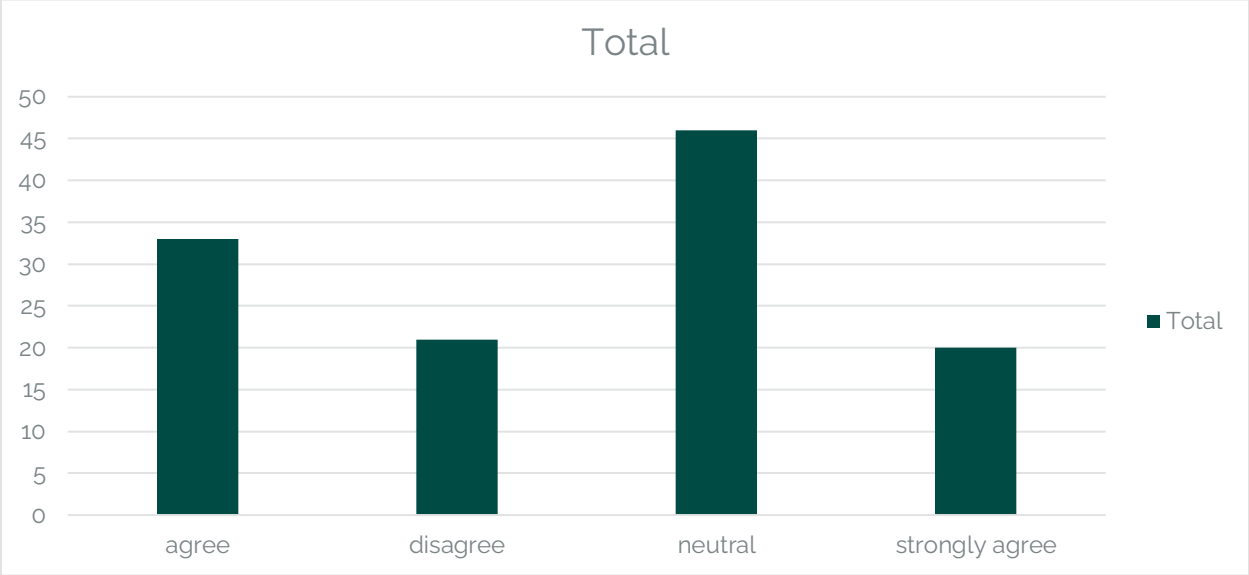

FIGURE 32: WILLINGNESS TO CONTRIBUTE AND LEAD

When this willingness is matched with institutional support such as recognition, funding, or collaboration platforms, it can lead to impactful campus and community initiatives.

5) Current Engagement Levels: Despite the positive intentions, actual engagement remains more modest:
   - Only 33 respondents (27.5%) agreed and 14 (11.7%) strongly agreed that they are currently engaged in SD activities on campus.
   - Off campus, engagement is slightly higher, with 20 respondents (16.7%) strongly agreeing to active participation

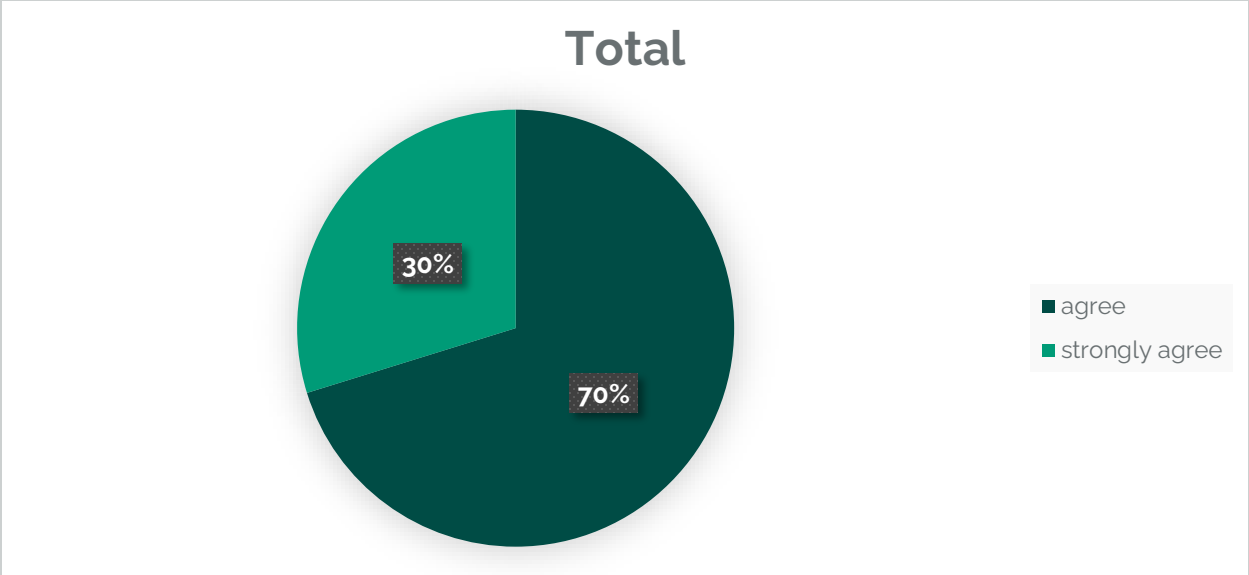

FIGURE 33: CURRENT ENGAGEMENT IN SD LEVELS

This highlights a gap between willingness and actual participation, which can be addressed by:

- Reducing barriers to engagement;
- Providing clear entry points and defined roles for contribution;
- Celebrating and scaling successful faculty-led initiatives

The LAU faculty community demonstrates strong alignment with sustainability values, with many members expressing both personal commitment and a readiness to contribute to sustainable development efforts. However, the lower levels of actual engagement signal the need for institutional mechanisms that convert willingness into action. By offering training, incentives, and structured opportunities for involvement, LAU can fully harness the faculty's motivation and translate it into measurable impact, on campus and beyond.

VI- Institutional Environment and Priorities

This section examines how faculty members at LAU perceive the university's environment, leadership, and operational commitment to sustainable development (SD). Drawing on their responses, the analysis explores institutional support mechanisms, visibility, communication channels, and key barriers which culminating in actionable recommendations for fostering a more sustainable academic ecosystem.

6.1. Perceptions of LAU's Commitment to Sustainability

As presented earlier, faculty perceptions of LAU's commitment to sustainability are moderately positive but highly varied:

- 30% agreed, and 7.5% strongly agreed that LAU is committed to sustainability.
- However, 23.3% disagreed, and 2.5% strongly disagreed, while 36.7% were neutral.

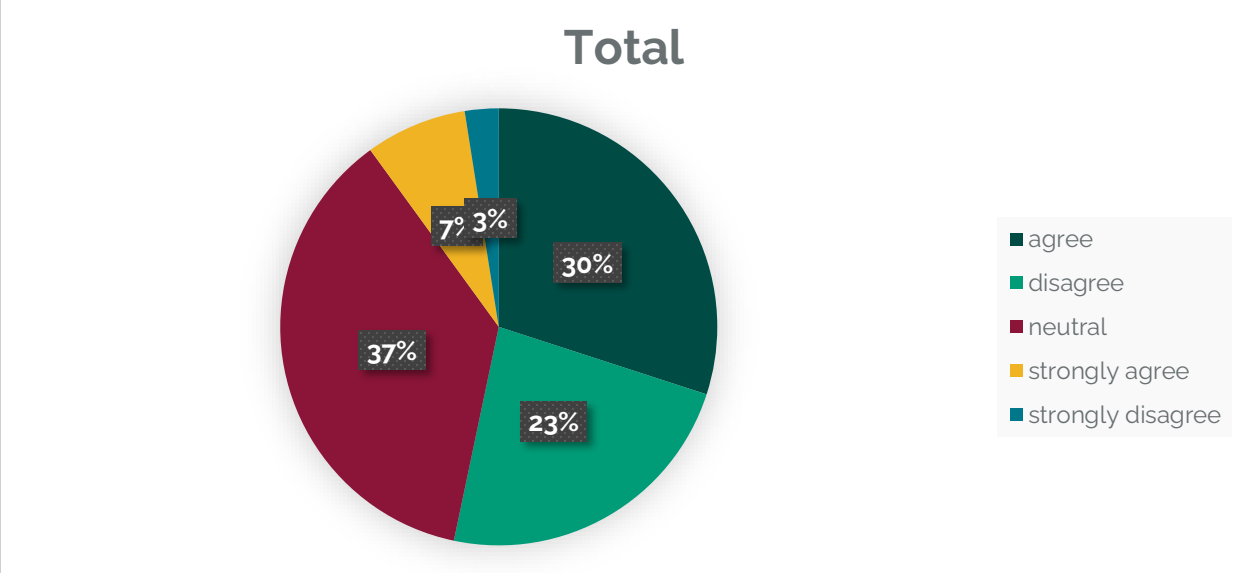

FIGURE 34: PERCEPTION OF LAU'S COMMITMENT TO SUSTAINABILITY

This distribution suggests that while some faculty recognize efforts by LAU, many remain uncertain or unconvinced about how deeply sustainability is embedded into the institution's culture and strategy. The neutral and negative responses point to a perception gap, where SD efforts may exist but lack institution-wide visibility and engagement.

6.2. Department-Level Support and Visibility

Faculty members were also asked whether their school or department supports SD activities. The responses reflected a weaker perception of departmental engagement:

- Only 22.5% agreed that their department encourages sustainability initiatives.

- A majority (around 50.8%) responded neutrally, and nearly 27% disagreed or strongly disagreed.

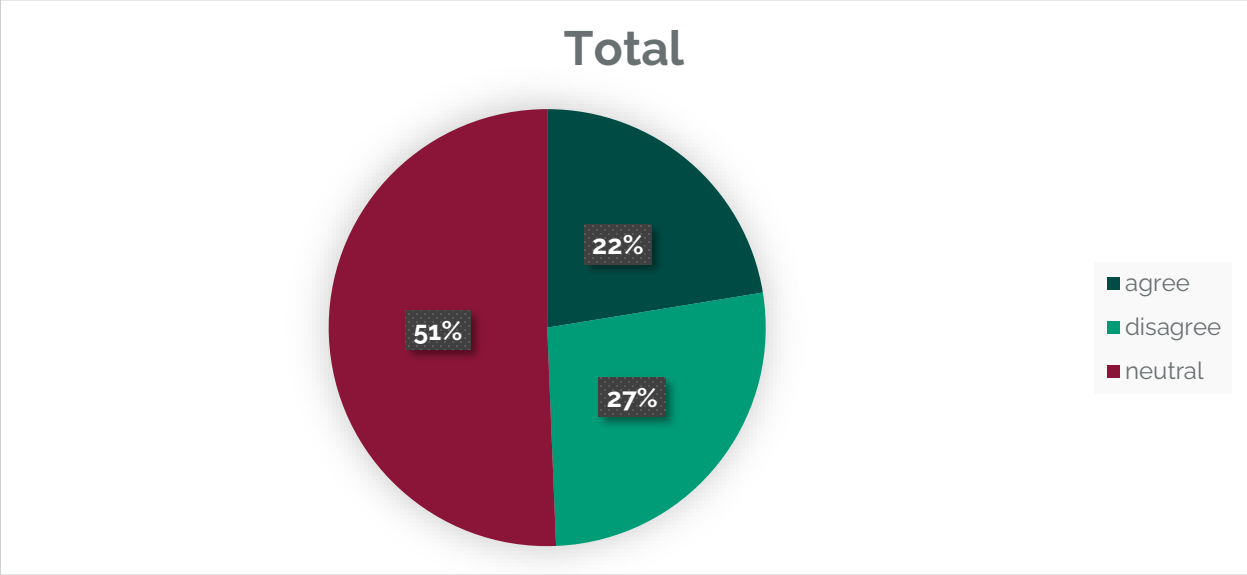

FIGURE 35: DEPARTMENT-LEVEL SUPPORT AND VISIBILITY

This highlights a need to:

- Decentralize sustainability efforts beyond university leadership into faculties and departments.
- Empower schools and academic units to develop custom sustainability action plans.
- Recognize and reward department-level contributions to sustainability goals.

A strong top-down and bottom-up approach is needed to ensure sustainability is not perceived as an isolated or symbolic effort, but rather a shared and localized responsibility across disciplines.

6.3. Sources of Information on Sustainability

Faculty members were asked how they typically receive information about sustainability at LAU. The most commonly cited sources included:

- Email notifications and university-wide announcements
- Campus events and awareness days
- Peer discussions or department meetings
- Personal interest and external sources (e.g., news, webinars, or social media)

However, many faculty indicated that information flow is inconsistent or limited in scope. There appears to be a lack of centralized, accessible, and regularly updated communication platforms on SD at LAU.

Suggested improvements include:

- Launching a dedicated sustainability portal or dashboard accessible to all faculty;
- Publishing quarterly sustainability newsletters;
- Embedding SD updates in faculty meetings, departmental bulletins, or performance reviews.

Enhanced communication would allow faculty to better understand ongoing projects, institutional priorities, and pathways for participation.

6.4. Barriers to Institutional Support or SD Integration

Faculty members identified a number of barriers preventing stronger SD integration into their work or university-wide practices:

1. Lack of Institutional Framework or Policy
   - Absence of clear, mandatory SD guidelines for teaching, research, or operations;
   - Limited alignment between university strategy and daily academic/administrative tasks.
2. Limited Time and Resources
   - Faculty workloads and competing priorities hinder participation in SD projects;
   - Lack of dedicated funding, time-release options, or logistical support for SD engagement.
3. Knowledge and Skills Gaps
   - Some faculty do not feel trained or informed enough to integrate SD meaningfully;
   - Absence of structured training programs or interdisciplinary exchange.
4. Low Visibility of Efforts
   - Many faculty remain unaware of existing SD initiatives, committees, or action plans;
   - Lack of consistent communication and recognition of good practices.
   - Addressing these barriers is essential to creating an enabling environment where faculty can act as agents of change within and beyond LAU.

6.5. Strategic Insights and Recommendations

Based on the above findings, the following recommendations are proposed to strengthen LAU's institutional environment and sustainability priorities:

1. Develop and Publicize a University-Wide SD Strategy
   - Formalize LAU's sustainability commitment through a public framework aligned with the SDGs.
   - Ensure top leadership endorses and communicates this vision regularly.
2. Empower Departments with Autonomy and Incentives
   - Provide microgrants or budget lines for department-level SD projects.
   - Encourage schools to design their own sustainability action plans, aligned with their disciplines.

3. Build Faculty Capacity
   - Organize training, workshops, and interdisciplinary events focused on SD integration.
   - Develop toolkits, syllabi templates, and case studies to support SD in curriculum and administration.
4. Strengthen Communication Channels
   - Establish a centralized sustainability portal.
   - Launch a campus-wide SD newsletter or digital board highlighting ongoing efforts and opportunities.
5. Embed SD into Institutional Culture
   - Recognize faculty contributions to SD in promotions and evaluations.
   - Include sustainability metrics in department and university KPIs.
   - Engage faculty in participatory processes to co-create the sustainability agenda.

The analysis shows that while LAU's faculty demonstrate openness and readiness to contribute to sustainable development, institutional mechanisms and visibility remain limited and inconsistent. Addressing the barriers and scaling up engagement at both strategic and departmental levels will be key to transforming LAU into a sustainability-driven institution that actively mobilizes its academic community.

VII- Training Needs and Preferred Learning Modes

This section presents a comprehensive analysis of LAU faculty members' training needs, preferred learning modalities, and content priorities related to sustainable development (SD). Understanding how faculty wish to engage with SD-related learning is essential for designing inclusive, responsive, and impactful capacity-building initiatives that enhance knowledge, skills, and institutional integration of sustainability.

7.1. Interest in Formal and Informal Learning Formats

The survey revealed a strong faculty interest in both formal and informal SD training opportunities. When asked about their preferred learning formats:

- 52 faculty members (43.3%) expressed interest in structured workshops or seminars focused on SD topics.
- 38 respondents (31.7%) preferred informal peer exchanges or cross-disciplinary learning circles.
- 30 respondents (25%) favored self-paced online courses, suggesting a desire for flexible, accessible options compatible with faculty schedules.

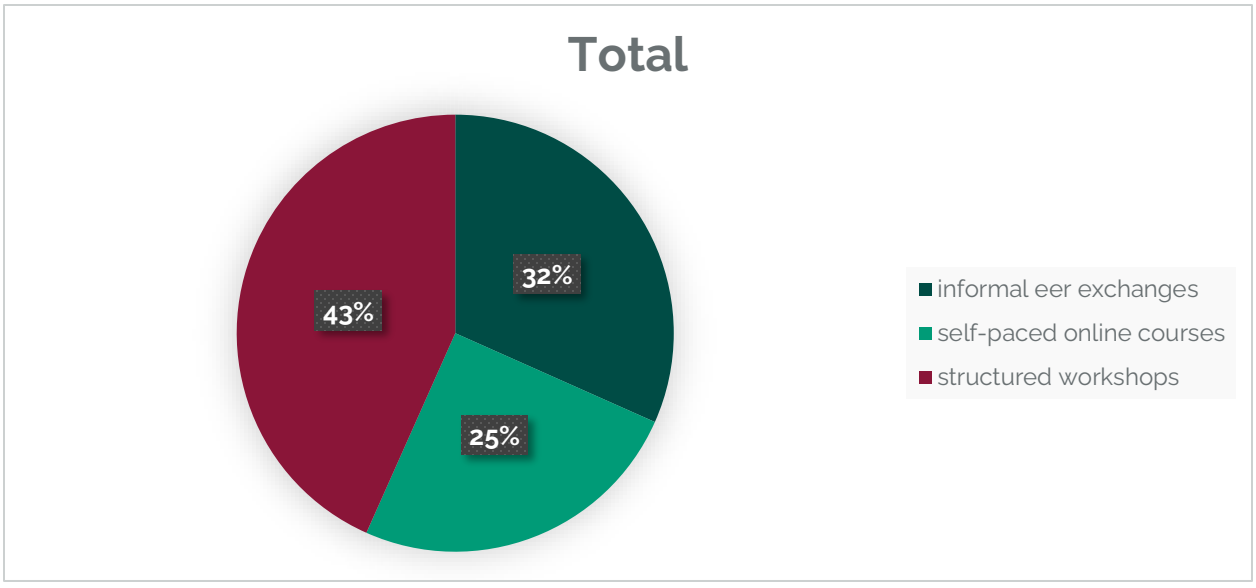

FIGURE 36: FORMAL VS INFORMAL LEARNING FORMATS

These responses highlight the importance of offering a hybrid training model, combining formal instruction with flexible and participatory formats. Workshops can be tailored for in-depth exploration of SD theory and applications, while peer exchanges can facilitate knowledge sharing across departments, promoting collaborative innovation.

7.2. Differences in Preferences Across Faculty Roles

While the data primarily includes faculty members, disaggregating preferences by respondent roles still reveals meaningful trends:

- Faculty with teaching responsibilities showed a slight preference for workshops and curriculum design sessions, reflecting their role in shaping course content and student engagement.
- Respondents in administrative or leadership positions were more inclined toward practical sessions on operational sustainability, such as sustainable procurement, reporting, or energy use on campus.
- Early-career faculty and those with interdisciplinary backgrounds were more open to peer learning models and participatory formats, suggesting a greater appetite for collaborative spaces that challenge traditional disciplinary boundaries.

These distinctions imply that SD training programs should be customized based on professional roles, ensuring content and formats are aligned with faculty's day-to-day functions and institutional influence.

7.3. Prioritized Training Content Areas

Faculty respondents identified key topics they would like to receive training on. The most frequently prioritized content areas include:

1. Integrating SD into Course Design: Practical tools for embedding sustainability themes into course objectives, content, assignments, and evaluation.
2. Understanding the UN Sustainable Development Goals (SDGs): Deepening knowledge of the 2030 Agenda, global targets, and how they apply to local educational contexts.
3. Sustainable Campus Operations: Training on topics such as energy efficiency, waste management, and sustainable procurement.
4. Research for Sustainable Development: Guidance on incorporating SD into research agendas, interdisciplinary grant opportunities, and ethical sustainability assessments.
5. Community Engagement and Outreach: Methods for collaborating with local stakeholders and integrating civic action with university mandates.
6. Sustainability Leadership and Policy Advocacy: Equipping faculty to become change agents within their departments and across LAU.

This prioritization signals a broad-based understanding of SD as both a pedagogical and institutional imperative, requiring capacities in both content delivery and systemic transformation.

7.4. Summary of Faculty Training Needs

The findings of this section suggest that LAU faculty demonstrate a strong interest in building their sustainability competencies, provided training is:

- Contextualized: Tailored to the local realities of LAU and Lebanon's socio-environmental challenges.
- Flexible: Offered in a variety of formats to accommodate diverse schedules and learning preferences.
- Relevant: Closely aligned with faculty roles, whether academic, administrative, or leadership oriented.
- Actionable: Focused on translating SD knowledge into practical, measurable contributions to campus operations and community well-being.

Importantly, the expressed appetite for training extends beyond individual development, it reflects a collective will to align personal and institutional missions with global sustainability agendas.

Training and capacity development remain critical levers for embedding sustainability within higher education institutions. The strong faculty interest in SD learning at LAU represents a strategic opportunity to design inclusive, multi-modal programs that foster institutional transformation. By investing in this area, LAU can ensure that its faculty not only understand the principles of sustainable development but are empowered to lead changes across teaching, research, and operations.

VIII- Career and Professional Relevance

This section explores how LAU faculty perceive the relevance of sustainable development (SD) knowledge and practices to their career trajectories, work performance, and mobility across institutional or sectoral contexts. It also examines variations across roles and departments and concludes with strategic implications for integrating SD into faculty development pathways.

8.1. Perceived Impact of SD Knowledge on Career Development

Survey results indicate a moderately positive perception regarding the impact of sustainable development knowledge on career progression:

- 42 respondents (35%) agreed that knowledge of SD contributes positively to their career development.
- 10 respondents (8.3%) strongly agreed, affirming a significant perceived advantage.
- A large share, 52 respondents (43.3%), responded neutrally, possibly due to unclear linkages between SD competencies and traditional academic career paths.
- 13 respondents (10.8%) disagreed, while 3 (2.5%) strongly disagreed.

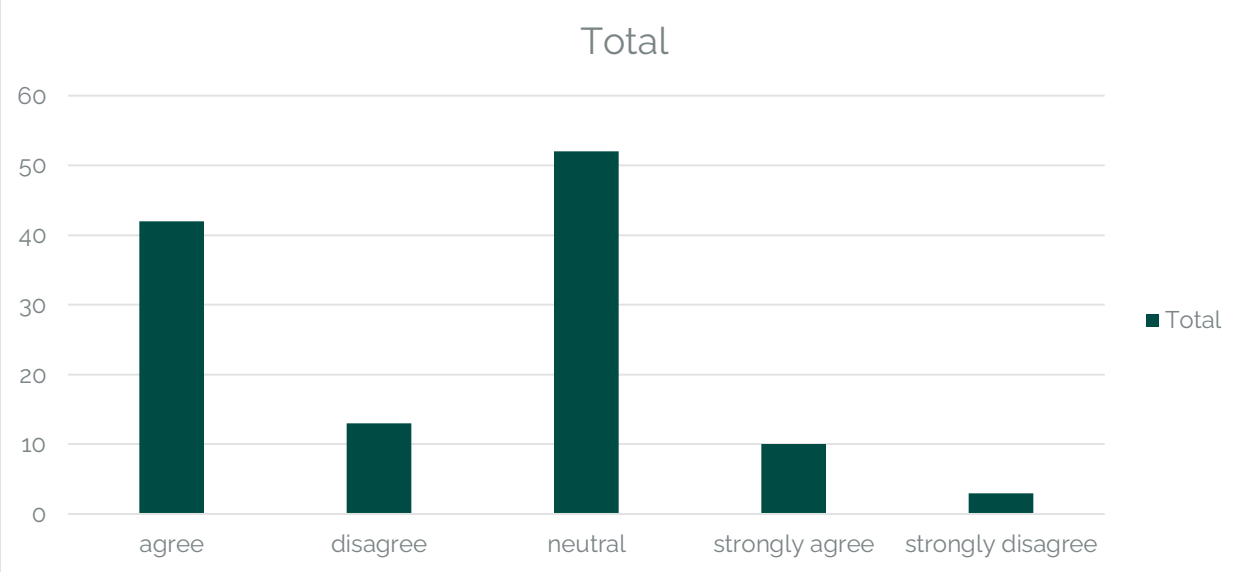

FIGURE 37: IMPACT OF SD KNOWLEDGE ON CAREER DEVELOPMENT

This suggests that nearly 43% of faculty see SD as professionally valuable, while others may either not yet recognize its relevance or have not experienced tangible benefits in terms of promotions, recognition, or opportunities. The high rate of neutrality further emphasizes a disconnect between institutional SD efforts and faculty reward systems.

8.2. Impact on Work Performance

When asked whether SD knowledge improves their daily work performance, responses were consistent with the findings in section 5.1:

- 39 respondents (32.5%) agreed, and 11 (9.2%) strongly agreed that SD contributes to improved work outcomes.
- 53 respondents (44.2%) were neutral, while 17 (14.2%) disagreed or strongly disagreed.

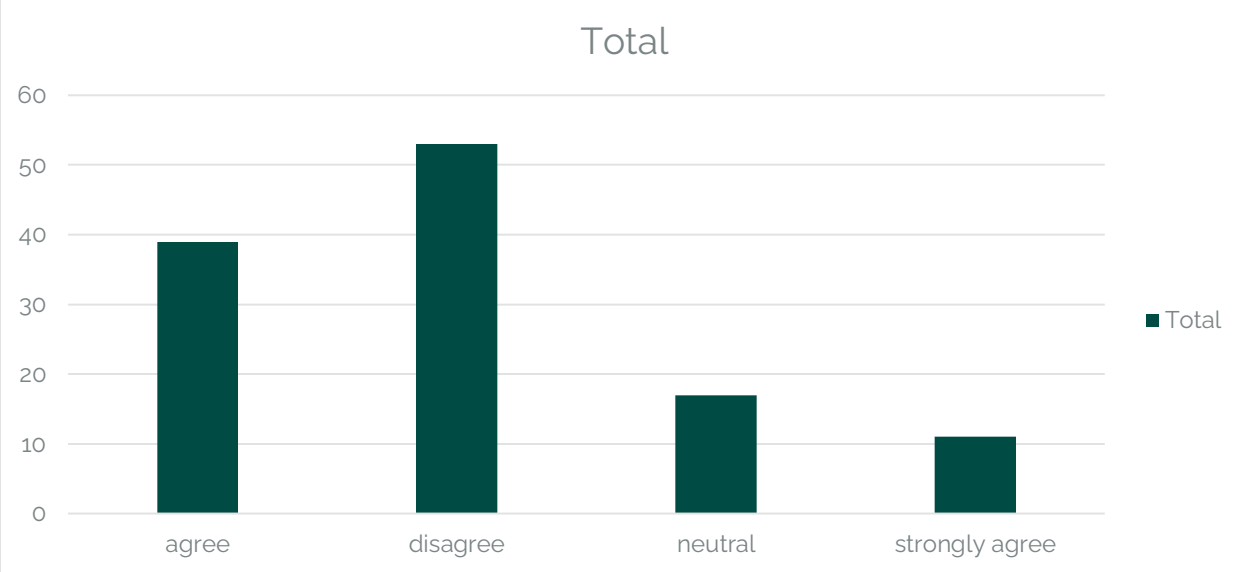

FIGURE 38: IMPACT OF SD ON WORK PERFORMANCE

These findings suggest that while SD is seen as generally supportive of quality work, it has not yet been universally integrated into performance metrics or clearly connected to tangible improvements. Some faculty may also perceive SD knowledge as more conceptual than applied, especially in administrative or technica.

8.3. Institutional or Sectoral Mobility

Faculty were also asked whether SD skills and knowledge enhance their mobility across institutions or sectors:

- 33 respondents (27.5%) agreed, and 12 (10%) strongly agreed that SD competencies could support their ability to move between academic institutions, NGOs, governmental bodies, or international agencies.
- 56 respondents (46.7%) remained neutral, and 19 (15.8%) disagreed or strongly disagreed.

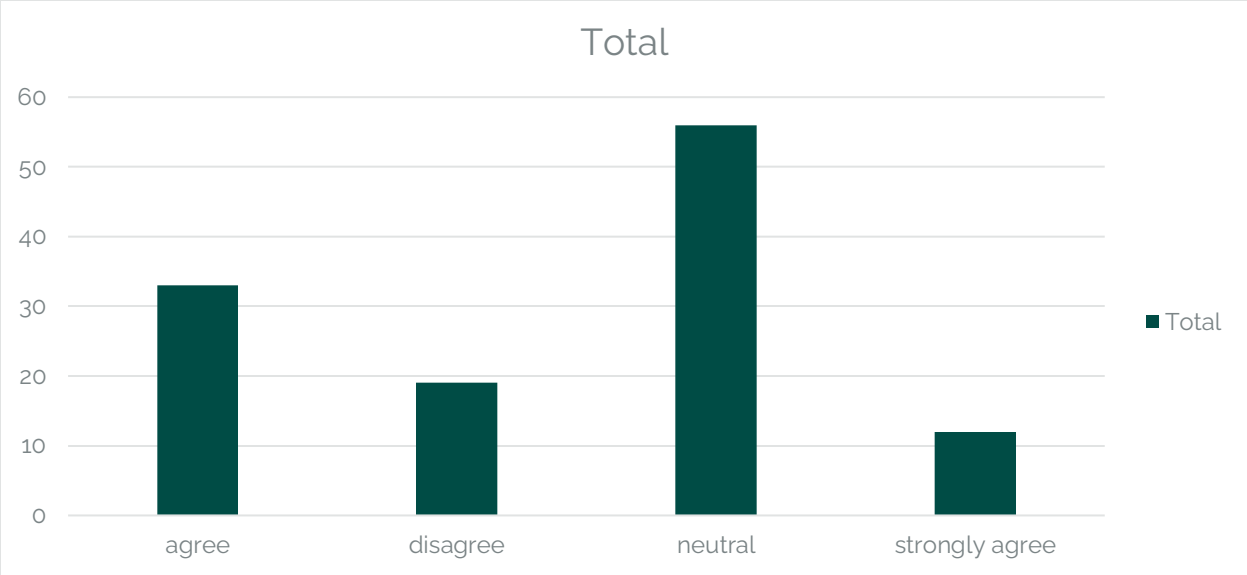

FIGURE 39: SECTORAL MOBILITY

These results reflect a growing but not universal, recognition of SD as a transferable skillset. Faculty with interdisciplinary backgrounds, international experience, or involvement in policy and community work are more likely to view SD as enhancing their career mobility. Others, especially those in traditional disciplines, may see fewer cross-sectoral pathways for applying their SD expertise.

8.4. Comparative Insights by Role and Department

Preliminary cross-tabulation by academic role and department reveals important trends:

- Faculty in environmental sciences, engineering, and social sciences are more likely to perceive stronger career benefits from SD knowledge, given its direct relevance to teaching, research, and applied projects.
- Faculty in humanities or business disciplines showed more neutral or skeptical responses, potentially due to less visibility of SD within their curricula or career advancement structures.
- Administrative Faculty who responded (though limited in number) tend to associate SD more with institutional values than career benefits, indicating a gap between strategic goals and personal development plans.

These distinctions highlight the importance of discipline-specific messaging and training on how SD can enhance professional opportunities and impact.

8.5. Summary and Strategic Implications

The The integration of SD into professional and career development at LAU is emerging but uneven. While a portion of faculty clearly recognizes the strategic and personal value of SD

knowledge, others remain unaware, unconvinced, or unable to link it to their immediate responsibilities.

Key strategic insights include:

- Clarify the professional benefits of SD: Develop role-specific communication to explain how SD competencies enhance employability, performance, and cross-sector relevance.
- Recognize SD in faculty evaluations: Integrate sustainability achievements, teaching innovations, and community engagement into promotion criteria.
- Support interdisciplinary career development: Encourage collaboration across departments and with external stakeholders to broaden career pathways linked to sustainability.
- Highlight success stories: Share faculty testimonials or case studies where SD integration led to career advancement, research funding, or expanded networks.

Sustainable development is increasingly recognized by LAU faculty as a valuable asset for career growth, institutional performance, and sectoral mobility. However, realizing its full potential requires deliberate alignment between institutional policies and individual incentives. By embedding SD in faculty development frameworks, LAU can foster a new generation of academic leaders equipped to drive transformation in Lebanon and beyond.

IX- Personal Values and Engagement

This section explores how LAU faculty members internalize sustainable development (SD) as part of their personal identity and values. It examines the perceived importance of SD in everyday life, their willingness to engage in related initiatives, current involvement in sustainability efforts both on and off campus, and the obstacles that may limit deeper participation. These insights are critical for understanding the individual motivations and systemic factors that drive or inhibit faculty engagement in SD.

9.1. Importance of SD in Personal Life and Lifestyle

The majority of faculty respondents consider sustainable development to be important in their personal lives:

- 39.2% agreed and 26.7% strongly agreed that SD plays a role in their lifestyle and personal values.
- Only 4.2% disagreed, while 28.3% remained neutral.

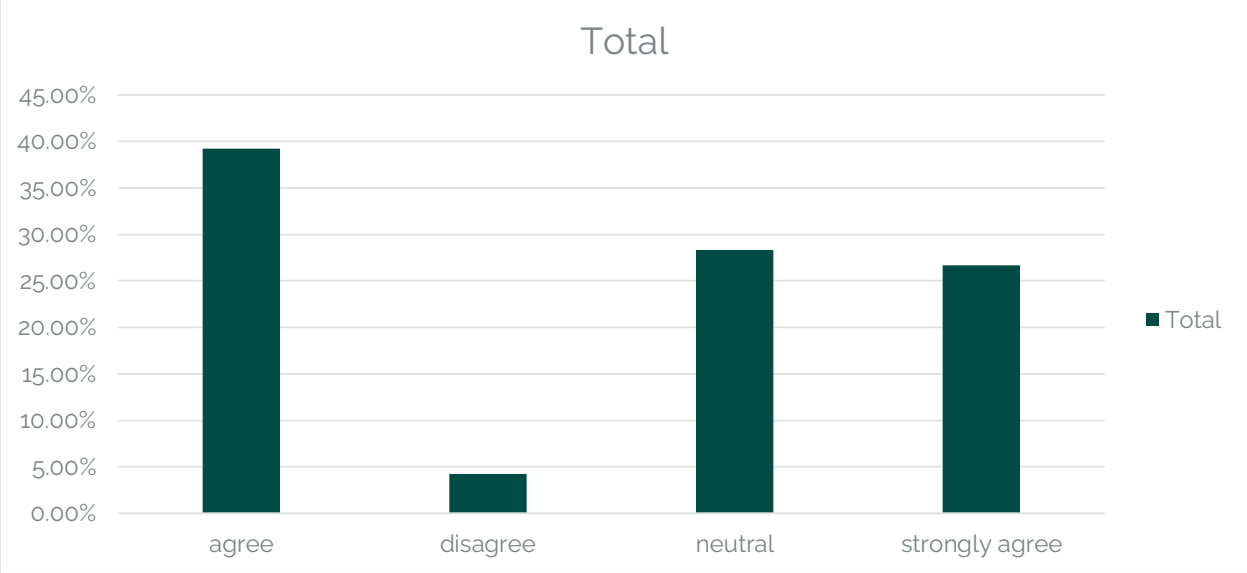

FIGURE 40: IMPORTANCE OF SD IN PERSONAL LIFE

This suggests that two-thirds (65.9%) of respondents identify SD as a personal priority, indicating a solid foundation for fostering institutional engagement. The strong agreement levels reflect the alignment between faculty members' ethical commitments and the broader sustainability agenda, particularly in areas such as environmental protection, responsible consumption, social equity, and intergenerational justice.

9.2. Willingness to Contribute, Engage, or Lead SD Initiatives

Faculty members expressed a notable openness to actively contribute to or lead SD-related initiatives:

- 35% agreed, and 12.5% strongly agreed that they are willing to get involved in sustainability-related efforts at LAU.
- An additional 39.2% responded neutrally, suggesting latent potential that could be activated through clearer engagement pathways.
- Only 13.3% disagreed or strongly disagreed.

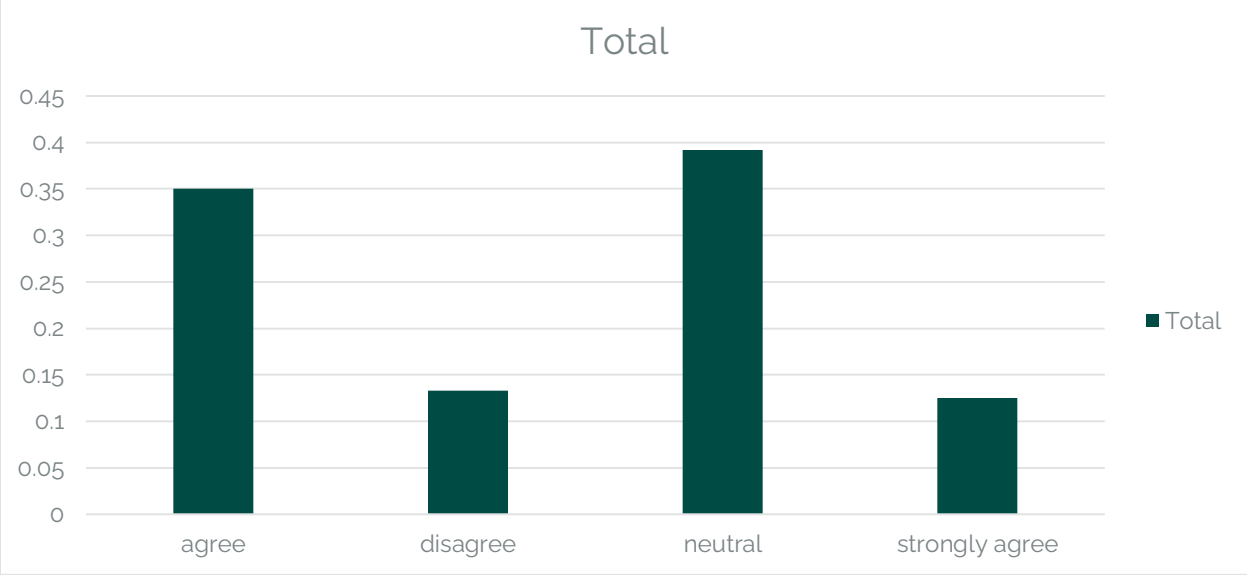

FIGURE 41: WILLINGNESS TO CONTRIBUTE, ENGAGE, OR LEAD SD INITIATIVES

These results underscore a willing but under-engaged faculty base. Many faculty members are motivated to support SD but may lack institutional incentives, platforms, or recognition for their contributions.

9.3. Current Involvement in SD (On/Off Campus)

Despite the high interest levels, actual engagement in sustainability initiatives appears limited:

- A significant portion of respondents reported minimal or occasional participation in SD projects or events.
- Engagement tends to be higher off campus particularly in community service, awareness-raising, or environmentally responsible practices, than within LAU's formal structures.

- Some faculty mentioned independent efforts, such as integrating SD topics into their teaching or conducting sustainability-focused research.

This suggests that while personal values align with SD, the absence of structured programs or recognized roles within the institution may be constraining active involvement.

9.4. Obstacles to Deeper Engagement

Respondents identified several key barriers that prevent more meaningful involvement in sustainability-related work:

1. Time Constraints: Faculty workloads, competing academic responsibilities, and research obligations leave limited time for SD engagement beyond core duties.
2. Lack of Institutional Support: The absence of formal SD roles, project funding, or recognition in performance evaluations reduces motivation and perceived value.
3. Unclear Pathways for Engagement: Many faculty indicated they were unaware of how or where to contribute, signaling the need for clearer communication and structured involvement opportunities.
4. Disciplinary Disconnection: Faculty in some departments (e.g., humanities or technical sciences) expressed uncertainty about how their field aligns with SD, leading to disengagement due to perceived irrelevance.

9.5. Summary and Strategic Implications

The data reveals a strong base of personal alignment with sustainability values among LAU faculty, but this is not consistently reflected in structured institutional engagement. To bridge this gap, the university must translate faculty interest into tangible opportunities and support systems.

Strategic implications include:

- Establishing SD Ambassadors or Champions within departments to foster engagement and coordination.
- Recognizing faculty contributions to SD in promotions, awards, and evaluation criteria.
- Creating an SD engagement map or platform listing current initiatives, opportunities, and contact points.
- Offering flexible involvement models (e.g., event-based, curricular, research-driven, community-focused).
- Fostering interdisciplinary forums to demonstrate how every field can contribute meaningfully to sustainability.

Personal commitment to sustainability is high among LAU faculty, but institutional structures have yet to fully harness this potential. By addressing the identified barriers and creating participatory pathways, LAU can activate a highly motivated academic community to lead and champion sustainable development across teaching, research, operations, and outreach.

X- Future Engagement Opportunities

This section explores LAU faculty members' aspirations and expectations regarding future involvement in sustainable development (SD). It covers their interest in joining sustainability-related initiatives, the types of activities they wish to pursue, the forms of institutional support they find necessary, and concludes with strategic recommendations for enhancing engagement at the university level.

10.1. Interest in Participating in Sustainability Activities

The survey revealed a promising outlook for future faculty engagement in SD activities:

- 47.5% of respondents expressed interest in participating in sustainability-related activities at LAU.
- An additional 35.8% were neutral, which indicates a significant proportion of faculty who may be open to engagement if the conditions are right.
- Only 16.7% expressed disinterest, suggesting that barriers to participation may be more logistical or institutional rather than ideological.

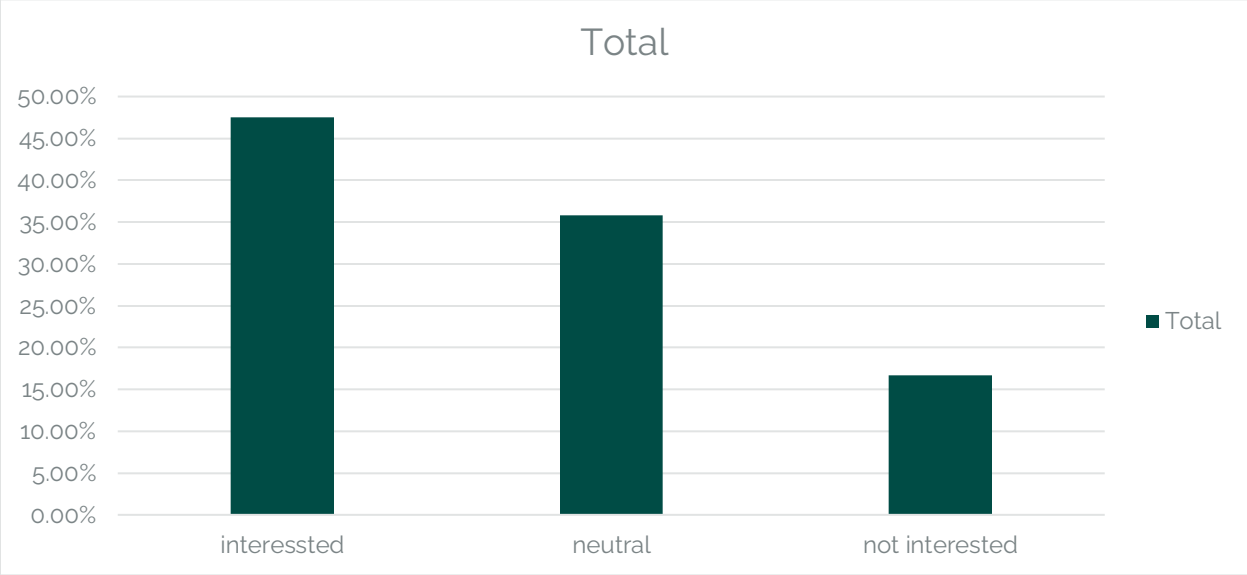

FIGURE 42: INTEREST IN PARTICIPATING IN SUSTAINABILITY ACTIVITIES

This signals a clear opportunity for LAU to mobilize nearly half of its faculty into active sustainability efforts through structured programming and inclusive outreach.

10.2. Faculty-Specific Engagement Interests

Respondents indicated varied interests in future engagement, highlighting the need for diverse entry points that reflect professional roles and academic disciplines. Commonly expressed interests include:

- Teaching and Curriculum Development: Many faculty expressed a desire to integrate SD concepts into course content or develop new modules and electives that address local and global sustainability challenges.
- Research and Interdisciplinary Projects: Respondents from science, engineering, and social studies departments showed a high interest in collaborative sustainability research, particularly when linked to community impact or external funding.
- Community Outreach and Student Engagement: Faculty in education and public health were keen on mentoring students in civic engagement and SD-focused community projects.
- Campus Sustainability Operations: Some faculty indicated interest in greening campus operations, such as waste reduction, energy conservation, or SD auditing of departments.

The range of interests reflects an inclusive landscape for engagement, where different forms of contribution can be equally valuable and complementary.

10.3. Desired Forms of Institutional Support

Faculty members outlined specific areas of institutional support needed to enable and sustain their engagement in SD initiatives:

- Recognition and Incentives: Faculty want SD contributions to be formally recognized in evaluations, promotions, and awards. Many expressed concern that while they are passionate about sustainability, there is currently no institutional mechanism to reward or prioritize such efforts.
- Dedicated Time and Resources: Time constraints emerged as a major barrier. Faculty requested release time, research grants, or administrative support to develop SD programs and projects.
- Leadership and Communication: Respondents called for clear leadership from LAU's senior management, including a university-wide SD strategy, more transparent communication, and consistent updates about ongoing or upcoming initiatives.
- Capacity Building and Networking Opportunities: Faculty seek training, tools, and platforms to build their SD knowledge and connect with peers. This includes internal faculty workshops, partnerships with external organizations, and participation in regional or international SD forums.

These insights emphasize that engagement must be supported both structurally and culturally. Goodwill alone will not lead to widespread participation unless faculty are empowered and incentivized to act.

10.4. Strategic Implications for LAU

The findings in this section offer concrete direction for LAU to strengthen and institutionalize faculty engagement in sustainability.

Key strategic recommendations include:

1. Create Structured Participation Pathways: Launch university-wide programs such as SD working groups, green committees, or interdisciplinary hubs that offer clear entry points for interested faculty.
2. Embed SD in Faculty Development and Career Growth: Align sustainability involvement with promotion, tenure, and performance criteria to signal institutional commitment.
3. Provide Resources for SD Integration: Allocate dedicated funding, staff support, and training opportunities to help faculty incorporate SD into their teaching, research, and service.
4. Foster Visibility and Peer Learning: Regularly share success stories and impact metrics from faculty-led SD initiatives to inspire broader participation and cultivate a learning community.
5. Align Institutional Strategy with Faculty Energy: Synchronize LAU's top-down sustainability commitments with the grassroots enthusiasm demonstrated by its academic staff.

Faculty at LAU are ready and willing to contribute to the university's sustainability journey, provided they are given the right tools, recognition, and strategic direction. Future engagement efforts should focus on removing barriers, offering support, and building a culture of shared responsibility for sustainable development. By doing so, LAU will not only empower its faculty but also position itself as a leading institution in Lebanon and the region in the advancement of sustainability in higher education.

XI- Regional and External Collaboration

Sustainable development (SD) is inherently interdisciplinary and global. For higher education institutions like LAU, regional and international collaboration is critical for advancing SD goals, sharing best practices, and building institutional resilience. This section explores faculty involvement in regional SD-related knowledge exchanges, the types of support needed to expand such engagements, and preferred forms of external collaboration.

11.1. Involvement in SD-Related Regional Knowledge Exchanges

Survey responses revealed limited current engagement in structured regional or international sustainability collaborations:

- Fewer than 20% of faculty reported having participated in any SD-related exchange programs, regional forums, or cross-border research initiatives.
- Participation was higher among faculty in environmental sciences, engineering, and social development fields, particularly those with international research experience or previous work with UN agencies and EU-funded programs.
- Others cited occasional informal interactions, such as conference attendance or joint publications, but these were not institutionally supported nor regularly sustained.

This data points to a significant underutilization of regional collaboration opportunities, despite growing interest and existing faculty networks that could be leveraged more effectively.

11.2. Opportunities and Support Needed

Faculty members highlighted several institutional and external enablers that would facilitate stronger regional engagement in sustainability work:

1. Funding for Research and Mobility: Faculty cited the need for dedicated budgets to attend SD conferences, initiate pilot research with regional universities, or take part in thematic working groups (e.g., water scarcity, renewable energy, food security, education for SD).
2. Administrative and Logistical Support: Many expressed difficulty navigating grant procedures, partnership protocols, or travel coordination. Clearer systems and support from university administration are needed to reduce barriers.
3. Recognition and Time Allocation: Faculty stated that regional engagement is rarely recognized in performance evaluations, which discourages time investment. Integrating regional work into teaching loads, sabbaticals, or university KPIs would increase participation.

4. Language and Accessibility: Arabic- and French-speaking faculty raised concerns about the English-dominant landscape of SD networks, which may limit access to international opportunities and restrict inclusion in collaborative projects.

These responses suggest that LAU must adopt a systemic and inclusive approach to support faculty in building and sustaining regional partnerships.

11.3. Suggested Forms of Collaboration

Respondents offered a diverse range of preferred formats for regional and international SD collaboration:

1. Joint Research Projects and Regional Consortia: Faculty expressed strong interest in participating in multi-country research programs on shared environmental and socio-economic challenges across the MENA region. Examples include climate adaptation in arid zones, sustainable urbanization, agroecology, or coastal ecosystem management.
2. Faculty and Student Exchange Programs: Short-term teaching residencies, cross-institutional courses, and student exchange opportunities were highlighted as innovative platforms to foster both academic and cultural sustainability collaboration.
3. Virtual Communities of Practice: Respondents recommended the creation of online regional networks or thematic forums where sustainability educators and researchers could share curricula, case studies, and updates.
4. Policy and Advocacy Engagement: Some faculty emphasized the value of collaborating with regional think tanks or ministries on evidence-based SD policymaking, leveraging academic research to inform national strategies.
5. Hosting Regional Conferences and Knowledge Events: LAU itself was suggested as a potential host for regional SD workshops, youth leadership forums, or inter-university sustainability challenges, which could elevate its profile and convene diverse stakeholders.

These suggestions show that faculty are eager to engage, provided the infrastructure, institutional buy-in, and financial support are in place.

Strategic Implications

There is untapped potential within LAU's academic community for regional and external collaboration in sustainable development. While current involvement remains limited, interest is strong, and faculty possess the expertise, vision, and regional understanding to contribute meaningfully.

Strategic recommendations include:

- Establish a Regional SD Collaboration Office at LAU to facilitate partnerships, support applications, and manage ongoing external projects.
- Secure external funding through Erasmus+, Horizon Europe, or UNDP to fund research mobility and joint initiatives.

- Recognize regional engagement in academic performance reviews and provide time allocation for collaboration work.
- Create a regional faculty exchange platform, in partnership with universities across Lebanon, Jordan, Egypt, and beyond.
- Position LAU as a regional SD knowledge hub, by leading regional consortia or hosting events under the SDG framework.

Through proactive measures and strategic investment, LAU can evolve into a leader in regional SD collaboration, aligning its academic mission with national and global sustainability agendas.