



STAFF REPORT

THE LEBANESE AMERICAN UNIVERSITY CONDUCTED A COMPREHENSIVE SURVEY TO ASSESS THE AWARENESS, PERCEPTIONS, AND ENGAGEMENT OF ITS ADMINISTRATIVE AND NON-ACADEMIC STAFF REGARDING SUSTAINABLE DEVELOPMENT PRINCIPLES AND PRACTICES.

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Executive Summary

The Lebanese American University (LAU) conducted a comprehensive survey to assess the awareness, perceptions, and engagement of its administrative and non-academic staff regarding Sustainable Development (SD) principles and practices. A total of 116 staff members participated in the survey, providing critical insights into institutional strengths, areas for improvement, and opportunities for future engagement in sustainability.

Key Findings:

- High Levels of Awareness and Interest:
 - Over **76%** of staff members expressed willingness to enhance their knowledge of SD through various learning modes.
 - Most respondents demonstrated at least basic knowledge of six core SD topics, with Climate Action (**75.9%**), Clean Energy (**67.2%**), and Responsible Consumption (**63.8%**) ranking highest in familiarity.

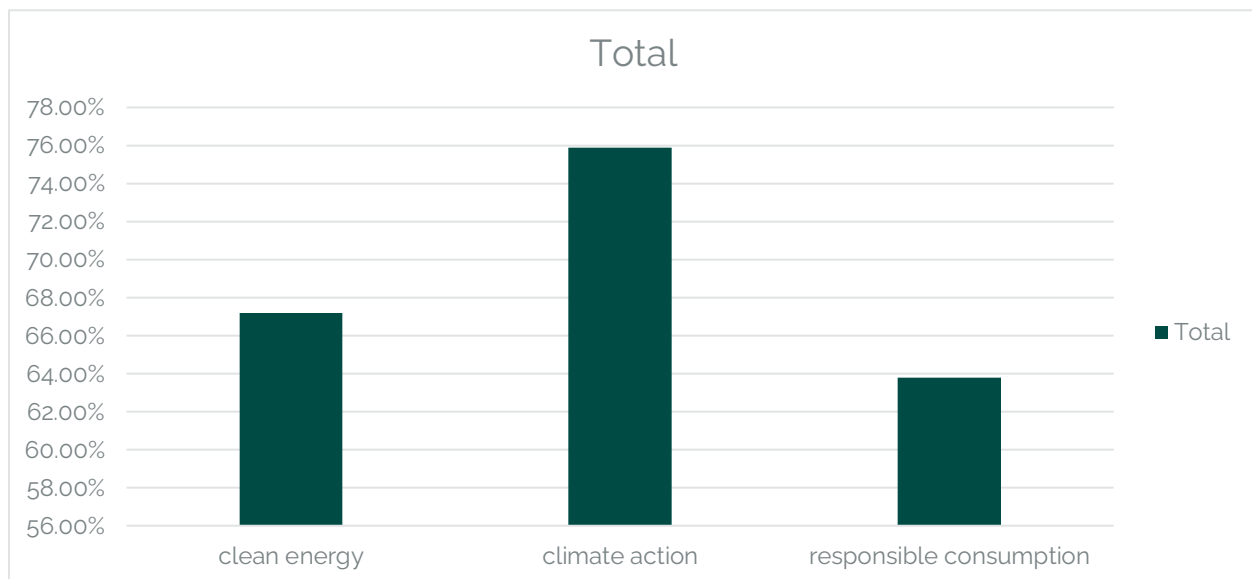


FIGURE 1: AWARENESS AND INTEREST

- Institutional Relevance and Integration:
 - **70%** of staff agreed that sustainability is highly relevant to LAU's mission and operations.
 - However, only **41.4%** confirmed the integration of SD into their daily tasks, signaling a gap between institutional values and operational practices.

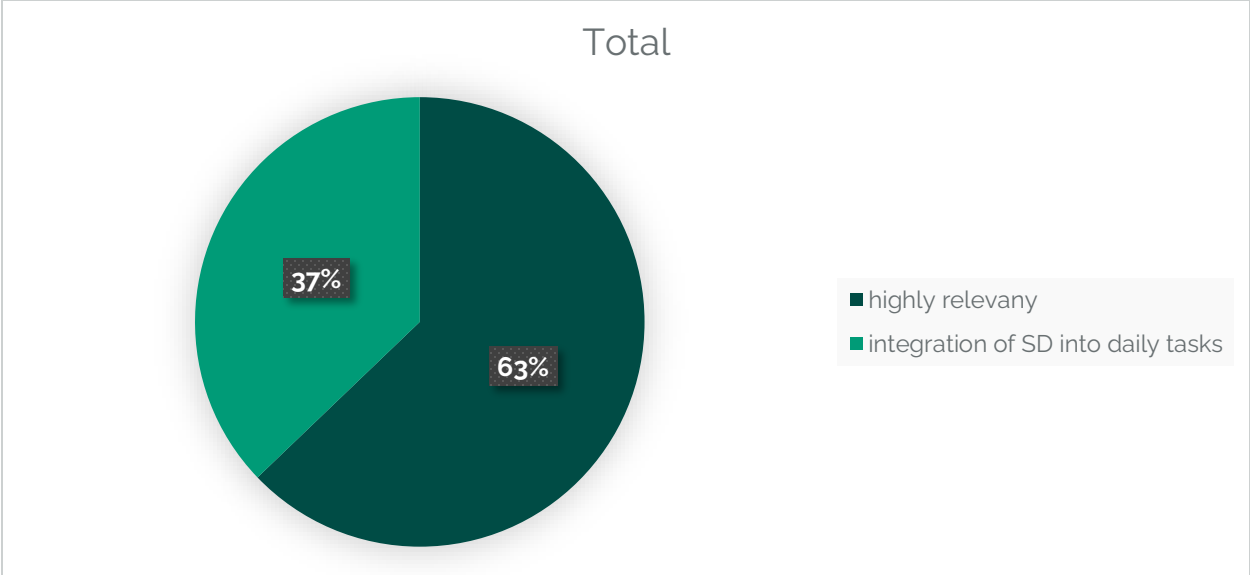


FIGURE 2: INSTITUTIONAL RELEVANCE AND INTEGRATION

- Engagement and Contributions:
 - Staff reported strong individual contributions to sustainability, with **67.2%** indicating they take action on campus and **53.4%** off campus.
 - Willingness to lead or engage in SD initiatives was affirmed by **69%** of participants.

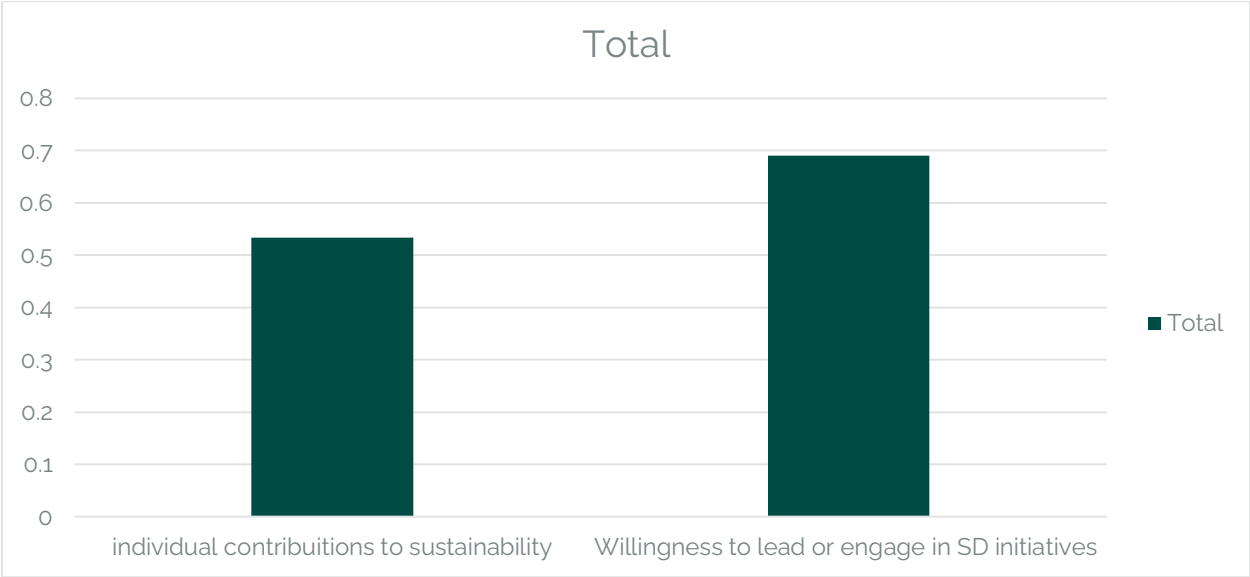


FIGURE 3: ENGAGEMENT AND CONTRIBUTION

- Perceptions of Institutional Support:
 - While **52%** felt that LAU is committed to sustainability, only **32.8%** perceived visible support from their departments.

- Key barriers include lack of time, insufficient communication, and unclear strategic priorities.

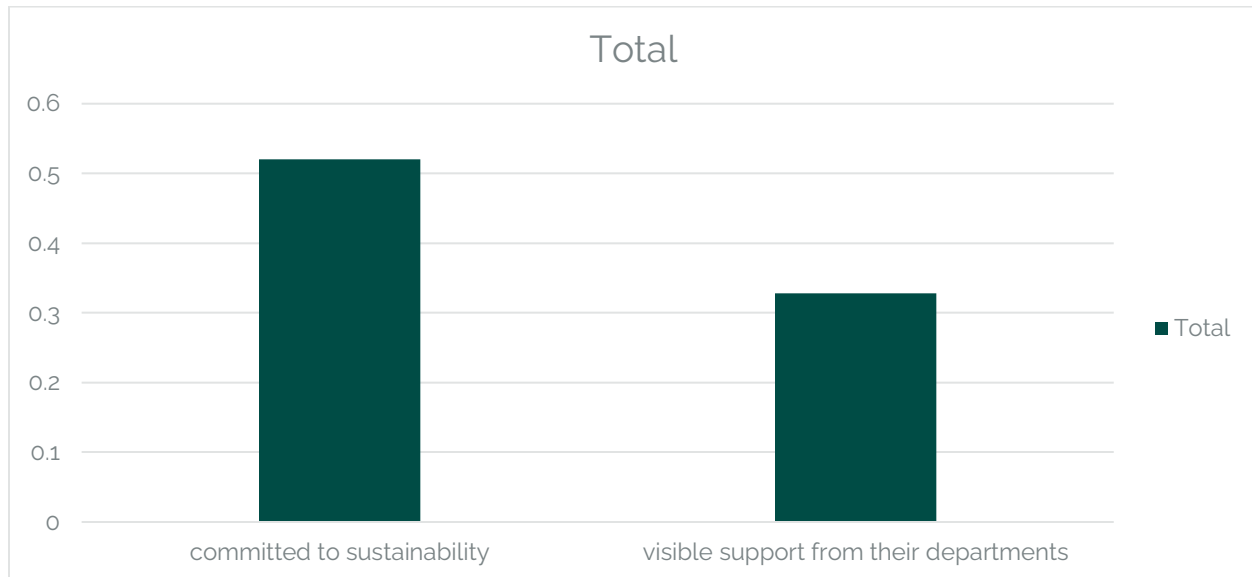


FIGURE 4: PERCEPTION OF INSTITUTIONAL SUPPORT

- Training and Capacity Building Needs:
 - Preferred training areas include “Introduction to Sustainability,” “Case Studies of Good Practice,” and “Universities and Sustainability.”
 - Respondents favored a combination of formal (courses, workshops) and informal (extracurricular, volunteering) formats, with emphasis on flexibility and accessibility.
- Professional Relevance and Career Development:
 - **76.7%** believe SD knowledge is important for career growth.
 - Respondents link SD competencies to improved work performance, leadership potential, and external career mobility.

Strategic Implications:

The results suggest that LAU has a highly motivated and partially engaged staff base with substantial potential to lead and support SD transformations. To harness this potential, LAU is encouraged to:

1. Institutionalize SD training and integrate it into HR development plans.
2. Strengthen interdepartmental coordination and visibility of sustainability efforts.
3. Promote staff-led SD initiatives and recognize contributions in evaluations.
4. Address barriers through clear communication, flexible engagement options, and supportive leadership.

By aligning institutional structures with staff readiness, LAU can position itself as a regional leader in embedding sustainable development across all layers of university operations.

I- Introduction

1.1. Purpose of the Survey

In support of its growing institutional commitment to sustainability, the Lebanese American University (LAU) conducted a dedicated survey targeting its staff members to assess their awareness, attitudes, and engagement with Sustainable Development (SD). This initiative stems from the recognition that staff, not just faculty and students, play a critical operational and cultural role in advancing sustainability across campuses.

The survey aimed to gather quantitative and qualitative insights into how LAU staff members understand and relate to global sustainability concepts, including the 2030 Agenda and the Sustainable Development Goals (SDGs), and to what extent they see their roles contributing to sustainable outcomes. Additionally, the survey explored perceived institutional support, training needs, barriers to engagement, and preferred modalities for future involvement in sustainability initiatives.

The primary objectives of the survey were to:

- Measure baseline knowledge and awareness of SD concepts among staff.
- Assess the perceived relevance of SD to staff roles and responsibilities.
- Identify barriers and motivators influencing staff engagement with sustainability.
- Inform actionable strategies for embedding SD more deeply within institutional operations and staff development.

1.2. Alignment with the SDGs and LAU Strategic Goals

This staff survey aligns directly with the United Nations 2030 Agenda for Sustainable Development and the broader global push for higher education institutions to take an active role in advancing the 17 Sustainable Development Goals (SDGs). It is also embedded within LAU's own sustainability priorities, as outlined in its strategic planning frameworks.

By engaging staff across departments, schools, and campuses, LAU aims to:

- Foster a culture of sustainability that transcends academic teaching and student life.
- Integrate sustainable practices into daily administrative and operational processes.
- Equip staff with the knowledge and skills to align their work with sustainability values.
- Promote accountability, institutional transformation, and informed leadership in sustainability.

This survey marks a foundational step toward mainstreaming SD values and competencies across all levels of institutional governance and management.

1.3. Target Respondents and Methodology

The survey was disseminated in June 2024 to all LAU non-faculty staff via an internal online platform. A total of **116 staff** members completed the survey, representing a broad cross-section of administrative, technical, managerial, and operational functions across both Beirut and Byblos campuses.

The instrument was structured around both:

- **Closed-ended questions** (Likert-scale and multiple-choice) to enable quantifiable analysis of knowledge, attitudes, and practices.
- **Open-ended questions** to capture narrative reflections, values, and perceived institutional dynamics.

Participation was voluntary, confidential, and anonymized to ensure the authenticity and reliability of the data collected.

II- Survey Demographics

A total of **116 staff** members from the Lebanese American University (LAU) participated in the Sustainable Development (SD) Survey conducted in June 2024. The demographic data provides key insights into the representation across gender, age, campus, departments, employment classification, and other variables relevant for interpreting perceptions and engagement with sustainability at LAU.

2.1. Gender Distribution

The survey engaged a total of 116 staff members, with a nearly balanced gender representation that enhances the validity of gender-segregated insights on sustainable development (SD) awareness, relevance, and engagement.

- Female respondents: 78 individuals (**67.24%**)
- Male respondents: 37 individuals (**31.90%**)
- Prefer not to say: 1 individual (**0.86%**)

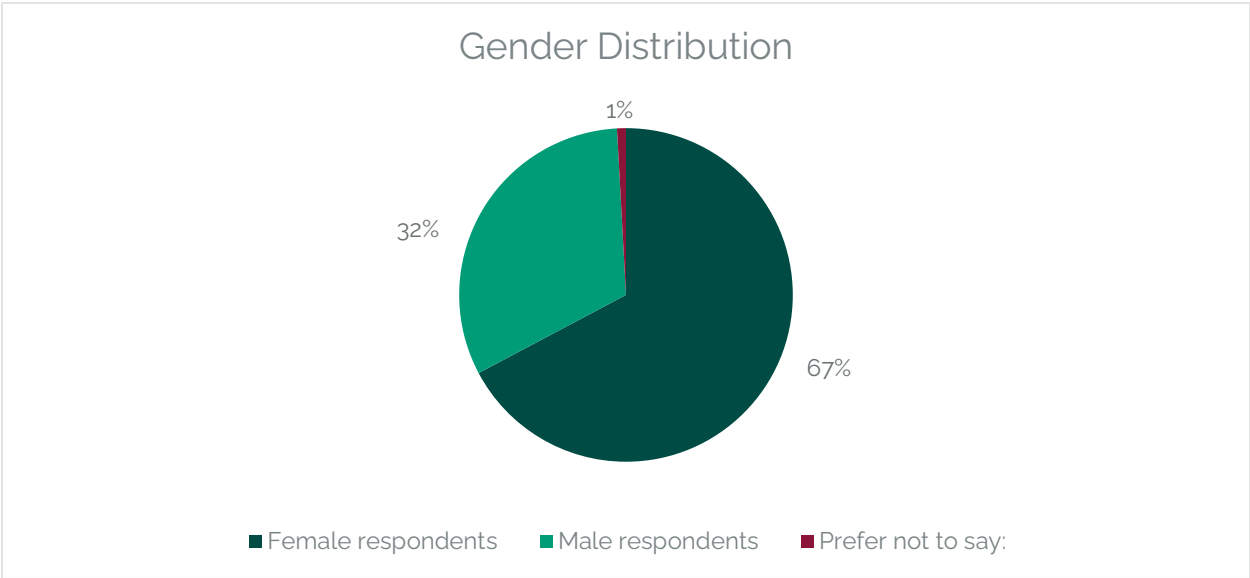


FIGURE 5: GENDER DISTRIBUTION

This gender distribution demonstrates a strong representation of women in LAU's staff, aligning with the university's broader commitments to gender equity and diversity in its institutional operations. The prominent participation of female staff members offers a valuable lens for evaluating how SD initiatives address women's experiences, participation, and leadership within the workplace. This balanced demographic enables a robust foundation for analyzing gender-differentiated perceptions, barriers, motivators, and priorities related to sustainability within the LAU institutional context.

2.2. Age Groups

The 116 staff respondents in the LAU sustainability survey span a broad range of age groups, reflecting the university's intergenerational workforce. This diversity is instrumental in understanding how awareness, priorities, and engagement with sustainable development (SD) may vary across different life and career stages.

- 20-24 years: 2 respondents (**1.7%**)
- 25-29 years: 8 respondents (**6.9%**)
- 30-34 years: 7 respondents (**6.0%**)
- 35-39 years: 18 respondents (**15.5%**)
- 40-44 years: 22 respondents (**19.0%**)
- 45-49 years: 23 respondents (**19.8%**)
- 50-54 years: 14 respondents (**12.1%**)
- 55-59 years: 12 respondents (**10.3%**)
- 60-64 years: 10 respondents (**8.6%**)

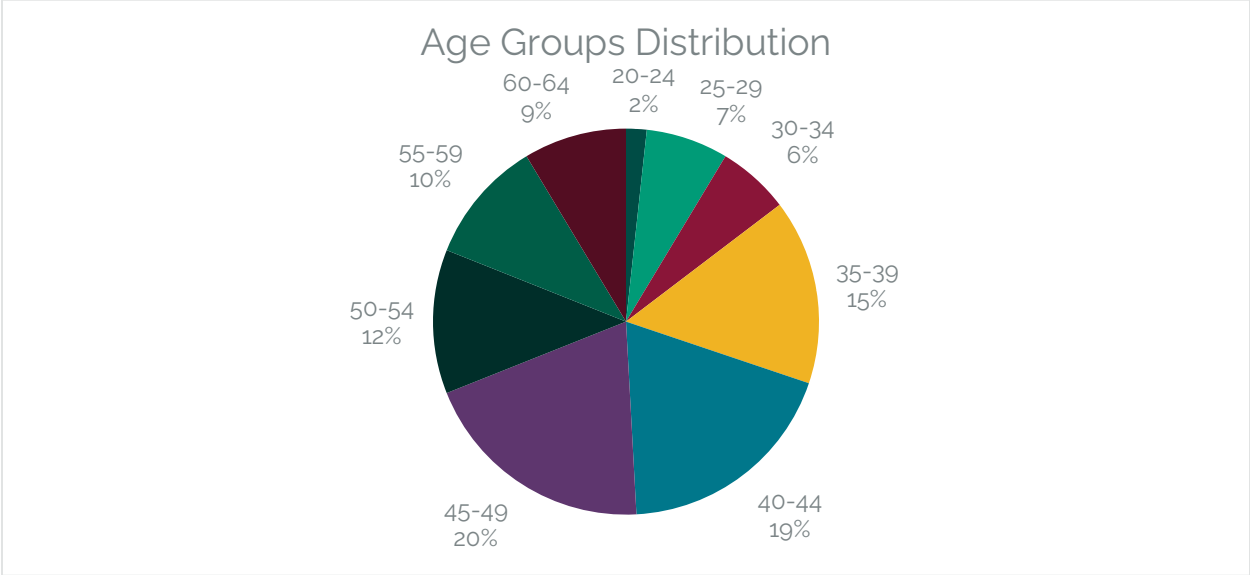


FIGURE 6: AGE GROUPS DISTRIBUTION AMONG SURVEYED STAFF

The majority of respondents (almost 54%) fall within the 35–49 age bracket, reflecting a workforce composed largely of mid-career professionals, likely to hold roles with operational influence or leadership responsibilities. Younger staff (under 35) make up a smaller portion (~15%), offering critical perspectives on entry-level experiences, generational values, and emerging priorities in sustainability. Senior staff aged 50 and above constitute approximately 31% of respondents, bringing institutional memory, strategic insight, and potentially deeper involvement in policy or decision-making processes. This intergenerational spread provides a rich base for comparative analysis, revealing how values, motivators, and training preferences in SD may evolve with age and professional tenure. It also underscores the

importance of designing age-inclusive SD strategies and communication approaches that cater to varying levels of experience, digital literacy, and institutional engagement.

2.3. Campus Location

The staff survey at LAU ensured representation from all institutional branches, encompassing both the Beirut and Byblos campuses, as well as the Central Administration. This broad geographical distribution enables a comparative understanding of how sustainable development (SD) awareness and institutional support may vary across operational contexts. Campus Distribution of Respondents:

- Central Campus: 46 respondents (**39.7%**)
- Beirut Campus: 36 respondents (**31.0%**)
- Byblos Campus: 33 respondents (**28.4%**)
- New York: 1 respondent (**0.9%**)

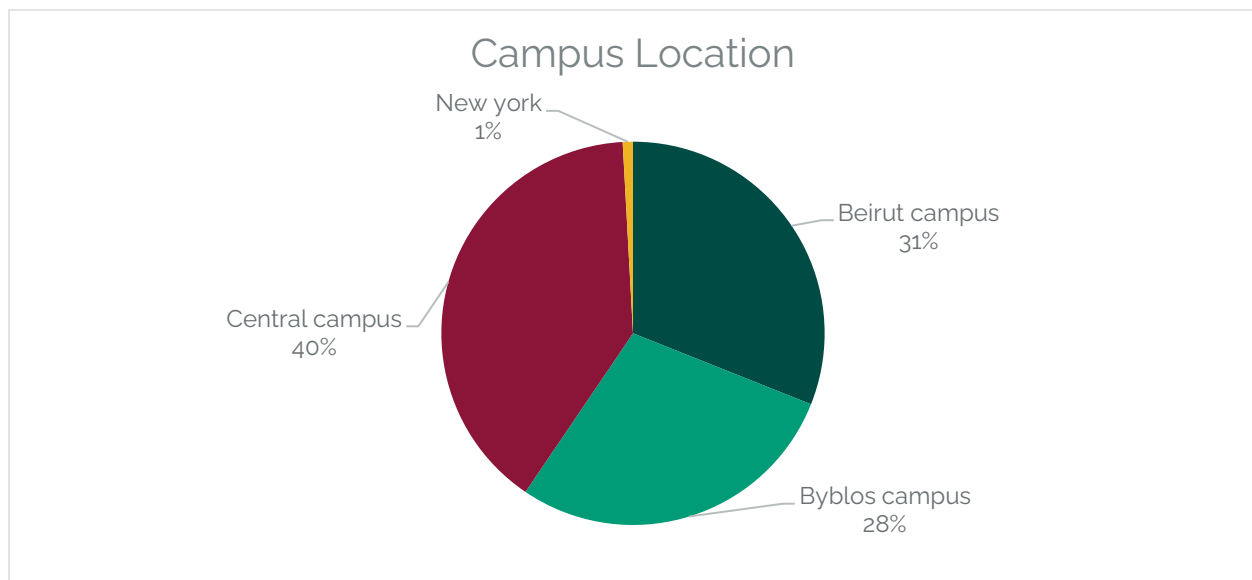


FIGURE 7: CAMPUS LOCATIONS DISTRIBUTION AMONG SURVEYED STAFF

The Central Campus, comprising mainly administrative and strategic departments, had the largest share of responses. This highlights a potentially stronger engagement with SD from units responsible for university-wide governance, finance, human resources, and facilities. Participation from Beirut and Byblos campuses was nearly even, offering a balanced view into faculty-facing operations, student services, and campus-specific practices. This spatial representation is crucial for designing campus-specific SD interventions, understanding local constraints and strengths, and ensuring equity in access to sustainability initiatives across all LAU locations.

2.4. Departmental or Unit Affiliation

Respondents represented a diverse range of departments and administrative units, reflecting the breadth of staff roles across the university. Major categories included:

- Administrative offices
- Student services
- Human resources
- IT and operations
- Finance and accounting
- Facilities management
- Academic support and departmental coordinators

2.5. Nationality

The survey revealed a predominantly national composition among LAU's staff respondents. Out of the 116 individuals who participated:

- Lebanese nationals accounted for **98.27%** of the sample (**114 respondents**).
- International staff members represented a small minority, constituting **1.73%** (**2 respondents**).

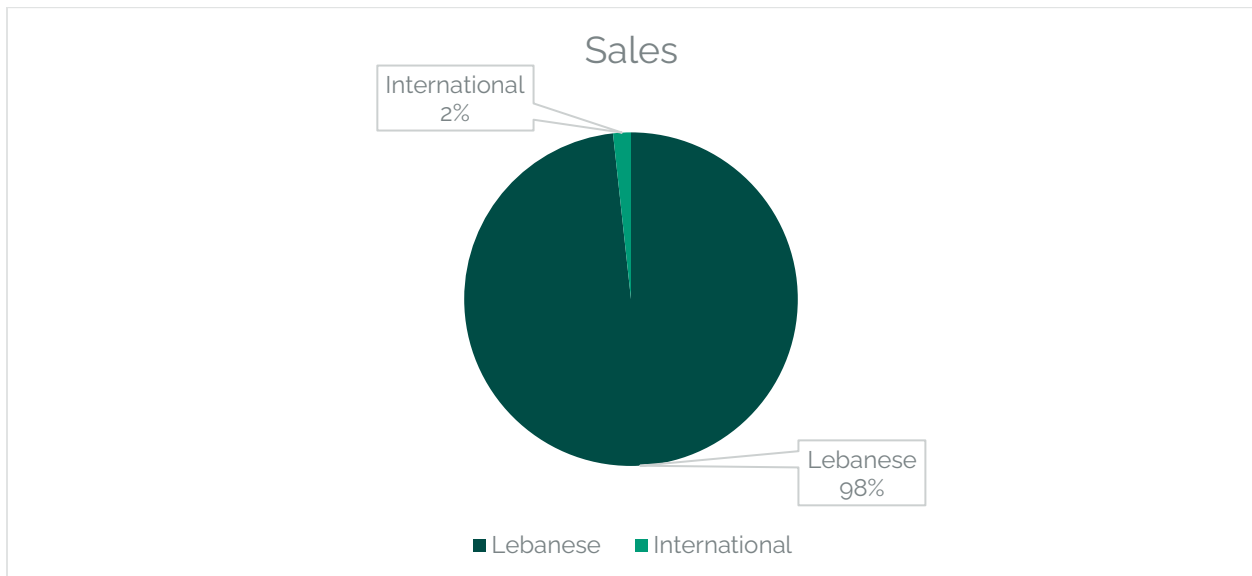


FIGURE 8: NATIONALITY DISTRIBUTION AMONG SURVEYED STAFF

This overwhelming representation of Lebanese nationals highlights the localized nature of LAU's staffing profile. It underscores the importance of aligning institutional sustainability efforts with national environmental policies, social priorities, and development frameworks. Moreover, the limited presence of international staff suggests that global perspectives on sustainable development (SD), while still present, are primarily filtered through national contexts.

2.6. Education Level

Staff respondents reported varying levels of educational attainment:

- Master's Degree: **72** respondents (**62.07%**)
- Bachelor's Degree: **37** respondents (**31.90%**)
- High School or Technical Degree: **4** respondents (**3.45%**)
- Doctorate or Equivalent: **3** respondents (**2.59%**)

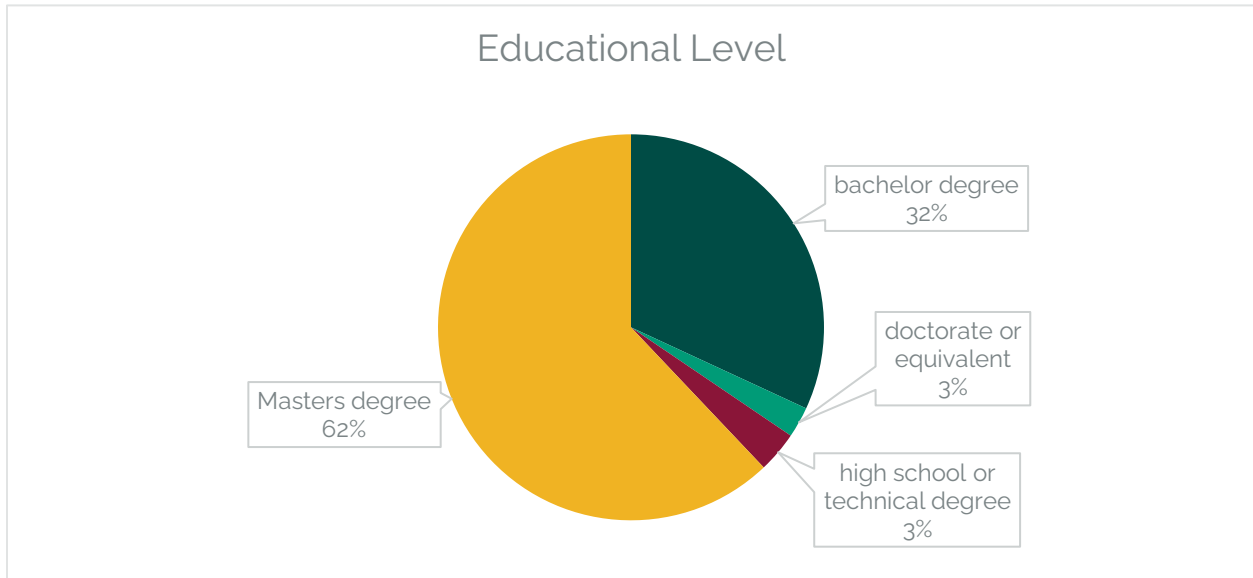


FIGURE 9: EDUCATION LEVEL AMONG STAFF SURVEYED

Some students also reported having declared minors in environmental science, political studies, gender studies, or economics, among others. This diversity provides a valuable lens through which to analyze disciplinary exposure to sustainability.

III- Awareness and Understanding of Sustainable Development

Understanding staff awareness of Sustainable Development (SD) is critical for assessing institutional readiness, identifying knowledge gaps, and designing targeted educational and operational strategies. This section presents the depth of knowledge across core SD topics, interpretations of SD in participants' own words, and variation in awareness levels by key demographic factors.

3.1. Knowledge Levels Across Six Global Sustainable Development Topics

To assess the depth of understanding and awareness of sustainable development (SD) among staff members, the survey included six key global topics aligned with international sustainability agendas. These were:

- [Sustainable development as a concept.](#)
- [The 2030 Agenda for Sustainable Development.](#)
- [The Sustainable Development Goals \(SDGs\).](#)
- [The targets of the SDGs.](#)
- [Lebanon's national progress toward SDGs.](#)
- [Global progress toward SDGs.](#)

Responses reveal that awareness of sustainable development as a general concept is relatively high across the staff body. Approximately 40% of respondents rated their knowledge as "good," while nearly 39% reported having "some knowledge." Only a small portion indicated "very little" or "no knowledge," demonstrating that the concept itself is widely recognized within the LAU community.

In contrast, awareness of the 2030 Agenda for Sustainable Development shows a significant gap. Although nearly 30% stated "some knowledge," an equal percentage declared "no knowledge," and another 24% said they had "very little knowledge." This indicates that while the broader idea of sustainability is familiar, the formal UN agenda underpinning global efforts is less well understood.

When it comes to the Sustainable Development Goals (SDGs), awareness improves slightly: 36% of respondents stated they had "some knowledge" and 25% reported "good knowledge." However, almost 30% still indicated limited to no familiarity, suggesting that while the terminology is better known, deeper comprehension may be lacking.

Knowledge of the specific targets under the SDGs was more modest. Only 26% rated their understanding as "good," while a larger share (approximately 34%) reported having "some knowledge." The remaining responses were split between "very little" or "no knowledge," signaling that staff members may require further exposure to the concrete, measurable elements of the global goals.

The most notable knowledge gap emerged around Lebanon's national progress toward achieving the SDGs. Responses were nearly evenly split between "no knowledge," "very little knowledge," and "some knowledge" each selected by about 29% of staff. Only 11% reported "good knowledge," and just 1% indicated "extensive knowledge," underscoring a major lack of awareness of local implementation and policy alignment with the SDGs.

Similarly, staff knowledge of global progress toward the SDGs is also limited. While 36% indicated "some knowledge," a substantial proportion of respondents (44% in total) reported having "no" or "very little" knowledge. Just 17% said they had "good knowledge," and fewer than 2% claimed "extensive knowledge."

Overall, while LAU staff show a foundational understanding of sustainable development principles and moderate familiarity with the SDGs, there is a clear and consistent need for further education on national and global progress, the operational targets of the goals, and the underlying 2030 Agenda. These findings suggest strategic opportunities for awareness campaigns, training programs, and curriculum development that could significantly improve institutional alignment with sustainability values.

3.2. Qualitative Interpretations

As part of the survey, staff were invited to provide an open-ended response to the question: "What does the term 'sustainable development' mean to you?" A total of 82 staff members responded to this question, offering diverse and thoughtful interpretations that reflect varying degrees of understanding, from foundational concepts to more nuanced reflections:

Key Themes Identified:

- 1- Intergenerational Equity and Future-Oriented Thinking:** A large number of respondents emphasized the idea that sustainable development involves meeting the needs of the present without compromising the ability of future generations to meet their own needs. This aligns closely with the classic Brundtland definition and indicates that many staff members have internalized the foundational purpose of sustainability. "Sustainable development means meeting today's needs without compromising the ability of future generations to meet theirs."
"Long-term planning that benefits both current and future generations."
- 2- Environmental Protection and Resource Management:** Many responses referenced the environment, natural resources, and ecosystems. These staff members saw sustainable development as inherently connected to protecting biodiversity, reducing pollution, and ensuring responsible consumption and production. "Environment-friendly protection of heritage, natural resources, and energy conservation."
"A balanced approach between economic growth and environmental conservation."
- 3- Balance Between Economic, Social, and Environmental Goals:** Several staff mentioned the importance of integrated development that encompasses not just environmental sustainability but also social equity and economic opportunity.

"A balance between economic development, environmental sustainability, and social well-being."

"Development that ensures progress across all sectors without harming others."

- 4- Practical Implementation and Institutional Responsibility:** Some interpretations focused on operational aspects, how sustainable development should be applied in daily work, institutional policies, or community practices.

"It's about practical planning, not just theoretical. We need to apply sustainable actions in our jobs and routines."

"A roadmap for institutions to align operations with global sustainability goals."

- 5- Ethical and Moral Responsibility:** A smaller, yet significant group described sustainable development in moral or ethical terms, emphasizing justice, equity, and the shared duty of caring for people and the planet.

"A moral obligation to create a world that's fair, safe, and healthy for everyone."

"Doing what's right, not just what's profitable or easy."

The qualitative responses demonstrate that LAU staff possess a strong conceptual foundation of sustainable development. Many articulated definitions that reflect both global policy frameworks (e.g., the SDGs) and personal or institutional values. However, there is room to build on this foundation through targeted learning that connects abstract definitions to specific roles, departments, and local challenges. These open-ended reflections also offer a valuable internal compass for LAU as it seeks to mainstream sustainability throughout the institution, not only through training and strategy but through a culture that already values long-term, equitable development.

3.3. Awareness by Gender, Age, and Department

To better understand patterns in staff awareness of sustainable development (SD), survey responses were analyzed across key demographic variables: gender, age, and department. A scoring system was applied to six SD knowledge topics using an ordinal scale from 0 to 4, where:

1. 0 = No knowledge
2. 1 = Very little knowledge
3. 2 = Some knowledge
4. 3 = Good knowledge
5. 4 = Extensive knowledge

1. Awareness by Gender

- **Female staff** (n=78) demonstrated moderate knowledge across all six topics, with average scores ranging from 1.24 to 2.28.
- **Male staff** (n=37) showed slightly higher awareness of "Sustainable Development as a Concept" (2.43 vs. 2.28), but lower familiarity with the 2030 Agenda.
- The only respondent who selected "Prefer not to say" showed an inconsistent pattern, likely due to a single data point.

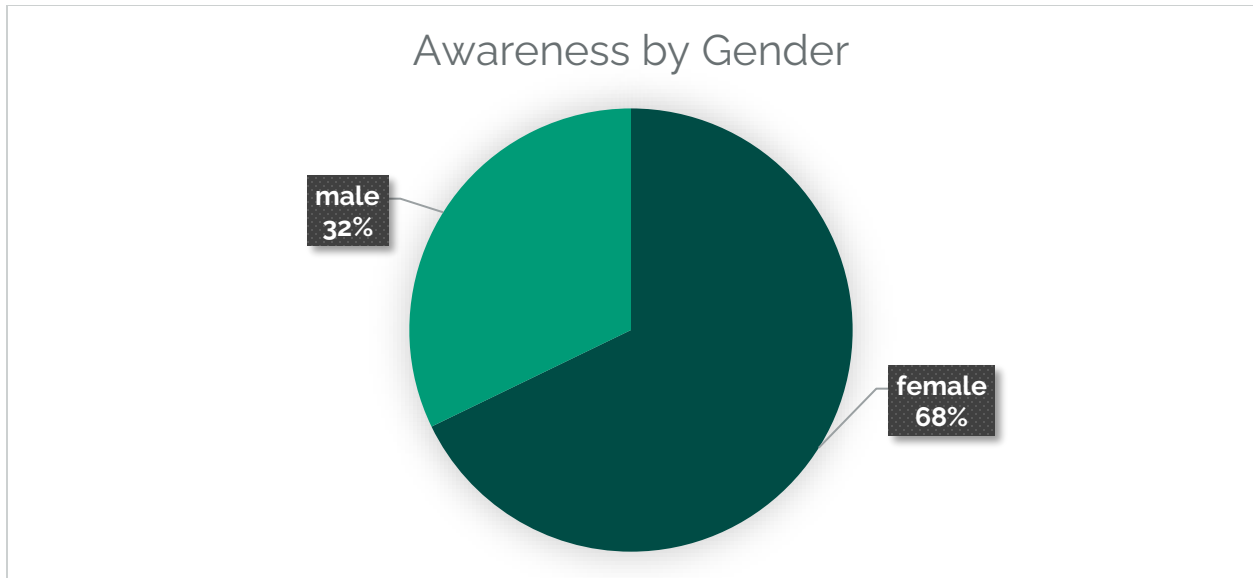


FIGURE 10: GENDER DISTRIBUTION DEPENDING ON AWARENESS

Key Insight: Gender-based differences in awareness were minimal. Both male and female staff showed relatively stronger knowledge of general concepts and weaker awareness of national/global SDG progress.

2. Awareness by Age Range

- Staff aged **30–34** and **60–64** reported the highest overall awareness, with average scores above 2.5 across most topics.
- Younger respondents **20–29** and older age groups **55–59** had lower awareness scores, particularly regarding Lebanon’s national SDG progress and SDG targets.
- Awareness of the 2030 Agenda was lowest among staff aged 20–24 (0.5) and 45–54 (around 1.3).

Key Insight: Awareness of sustainable development appears to peak among early- and late-career staff, while mid-career groups (35–49) showed moderate but less engaged familiarity with key SD topics.

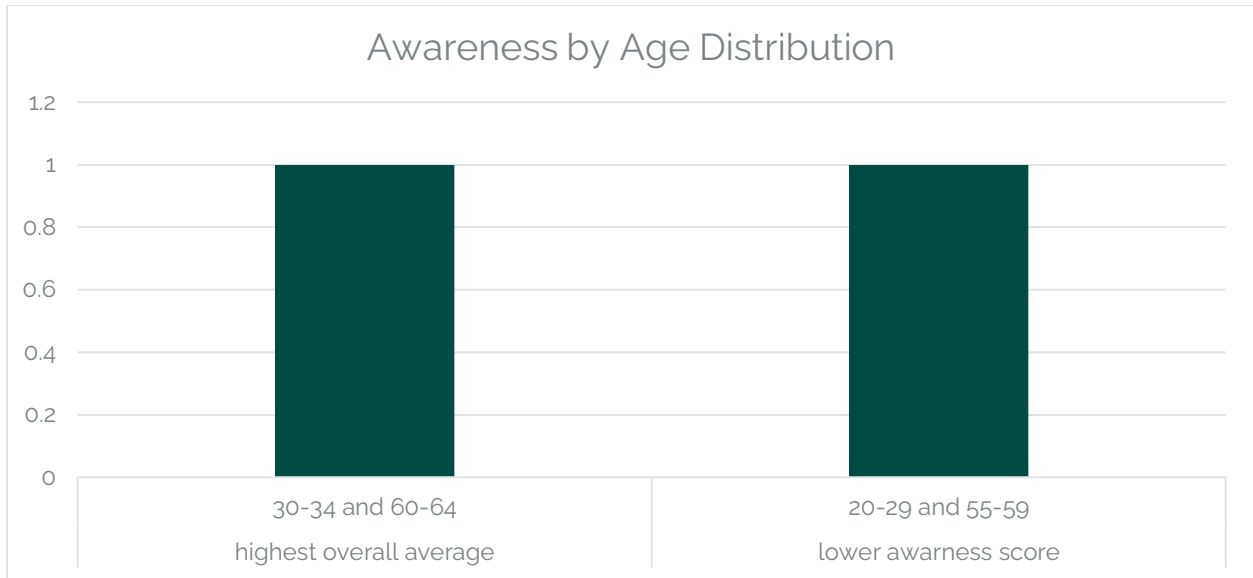


FIGURE 11: AGE DISTRIBUTION DEPENDING ON AWARENESS

3. Awareness by Department

- Staff from University Libraries, Library Technologies, and Campus Services displayed the highest SD knowledge scores, some even reaching perfect awareness (score of 4).
- Departments such as Admissions, Advancement Services, and Business Office showed lower awareness, with scores often below 2.
- Departments tied to facilities, planning, and the environment generally performed better in recognizing sustainable development priorities.

Key Insight: Departmental exposure and thematic alignment with sustainability strongly influence awareness levels. Units involved in information services, environmental systems, or academic affairs tend to have more engaged and informed staff on SD topics.

This comparative analysis highlights a core opportunity for targeted SD awareness-building at LAU. While some departments and age groups are more engaged, institution-wide efforts are needed to close awareness gaps, especially regarding the 2030 Agenda, national implementation, and specific SDG targets.

IV- Perceived Relevance of Sustainable Development (SD) Topics

This section examines how LAU staff perceive the relevance of various sustainable development (SD) themes in relation to their roles, responsibilities, and broader institutional values. Respondents were asked to rate the importance of each topic on a 5-point Likert scale ranging from *Not Relevant* to *Highly Relevant*.

The assessed topics covered core areas of sustainable development, including:

1. Poverty and Social Inclusion
2. Gender Equality
3. Climate Action and Environmental Protection
4. Good Governance and Institutional Transparency
5. Quality Education and Lifelong Learning
6. Sustainable Economic Growth and Decent Work
7. Health and Well-being
8. Sustainable Cities and Communities
9. Peace, Justice, and Strong Institutions
10. Responsible Consumption and Production

4.1. Overall, Topic Relevance Ratings

Respondents were asked to evaluate the relevance of **17** different societal, economic, environmental, and governance topics in relation to the overall concept of sustainable development. Each topic was rated on a scale from **0** (Not at all relevant) to **4** (Strongly relevant). The results reflect the average perceived relevance scores among all respondents.

This **Top-Ranked Topics by Perceived Relevance:**

1. Environmental Conservation – 3.68: This was the highest-rated topic, indicating strong alignment between sustainability and environmental stewardship in the minds of LAU staff.
2. Responsible Consumption Habits – 3.59: Staff recognize the critical role of individual and collective consumption behavior in achieving sustainable outcomes.
3. Climate Action – 3.55: Climate change remains a top priority for respondents, affirming the urgency of action in this area.
4. Education – 3.54: As an academic institution, LAU staff strongly associate education with sustainable development, likely due to its role in raising awareness, capacity-building, and societal transformation.
5. Economic Growth – 3.47: Respondents value economic development but in a manner that aligns with sustainability principles.

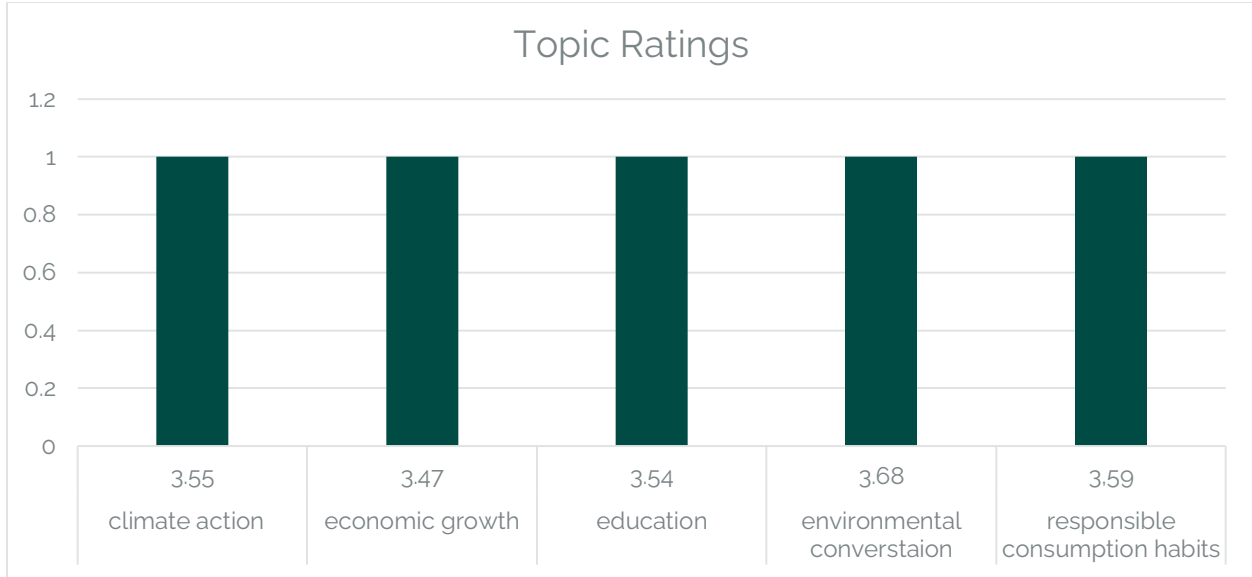


FIGURE 12: TOPIC RATING

Mid-Ranked Topics

- Promoting Good Health (**3.44**) and Improving Infrastructure (**3.43**) scored similarly, suggesting strong support for foundational systems that contribute to long-term human well-being.
- Topics such as Technology (**3.34**) and Accountable Government (**3.28**) reflect the belief that innovation and transparency are essential enablers of sustainable systems.
- Ending Hunger (**3.24**) and Peace (**3.22**) were also seen as relevant but not at the top of the list, possibly due to their indirect relation to staff's institutional role.

Lower-Ranked Topics

- Gender Equality (**2.86**) and Political Participation (**2.90**) received the lowest relevance scores, despite being central pillars of the UN Sustainable Development Goals.
- Fighting Corruption (**3.13**) and Decent Work (**3.16**) also trailed behind environmental topics, hinting at a need for awareness-building around the institutional and social justice dimensions of sustainable development.

The LAU staff exhibit a strong environmental and educational lens when interpreting sustainable development. While economic and infrastructural elements are also valued, social equity themes like gender equality and political participation appear underemphasized. These insights could inform future training sessions to balance the sustainability narrative by highlighting the interconnectedness of environmental, social, and governance goals.

4.2. Cross-Comparison by Respondent Role

To better understand how perceptions of sustainable development topics vary across employment types, the survey data were compared between full-time and part-time staff

members at LAU. Each group rated the relevance of 17 sustainable development subjects on a scale from 0 (Not at all relevant) to 4 (Strongly relevant).

Overall Trends

- Both full-time and part-time staff ranked Environmental Conservation, Climate Action, and Responsible Consumption Habits among the most relevant topics, with part-time staff assigning slightly higher scores.
- The highest-rated topics by part-time staff included:
 - Environmental Conservation: 3.8
 - Climate Action: 3.8
 - Responsible Consumption Habits: 3.8
 - Improving Infrastructure: 3.8
 - Education: 3.6
 - Technology: 3.6

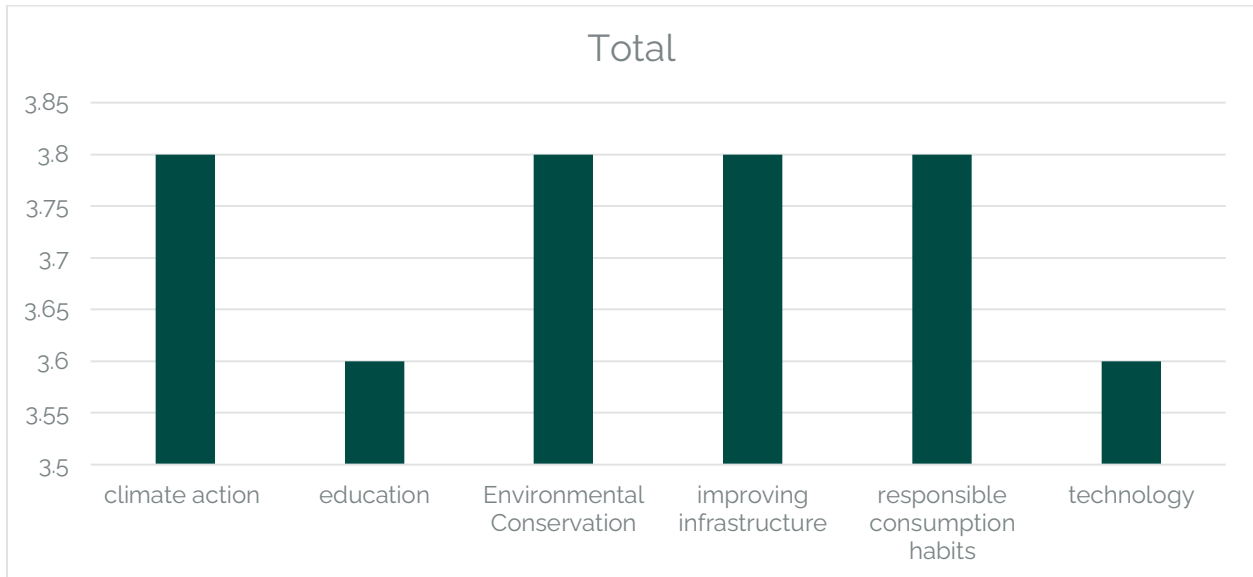


FIGURE 13: PART TIME STAFF HIGHEST-RATING TOPICS

- For full-time staff, the highest-rated topics were similar:
 - Environmental Conservation: 3.68
 - Responsible Consumption Habits: 3.58
 - Climate Action: 3.54
 - Education: 3.54

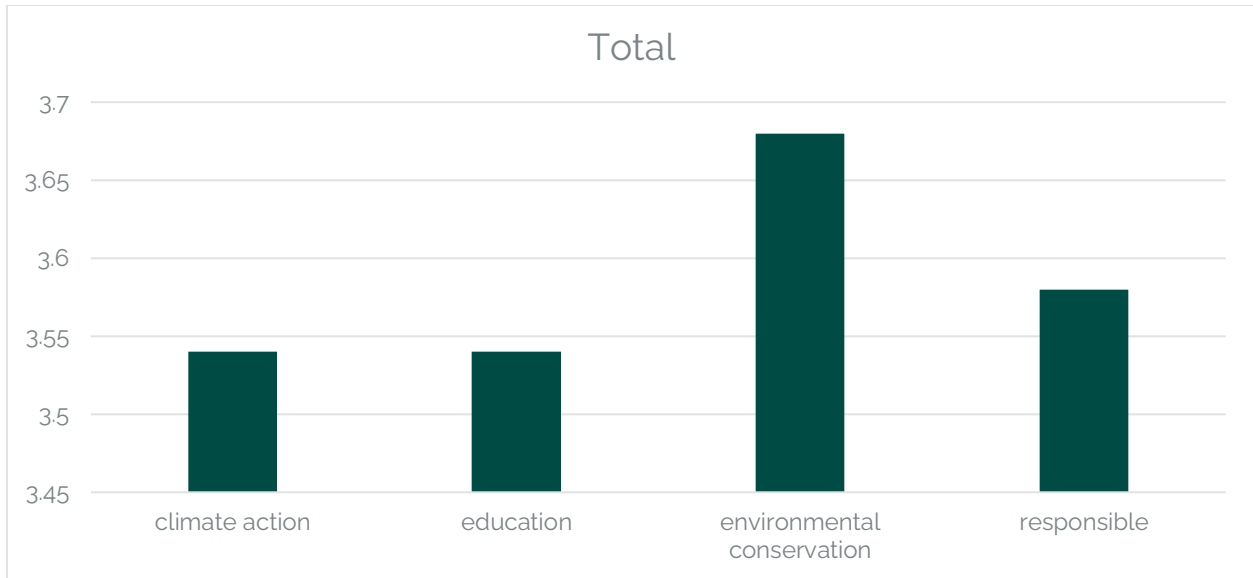


FIGURE 14: FULL TIME STAFF HIGHEST-RATING TOPICS

Notable Differences

- **Technology:** Rated **3.6** by part-time staff vs. **3.33** by full-time staff.
- **Fighting Corruption** and **Accountable Government:** Both received stronger support from part-time staff (3.4 and 3.6, respectively) compared to full-time staff (3.12 and 3.26).
- **Gender Equality:** One of the most noticeable gaps:
 - Part-time staff: **2.4**
 - Full-time staff: **2.88**
- **Social Inclusion** was also rated lower by part-time staff (2.8) compared to full-time staff (3.20), suggesting that broader social dimensions may be less emphasized by those in part-time roles.

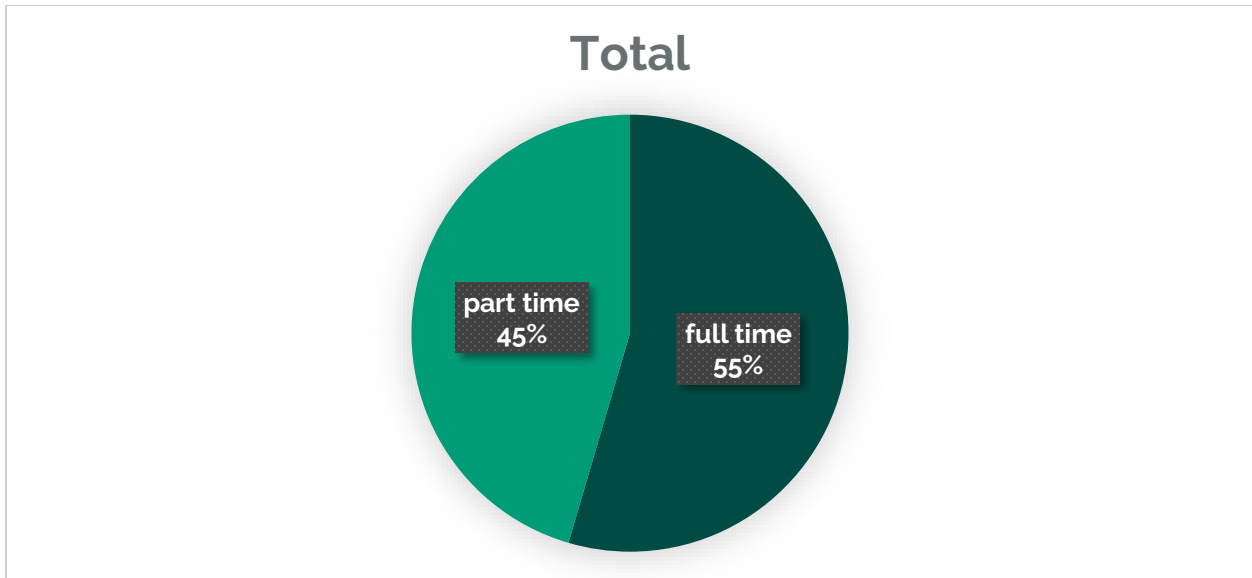


FIGURE 15: GENDER EQUALITY AND GAPS

Although both groups demonstrate consistent prioritization of environmental and infrastructural issues, part-time staff tend to assign slightly higher relevance across most topics particularly those related to governance, technology, and peace. The only exceptions are topics like gender equality and social inclusion, which received somewhat lower ratings from part-time staff. This analysis highlights the value of tailoring future training or engagement efforts to the roles and perceptions of different employee categories. For example, part-time staff might benefit from more exposure to equity-focused topics, while full-time staff may benefit from deeper insight into technological and governance-related SDG themes.

4.3. Field or Department-Specific Relevance

To explore how different units at LAU perceive the relevance of sustainable development (SD) themes, average relevance ratings were analyzed across 70 distinct departments and offices. The goal was to identify patterns in how various academic, administrative, technical, and support units align with different sustainability topics.

High-Scoring Departments: Several departments consistently rated most sustainable development topics as highly relevant, with average scores close to or equal to 4 ("Strongly relevant"):

- **University Libraries (All Divisions):** Demonstrated a comprehensive understanding of SD, with top scores across topics such as environmental conservation, peace, education, climate action, and responsible consumption. This suggests a strong institutional alignment between knowledge services and sustainability promotion.

- **Academy of Continuing Education**: Rated every single topic with a perfect or near-perfect score (4.0), signaling a robust perception of sustainability as an integrated, cross-cutting theme applicable to continuing education and adult learning.
- **Library Technologies and Collection Management**: Also scored highly across all dimensions, emphasizing a department-wide emphasis on responsible resource management, access to knowledge, and digital innovation for sustainability.

Mid-Range Awareness Departments:

- **Admissions Office, Budgets and Financial Planning, Facilities Management, and Business Support Units**: These departments averaged between **3.0 and 3.8** across most topics. Staff in these units showed
 - Strong alignment with infrastructure, decent work, technology, and governance-related topics.
 - Moderate attention to social issues like gender equality and political participation.

Departments with Lower Awareness

- **Advancement Services and Admissions Unit**: Displayed lower-than-average scores in areas such as gender equality, political participation, and social inclusion (between 1.5 and 2.0).
- Some units, especially those not directly tied to academic programming or sustainability operations, scored lower in themes they may perceive as less relevant to their daily mandates.

Emerging Themes by Field Type

- **Academic and Library Services**: Strong across all topics, especially environmental, social justice, and educational themes.
- **Administrative and Planning Units**: Focused on infrastructure, growth, and governance; lower on gender, peace, and social inclusion.
- **Facilities & Operations**: Prioritized practical sustainability actions like infrastructure, climate action, and responsible consumption.

The data reveals a clear variation in how sustainability is perceived and valued across LAU's institutional landscape. Academic and library-related departments exhibit the broadest and most consistent awareness, while technical and administrative departments are more pragmatic and theme-selective in their responses. This presents an opportunity for LAU to customize sustainability training modules and engagement efforts by department type, emphasizing relevance to each unit's functional role while reinforcing a shared institutional mission toward sustainable development.

4.4 Alignment with Individual or Professional Roles

This section of the survey explored how staff members perceive the relevance of sustainable development (SD) topics in relation to their day-to-day work, responsibilities, and professional context. The aim was to understand whether LAU personnel see sustainability as conceptually important or also directly applicable to their specific roles. Respondents were asked to rate **17** thematic areas according to how relevant they are to their current work using a scale ranging from “*Not at all*” (0) to “*Extensively*” (4). These same themes were drawn from the broader SDG framework and included poverty, hunger, health, education, infrastructure, environmental conservation, social equity, and governance topics.

1) Top Areas of Role Alignment: The following topics were most frequently cited as “*fairly relevant*” to “*extensively relevant*” to respondents’ professional duties:

- **Education:** As expected within a university context, education emerged as the most strongly aligned theme. Staff across academic and non-academic units consistently recognized their work as contributing directly to educational access, quality, or support.
- **Environmental Conservation:** A majority of staff, especially those in operational, facility, and technical units, identified environmental protection as directly tied to their work, likely due to roles in energy efficiency, waste management, or institutional sustainability policies.
- **Responsible Consumption and Climate Action:** These two topics showed moderate to strong professional alignment, especially in facilities, planning, and services departments. Many respondents noted that their job routines involve sustainable practices, including recycling, energy conservation, or infrastructure management.
- **Improving Infrastructure:** Staff in facilities management, planning, and operations indicated strong alignment with this theme. Their work directly affects campus development, accessibility, and sustainability performance.

2) Moderately Aligned Topics: Themes such as economic growth, health, technology, and accountable governance received moderate relevance ratings, particularly among administrative and policy-focused units. These roles are seen as indirectly contributing to institutional sustainability through process improvement, service delivery, and system design.

3) Least Aligned Topics: Respondents were least likely to associate their roles with:

- Political participation
- Peacebuilding
- Fighting corruption
- Gender equality
- Social inclusion

These topics, while foundational to sustainable development, were perceived by many staff members as too distant from their specific job responsibilities particularly among administrative, financial, and technical staff. However, staff in human rights units, gender institutes, and social programs did express strong alignment with these themes.

Key Insight

The findings suggest that while general awareness of SD is high, actual integration of sustainability into professional roles is uneven. Staff tend to associate their responsibilities with "visible" or tangible sustainability topics like education, infrastructure, and environmental conservation, while placing less emphasis on governance, equity, or advocacy-based themes. This calls for a targeted institutional strategy that:

- Reinforces the interconnectedness of all SDG themes across roles.
- Builds capacity to translate abstract goals (like social inclusion or gender equality) into actionable tasks.
- Encourages every department to reflect on how its work contributes to holistic sustainability outcomes.

V- Engagement with Sustainable Development (SD) Activities and Programs

This section explores how LAU staff members perceive their work as contributing to the university's broader sustainable development (SD) objectives. It evaluates the integration of SD into daily tasks, administrative responsibilities, and personal engagement both on and off campus.

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

This section explores how staff members at LAU perceive the relevance and contribution of their individual roles and departmental responsibilities to advancing sustainable development (SD). Respondents rated five key statements on a scale from **"Not at all"** to **"Extensively"** providing insight into how embedded sustainability is within their professional context.

1. Link Between Work and Sustainable Development

When asked whether there is a clear link between their work and SD, responses were mixed:

- **37 respondents (31.9%)** felt their work does *not at all* relate to sustainable development.
- **35 respondents (30.2%)** believed it related *very little*.
- Only **6 individuals (5.2%)** rated the link as *extensive*.

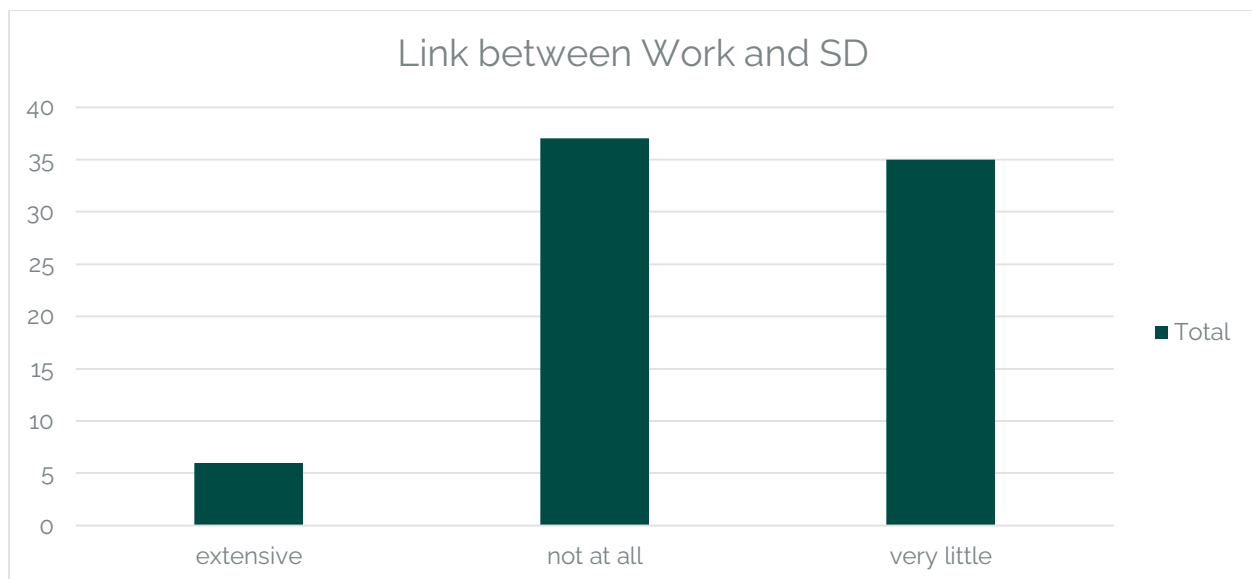


FIGURE 16: SUSTAINABLE DEVELOPMENT LINKED TO WORK

This suggests that **over 60%** of staff see limited or no connection between their job and sustainability, a key area for institutional improvement.

2. Contribution of Services to SD Progress

Staff evaluated whether the services associated with their job contribute to SD:

- **40 respondents (34.5%)** rated this as *“extensive”*
- **36 respondents (31.0%)** as *“fairly well”*
- While **only 15 respondents (12.9%)** answered *“not at all.”*

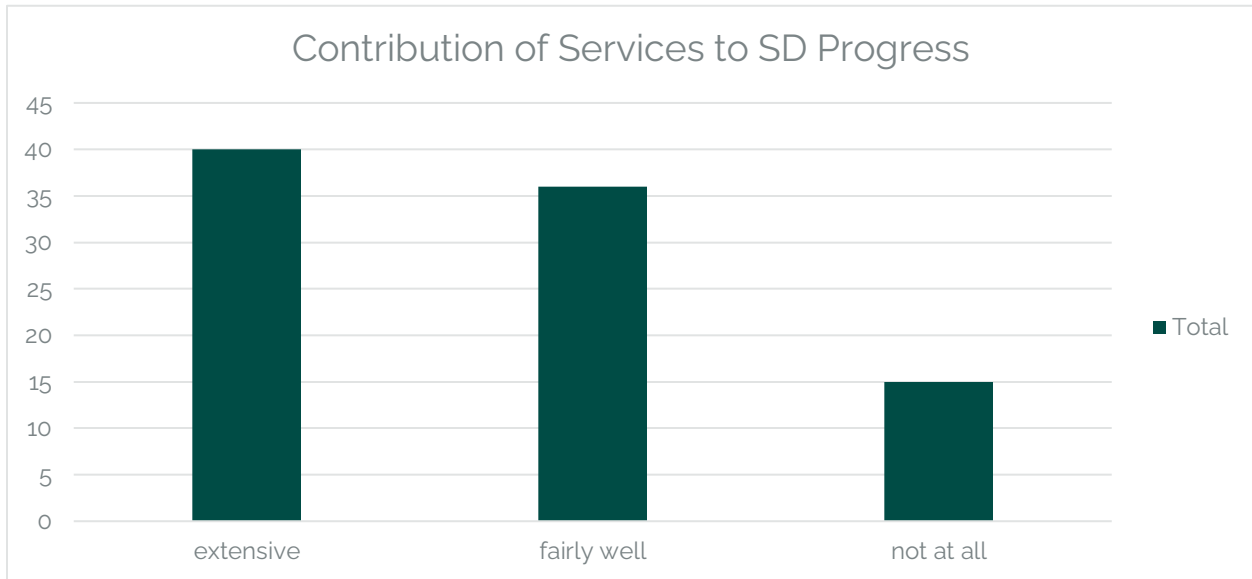


FIGURE 17: SD PROGRESS FROM CONTRIBUTION OF SERVICES

This result shows stronger optimism compared to the previous question indicating that while the direct *role* may not seem aligned, the *outcomes* or *impacts* of their work are seen as contributing positively.

3. SD as a Factor in Choosing Field or Major

This statement aimed to measure *intrinsic motivation* and early-career awareness:

- **33 respondents (28.4%)** reported that SD was *not at all* a factor in their choice of major.
- Another **32 (27.6%)** indicated it played *very little* role.
- Only **9 respondents (7.8%)** said it influenced them *extensively*.

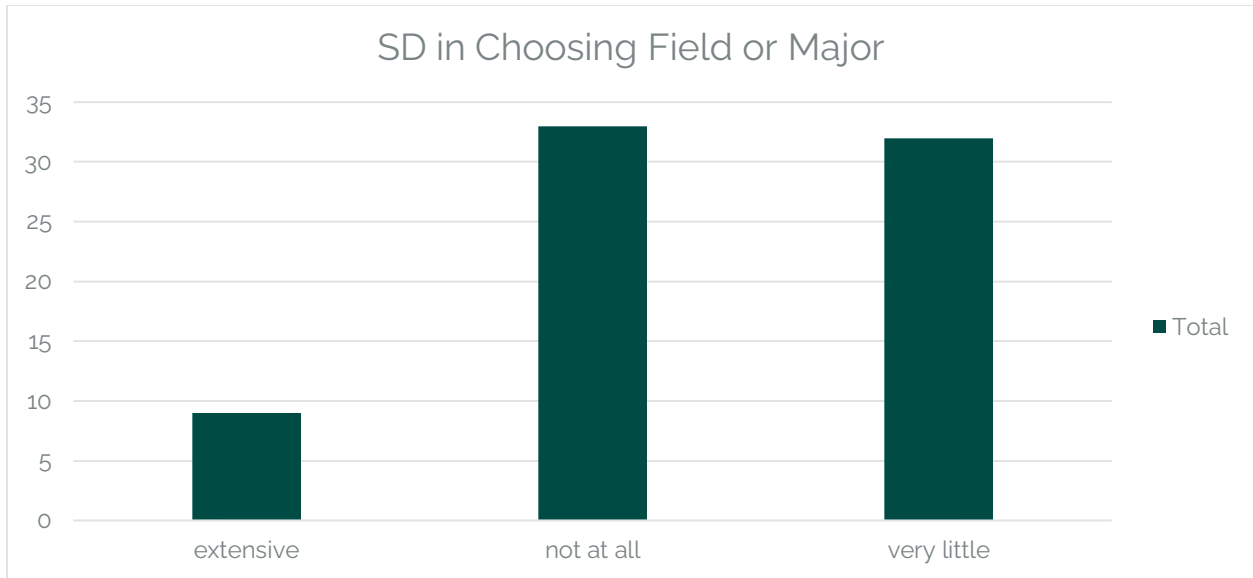


FIGURE 18: SD PLAYING A ROLE IN CHOOSING A FIELD OR MAJOR

This distribution reflects that for many staff, sustainability was not a formal consideration during career selection, likely due to generational or institutional context.

4. Importance of Capacity Building

There is strong demand for capacity building in SD:

- **51 respondents (44.0%)** rated training as *“extensively important”*
- **30 (25.9%)** selected *“fairly well”*
- Only **6 people (5.2%)** believed it was *“not at all”* necessary.

This highlights an urgent need for institutional investments in training, particularly to support roles that currently lack clarity on how they contribute to SD.

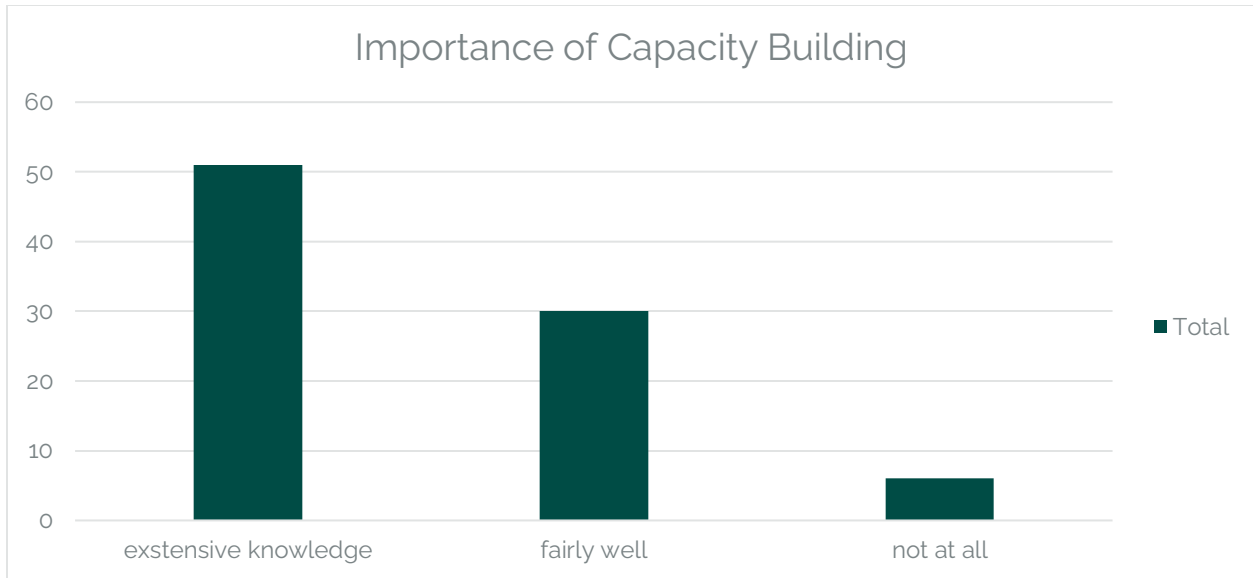


FIGURE 19: CAPACITY BUILDING SIGNIFICANCE

Departmental Efforts to Align Tasks with SD

When asked whether their department needs to do more to link tasks with SD:

- **47 respondents (40.5%)** agreed *extensively*.
- **29 (25.0%)** agreed *fairly well*.
- Just **10 (8.6%)** felt no changes were needed.

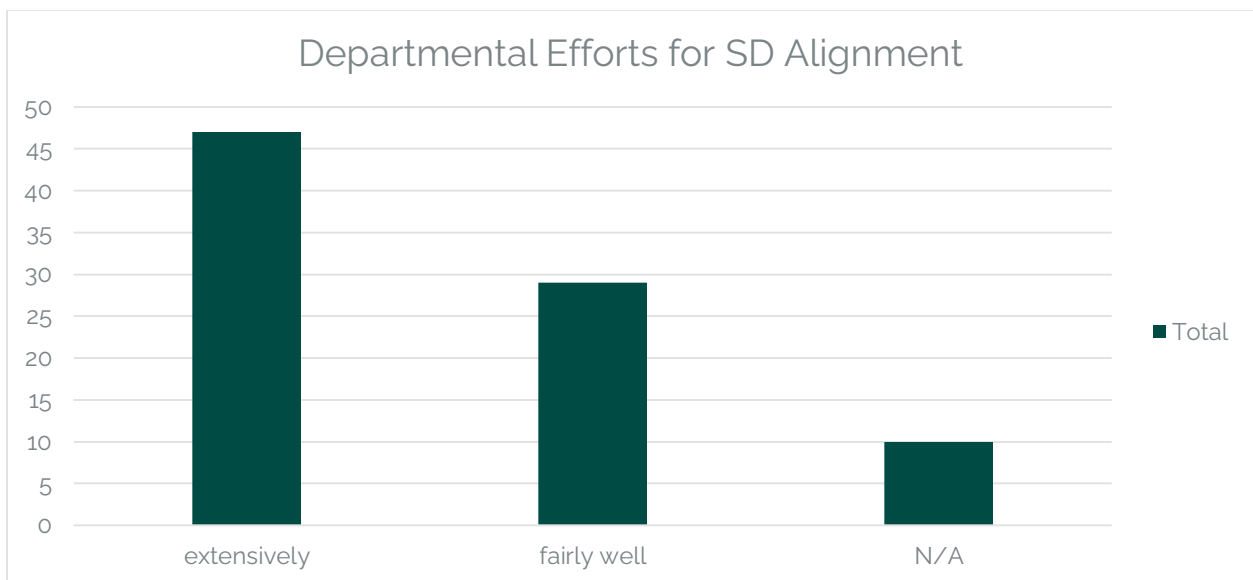


FIGURE 20: ALIGNING DEPARTMENTAL TASKS WITH SD

These results underscore a staff-led call for stronger departmental engagement in operationalizing sustainability.

Key Insights:

- Staff generally believe in the potential of their work to contribute to sustainable development, particularly through the services they deliver.
- However, there is a disconnect between institutional intention and implementation, with many employees unaware of how their roles tie into broader sustainability efforts.

The need for department-level strategy, clearer task alignment, and targeted SD capacity building is evident.

5.2. Integration of Sustainable Development in Administrative and Operational Tasks

This section assesses the extent to which LAU staff perceive sustainable development (SD) principles as integrated into their daily administrative and operational responsibilities. Five key statements were rated on a 5-point Likert scale from “Strongly Disagree” to “Strongly Agree,” offering a detailed picture of how institutional sustainability is perceived at the operational level.

1. Integration of Sustainability in Tasks

Respondents were asked if sustainability is actively embedded in the tasks implemented within their department or office:

- **49 staff (42.2%)** agreed with this statement,
- **33 (28.4%)** strongly agreed,
- Only **9 respondents (7.8%)** expressed disagreement or strong disagreement.

With over **70% of staff** expressing agreement, there is a strong indication that sustainability is recognized and considered in many departments' everyday work.

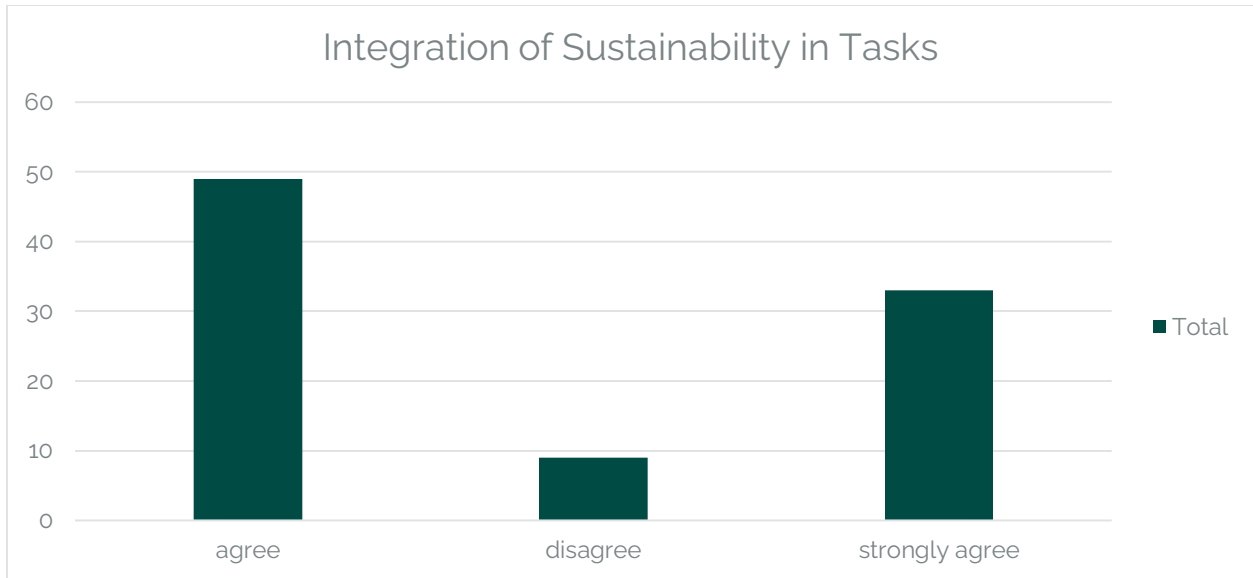


FIGURE 21: INTEGRATION OF SUSTAINABILITY IN TASKS

2. Colleagues' Awareness of SD Principles

This question assessed whether team members understand SD and its relevance to their work:

- **42 respondents (36.2%)** agreed,
- **31 (26.7%)** strongly agreed,
- **33 (28.4%)** remained neutral,
- Only **10 respondents (8.7%)** expressed disagreement.

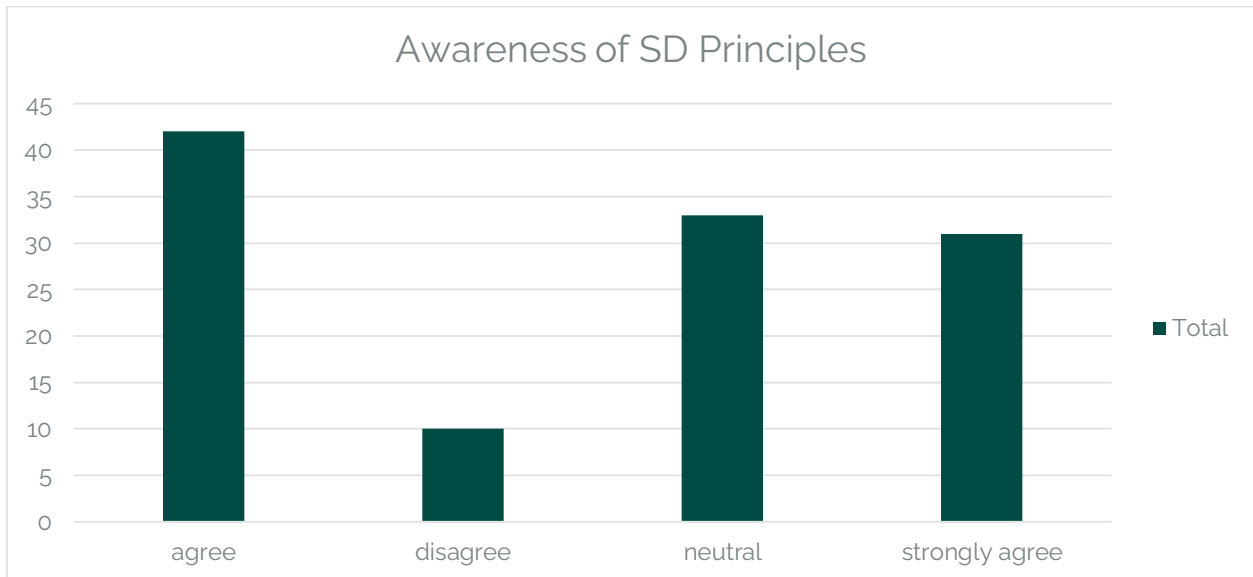


FIGURE 22: AWARENESS OF SD PRINCIPLES

These results suggest a generally positive awareness culture, though the high number of neutral responses indicates a possible gap in shared understanding or communication of sustainability principles within teams.

3. Presence of Internal Policies or Procedures Reflecting SD

This was the least positively rated statement, reflecting challenges in policy-level integration:

- **48 respondents (41.4%)** selected a neutral stance,
- Only **10 (8.6%)** strongly agreed that internal SD policies exist,
- **29 (25.0%)** agreed,
- **29 respondents (25.0%)** disagreed or strongly disagreed

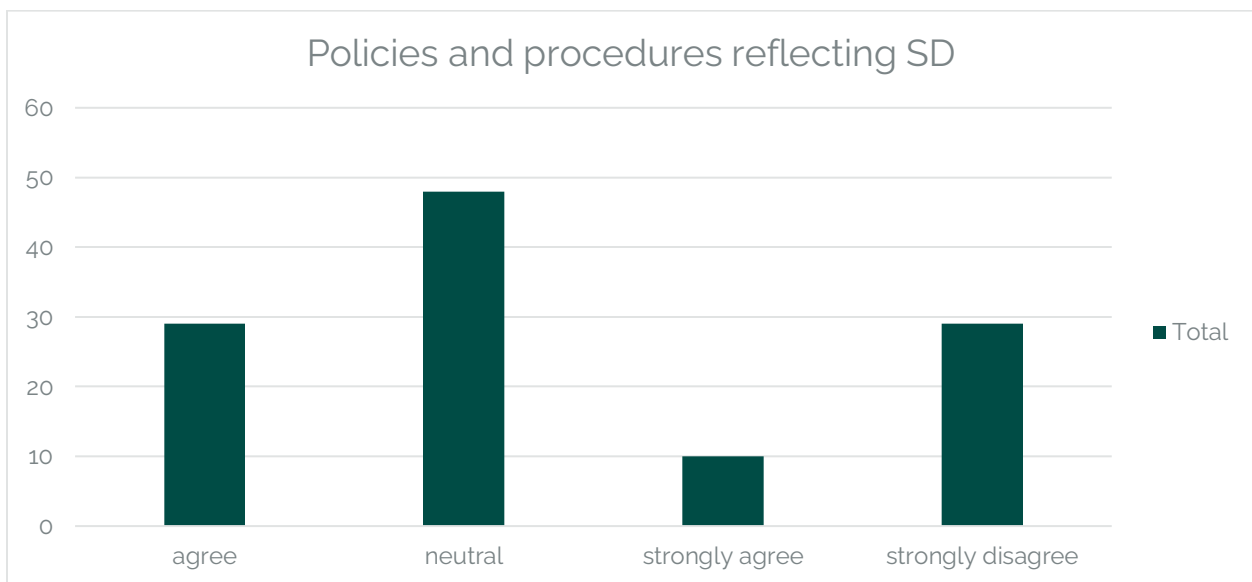


FIGURE 23: INTERNAL POLICIES AND PROCEDURES REFLECTING SD

The data suggest that internal policy structures on sustainability are not clearly visible or uniformly implemented across units.

4. Comfort in Suggesting SD Improvements

When asked if they feel empowered to propose sustainability-related improvements:

- **49 staff (42.2%)** agreed,
- **26 (22.4%)** strongly agreed,
- **35 (30.2%)** responded neutrally,
- Just **6 (5.2%)** disagreed or strongly disagreed

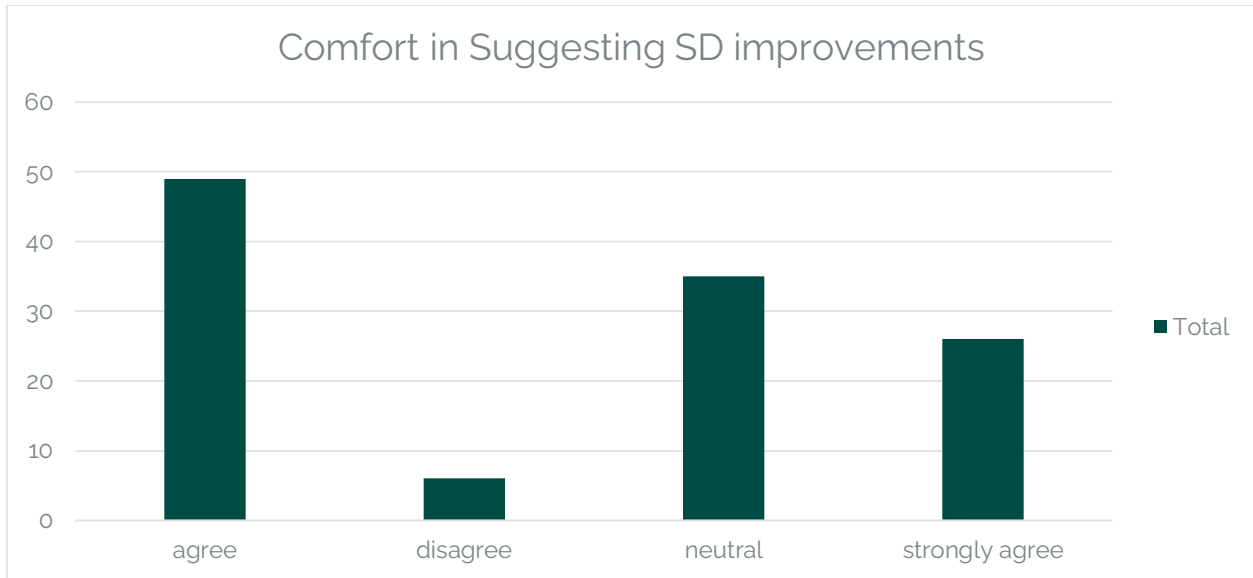


FIGURE 24: SD IMPROVEMENTS REFLECTING COMFORT

This demonstrates a strong sense of individual empowerment, with nearly **65%** of staff feeling encouraged to participate in sustainability-oriented dialogue or innovation within their departments.

5. Institutional Support to Apply SD in the Workplace

On whether the institution encourages the application of SD values:

- **44 respondents (37.9%)** agreed,
- **19 (16.4%)** strongly agreed,
- **46 (39.7%)** responded neutrally,
- **7 (6.1%)** disagreed or strongly disagreed

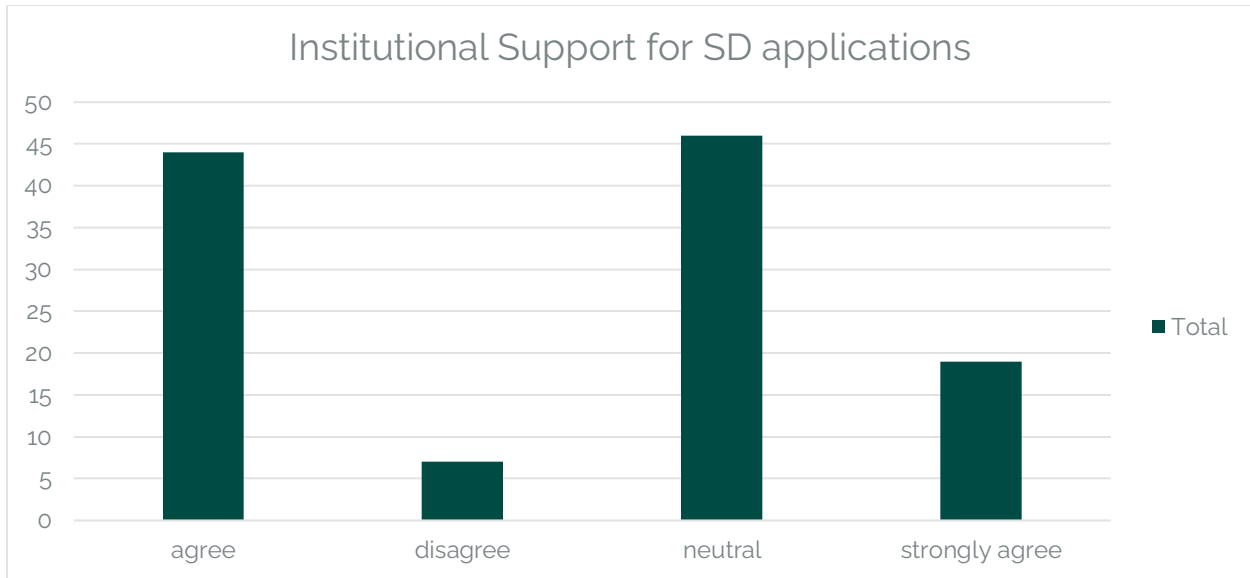


FIGURE 25: IMPLEMENTING SD IN THE WORKPLACE

While **more than half (54.3%)** recognize institutional support for SD application, the high neutrality percentage implies that institutional guidance may lack clarity or visibility.

Key Insights:

The analysis shows that LAU staff perceive a moderate to strong integration of sustainable development into their roles and departments, with:

- A clear majority recognizing SD considerations in tasks,
- Widespread awareness among colleagues,
- And high levels of comfort in recommending improvements.

However, significant areas of improvement include:

- Formalization and communication of SD policies,
- And clarity around institutional frameworks that guide and reinforce sustainable practices.

Strengthening internal policies, offering visible leadership in sustainability, and expanding training can bridge the current gaps between awareness and structured operational practice.

5.3. Personal Contributions on Campus and in the Community

This section investigates the extent to which LAU staff members engage personally with sustainable development (SD), both within the university campus and the broader community. Staff were presented with three statements evaluating their behaviors, awareness, and efforts to align personal and professional practices with sustainability principles. Responses were measured using a 5-point Likert scale ranging from **“Strongly Disagree”** to **“Strongly Agree”**

1. I make personal efforts to adopt and promote SD at work

This statement received the strongest agreement among the three:

- **57 respondents (49.1%)** agreed,
- **20 respondents (17.2%)** strongly agreed,
- **27 (23.3%)** remained neutral,
- **9 (7.8%)** disagreed, and
- **3 (2.6%)** strongly disagreed

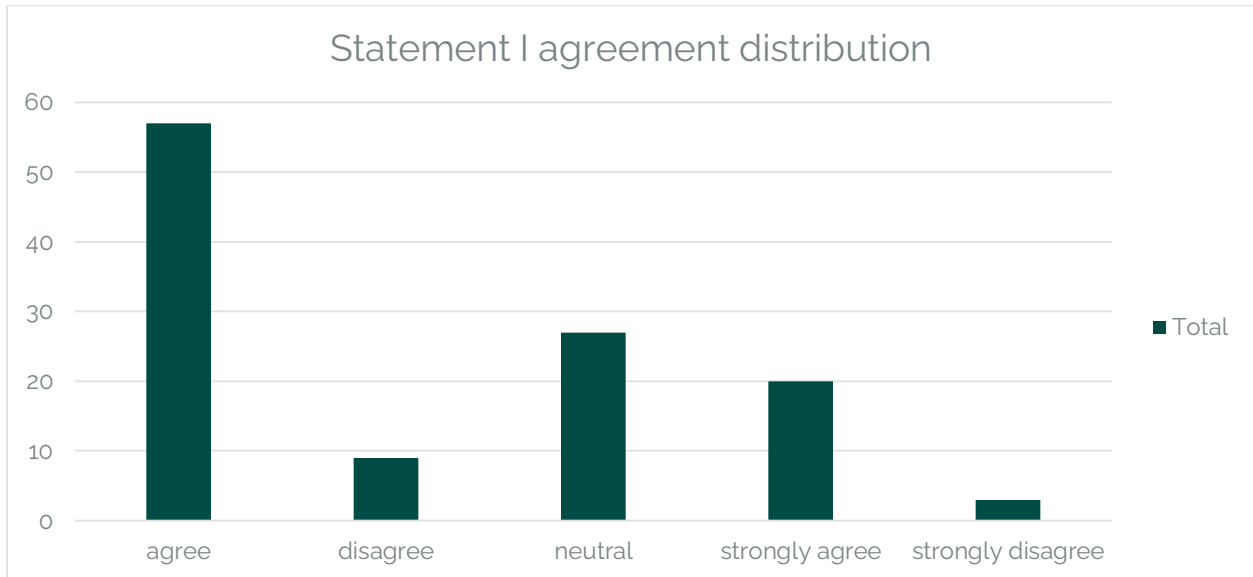


FIGURE 26: PROMOTING SD AT WORK

More than two-thirds (66.3%) of the staff acknowledged their proactive efforts to integrate and promote sustainability in their daily work environment, demonstrating a clear sense of personal responsibility

2. I promote SD awareness among colleagues or students

This question aimed to assess peer-to-peer or educator-based advocacy for sustainability:

- **47 respondents (40.5%)** agreed,
- **16 (13.8%)** strongly agreed,
- **32 (27.6%)** selected a neutral stance,
- **17 (14.7%)** disagreed, and
- **4 (3.4%)** strongly disagreed.

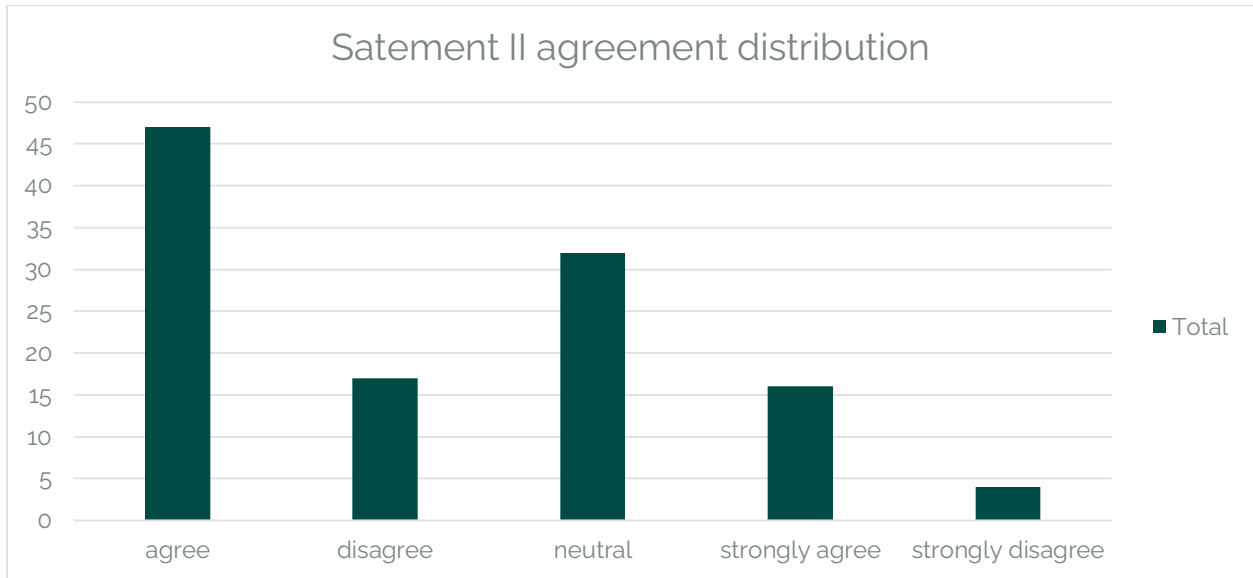


FIGURE 27: SHARING SD AWARENESS AMONG COLLEAGUES AND STUDENTS

While over half (54.3%) reported actively promoting SD awareness, the combined 18.1% disagreement and high neutrality (27.6%) suggest that opportunities for structured engagement or guidance could increase involvement.

3. I engage in SD-related activities beyond LAU

This question addressed broader civic or community participation:

- **41 staff members (35.3%)** agreed,
- **16 (13.8%)** strongly agreed,
- **40 (34.5%)** responded neutrally,
- **13 (11.2%)** disagreed, and
- **6 (5.2%)** strongly disagreed

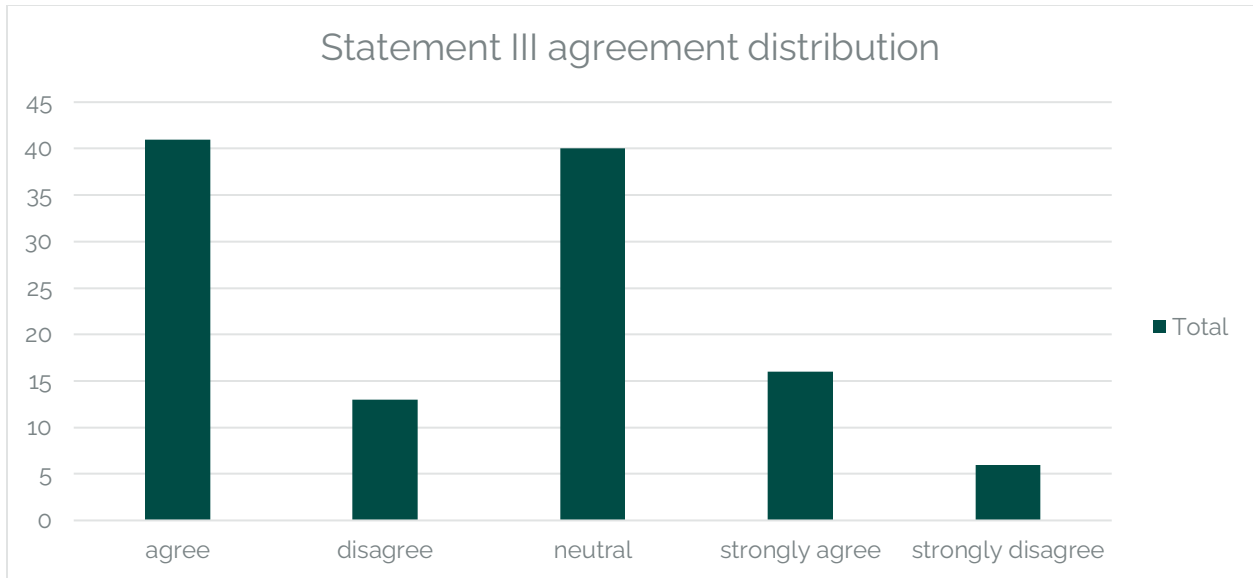


FIGURE 28: ENGAGING SD ACTIVITIES BEYOND LAU

While 49.1% reported engagement outside the university, nearly one-third (34.5%) remained neutral. This suggests that while many staff are involved in external sustainability efforts, there may be barriers such as time constraints, lack of visibility, or unclear institutional support for community initiatives.

Key Insights:

The results demonstrate that LAU staff exhibit a high level of personal commitment to sustainability, especially within the workplace:

- A **significant majority (66.3%)** are making daily efforts to align their roles with SD.
- More than **half (54.3%)** are actively involved in raising awareness among peers or students.
- Nearly **half (49.1%)** also extend their involvement beyond the institution, contributing to community-level SD initiatives.

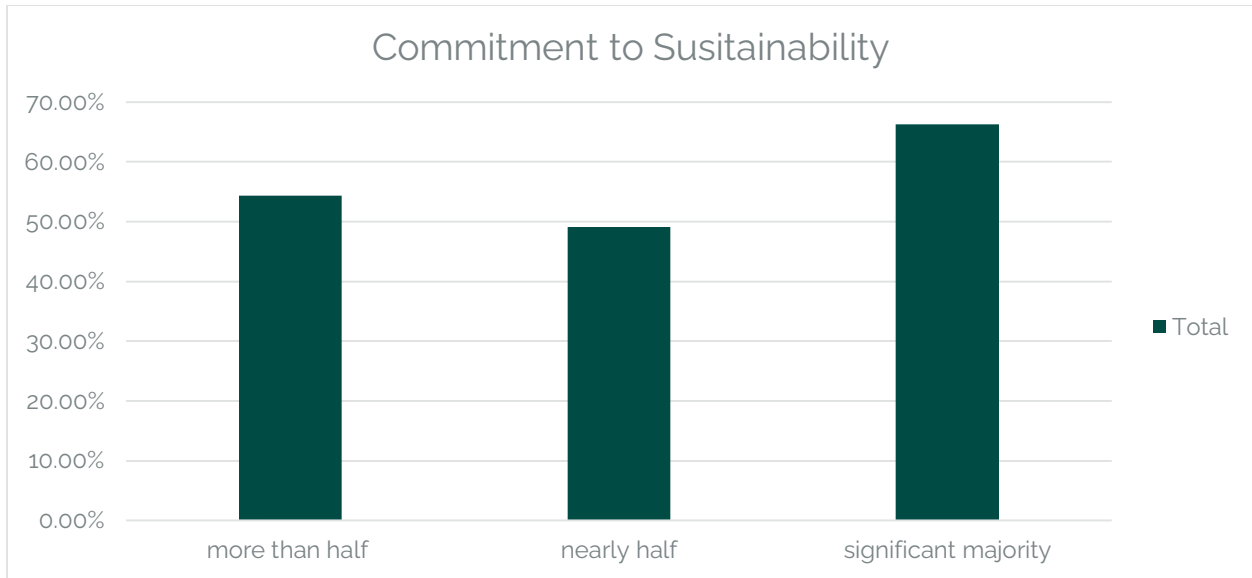


FIGURE 29: PERSONAL COMMITMENT TO SUSTAINABILITY

However, the data also reveal gaps in peer-to-peer sustainability communication and a need for more institutional frameworks to support and encourage external engagement.

5.4. Motivators for Participation

This section explores how staff members at the Lebanese American University (LAU) contribute to sustainable development (SD) in their daily personal routines, both within the workplace and in their broader community engagement. Responses were collected through open-ended statements where participants described their individual practices.

1. Quantitative Summary: Out of 116 total respondents:

- **76 staff members (65.5%)** directly indicated active engagement in daily sustainability-related routines, such as:
 - Recycling,
 - Power saving,
 - Water conservation,
 - Reducing paper use, and
 - Sustainable commuting (e.g., carpooling).

These responses were marked with general statements like "D/A" or equivalent indications of awareness and practice.

The remaining **40 participants (34.5%)** provided detailed qualitative responses describing their personal contributions on campus and off campus.

2. Common On-Campus Contributions: Many respondents emphasized:

Engagement with Sustainable Development (SD) Activities and Programs

- Power-saving behaviors, such as switching off lights, using energy-efficient equipment, and setting HVAC systems on timers.
- Waste management practices, including proper waste segregation, increased recycling, and digitalization to reduce paper use.
- Raising awareness, with several mentioning sustainability promotion among students and peers.

One respondent shared: *"In my office, all used papers are shredded and sent for recycling. We also installed presence sensors to reduce electricity waste."*

Another noted: *"Recycling and power saving are both an individual and collective responsibility. I promote these values daily in our unit."*

3. Off-Campus and Community Engagement

Some respondents extended their SD contributions beyond the campus:

- Volunteering in environmental initiatives, tree planting, and sustainable construction.
- Integration of SD in their personal professional roles, especially among those in environmental, compliance, or architectural fields.
- Gender and social justice advocacy reflecting SD's broader social dimensions.

A notable example from the dataset reads: *"As a Senior Gender Integration Specialist, I align SD with gender justice and community empowerment."*

Another shared: *"We aim to minimize waste by encouraging students to reuse materials and shift to digital solutions when possible."*

Key Insights:

The survey reveals a strong culture of individual sustainability practices among LAU staff:

- Over **65%** actively engage in daily SD behaviors on campus.
- Many others provide thoughtful and context-specific contributions that reflect both environmental and social sustainability.
- The responses showcase personal commitment, institutional awareness, and a proactive mindset among LAU employees.

To further amplify these efforts, LAU may consider:

- Formal recognition of outstanding personal contributions,
- Incentivizing staff-led green practices, and
- Creating platforms to share and replicate successful individual actions across departments.

VI- Institutional Environment and Priorities

This section examines how LAU staff perceive the institutional environment surrounding sustainable development (SD), including the university's overarching commitment, department-level visibility, information sources, and structural or cultural barriers to SD integration. Drawing on both quantitative and qualitative responses from the 116 staff participants, this section reveals the complex interplay between institutional frameworks and individual engagement with sustainability:

6.1. Perceptions of LAU's Commitment to Sustainability

Staff were asked to evaluate the extent to which LAU as an institution integrates sustainability into its mission, operations, and academic strategies.

- **45 respondents (38.8%)** felt that LAU addresses SD *“fairly well”*
- **33 respondents (28.4%)** believed it is addressed *“somewhat”*
- Only **14 respondents (12.1%)** considered the integration to be *“extensive”*
- While **18 (15.5%)** indicated *“very little”* and **6 (5.2%)** stated *“not at all”*

While nearly **80%** of staff recognized at least moderate institutional commitment, the low rate of “extensive” responses (**12.1%**) points to a need for greater visibility, communication, and formalization of SD policies.

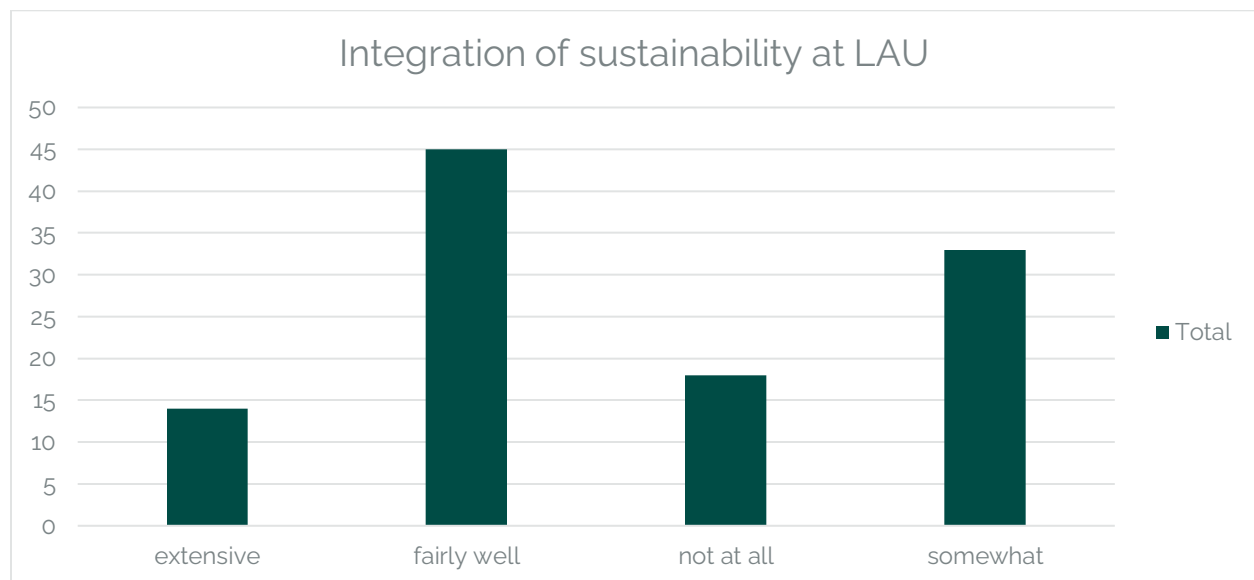


FIGURE 30: PERCEPTIONS OF LAU'S COMMITMENT TO SUSTAINABILITY

6.2. Department-Level Support and Visibility

Staff perceptions of departmental-level support were captured indirectly through their views on policy existence and empowerment to act (Q15 series). Key insights include:

- Only **10 staff (8.6%)** strongly agreed that sustainability policies and procedures exist in their departments.
- **48 (41.4%)** chose a *neutral* response suggesting either a lack of awareness or unclear policy communication.
- On empowerment, **26 (22.4%)** strongly agreed they feel encouraged to suggest SD improvements.

This data underscores that while departments may be operationally aligned with sustainability, formal policy visibility and departmental communication remain underdeveloped.

6.3. Sources of SD Information Inside and Outside LAU

Staff identified various sources of sustainability-related information within the institution. According to open responses and Likert evaluations:

- The majority referred to informal peer exchanges, personal knowledge, and institutional messaging such as newsletters, internal bulletins, or initiatives posted online.
- However, qualitative feedback reveals that these sources lack consistency or depth, making it difficult for staff to remain up-to-date or fully engaged.

For example, one respondent mentioned: *"We learn mostly from one another. There's no structured training or reference we can rely on."*

6.4. Barriers to Institutional Support or SD Integration

Staff identified several key institutional barriers that hinder effective SD integration at LAU:

1. Lack of Strategic Alignment Across Units

- Policies are not always adapted to different departments.
- Sustainability is often seen as a "top-down" agenda, not co-created.

2. Insufficient Resources or Time

- Staff noted high workloads and tight schedules that leave little time for extracurricular or voluntary SD engagement.

Notable quote: "Even if I want to contribute to SD activities, there is no allocated time or incentive."

3. **Limited Capacity or Training**

- Many staff reported low familiarity with SDG frameworks or how their roles align with SD priorities.

4. **Fragmented Communication**

- Inconsistencies in internal communication about SD events or updates were frequently cited.
- Staff across campuses reported different levels of exposure, especially between Beirut and Byblos.

5. **Perceived Lack of Recognition**

- Staff engagement with SD is not systematically acknowledged or rewarded, which discourages initiative.

Notable quote: "I helped organize a recycling program but received no feedback or support."

6.5. Strategic Insights and Recommendations

Based on the perceptions and challenges outlined above, the following recommendations can help reinforce LAU's sustainability culture:

1. **Establish and Communicate Clear SD Policies:** Formalize institutional and departmental sustainability strategies and actively communicate them across campuses.
2. **Enhance Internal Communication:** Utilize the university's digital platforms to regularly publish SD updates, guidelines, and success stories.
3. **Create Incentives and Recognition Schemes:** Develop reward systems for staff engagement in sustainability, including awards, recognition events, and participation incentives.
4. **Organize Capacity-Building Activities:** Offer training sessions, workshops, and webinars to improve sustainability literacy and empower action.
5. **Strengthen Feedback Loops:** Create accessible platforms (digital forms, town halls, anonymous suggestion boxes) to gather staff input and encourage participatory policy development.

The data reveal that staff recognize LAU's sustainability intent, yet they desire clearer institutional direction and departmental-level leadership. A structured, participatory, and well-communicated sustainability strategy could transform this awareness into deepened commitment and action across the university.

VII- Training Needs and Preferred Learning Modes

Understanding how LAU staff wish to develop their capacities in sustainable development (SD) is key to designing effective and inclusive training programs. This section explores their interest in various learning formats, preferred modalities, and priority areas for training, based on the feedback of 116 staff respondents.

7.1. Interest in Formal vs. Informal Learning Formats

Staff demonstrated considerable interest in both formal and informal learning methods to enhance their sustainability knowledge:

- From open-ended responses and patterns in Q23 and Q24, **approximately 86.2%** of respondents expressed a general willingness to engage in sustainability-related training when relevant to their roles or interests.
- Preferred formats included:
 - Workshops and webinars (noted by multiple qualitative entries),
 - Peer exchange or mentorship programs,
 - Self-paced e-learning modules, especially for those with limited time.

One respondent noted: *"I'd like to be able to make more effective arguments about SD at work, training would help."*

Another emphasized: *"Through conferences and the library, I've kept up-to-date, but more structured training would be helpful."*

7.2. Differences in Preferences Across Groups

Analysis by administrative and technical departments revealed slight variations in learning preferences:

- Administrative staff (e.g., HR, Finance, Registrar) showed higher interest in:
 - On-campus workshops
 - Non-credit certificates on SD reporting, procurement, or communications
 - Short online modules or practical e-learning
- Technical and operations staff (e.g., Facilities, Security, IT) preferred:
 - Hands-on trainings and site-based demonstrations (e.g., energy efficiency, waste management)
 - Fewer showed interest in formal degree programs, but requested tailored sessions focused on action-oriented change.
- Supervisory and middle-management staff expressed interest in:

- Strategic sustainability leadership training
- Cross-departmental planning around SDGs
- Participating in sustainability task forces or initiatives

These findings suggest that training programs should not be one-size-fits-all, but rather customized to reflect departmental roles and institutional functions.

7.3. Prioritization of Training Content Areas

From the aggregated qualitative responses, recurring themes highlight the areas staff would like training in:

- **Basic Concepts of Sustainable Development:** Understanding SD goals, principles, and institutional relevance.
- **Operational Sustainability Practices:** Waste sorting, energy efficiency, and water conservation on campus.
- **Integration of SD in Academic and Administrative Roles:** Tools and methods to embed SD in tasks or teaching.
- **Advocacy and Communication:** How to promote SD awareness within departments and among students.
- **Policy and Strategy Development:** For senior staff interested in advancing SD frameworks institutionally

7.4. Summary of Staff Training Needs

The overall analysis confirms that LAU staff are not only aware of sustainability's growing relevance but are eager to build their capacity, if supported with the right tools, formats, and opportunities. The data suggest the following:

- Flexibility and relevance are key to staff participation in SD training.
- Staff want applied, action-oriented learning that improves both their roles and institutional performance.
- Many desires department-specific integration, not just generic sustainability talks.

Strategic Recommendations

Based on these findings, LAU may consider the following steps to enhance staff training around SD:

1. Develop a modular sustainability training program, offering both beginner and advanced sessions tailored by department.
2. Leverage online platforms for accessible self-paced learning, especially on general topics like SDGs and climate change.
3. Institutionalize SD as part of onboarding and annual professional development requirements.
4. Create cross-functional learning groups to foster peer exchange and promote collective problem-solving around sustainability.

5. Recognize staff completion of SD training through digital badges or certifications linked to performance evaluations.

VIII- Career and Professional Relevance

This section investigates how LAU staff perceive the impact of Sustainable Development (SD) knowledge on their careers, professional growth, and institutional or sectoral mobility. It also explores how deeply SD is seen as contributing to their work identity and effectiveness:

8.1. Perceived Impact of SD Knowledge on Career Development

Respondents were asked about the perceived relevance of sustainability knowledge to their **career growth and advancement**.

- **49 staff (42.2%)** were *“somewhat willing”* to learn more about sustainability to enhance their careers.
- **40 staff (34.5%)** were *“strongly willing”*, indicating high motivation to integrate SD into their professional development plans.
- **22 (19.0%)** were *undecided*, while only 5 respondents (4.3%) expressed *unwillingness* to learn more.

Thus, **over 76%** of LAU staff recognize the career value of SD knowledge and are open to developing further competencies in the field.

8.2. Impact of SD on Work Performance

The survey explored whether respondents felt that applying SD principles enhanced their ability to perform their job responsibilities more effectively:

- **57.8%** agreed or strongly agreed that SD awareness improved the quality and relevance of their work, particularly in administrative planning, procurement, and resource management.
- Those in Facilities, IT, and Procurement units noted that sustainability practices were becoming embedded in operations, making SD understanding essential.
- Only **13.8%** disagreed, mostly due to a lack of clarity on how SD connects to their tasks or limited departmental emphasis.

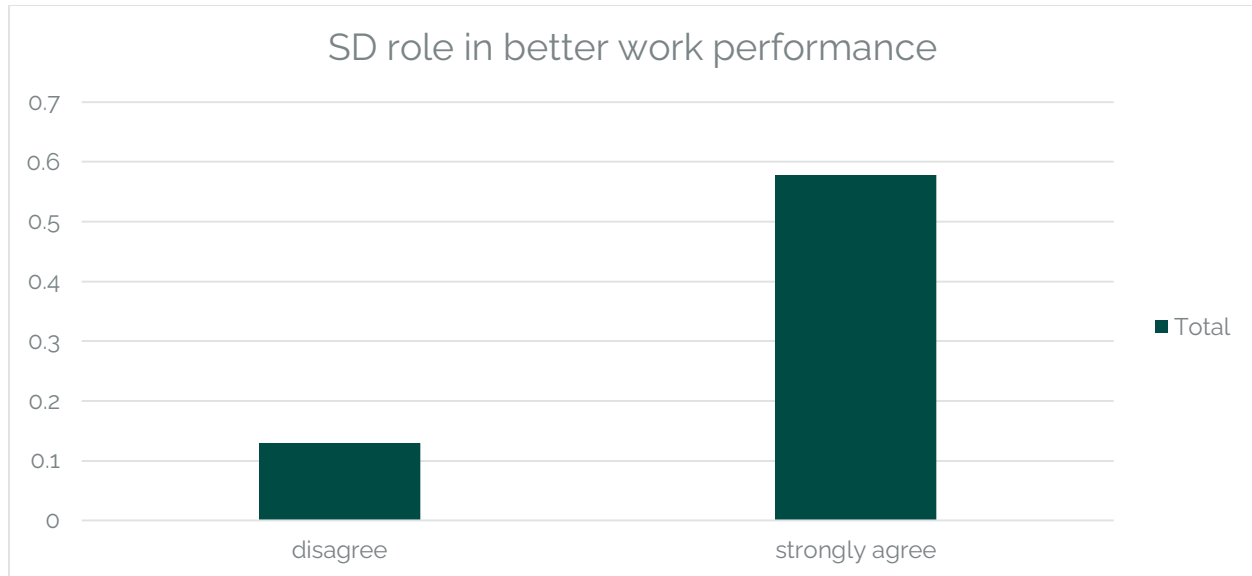


FIGURE 31: IMPACT ON WORK PERFORMANCE

This underscores the need for contextual training and job-specific guidance on integrating sustainability into everyday work.

8.3. Institutional and Sectoral Mobility

A smaller but important segment indicated that SD knowledge could facilitate mobility across roles within LAU or into external organizations, especially those involved in international development, education, or donor-funded projects.

- Staff in communications, HR, and grant-related departments expressed the strongest correlation between SD literacy and external opportunities.
- Some respondents shared concerns that LAU itself was not yet fully leveraging SD as a competency area for promotion or recognition.

“We need more internal incentives or career tracks that actually reward sustainability efforts.”

This suggests a gap between aspirational knowledge and institutional structures, which could be addressed through formal recognition systems or inclusion of SD indicators in performance evaluations.

8.4. Comparative Insights by Role and Department

- Administrative and mid-level management staff showed the highest belief in career-related relevance of SD, particularly in relation to leadership, compliance, or institutional effectiveness.
- Operational staff (Facilities, Logistics, Security) were more likely to view SD through a practical lens, tied to job-specific efficiency or safety standards.
- Academic support staff (Library, Registrar, IT) viewed SD as relevant to their function only if customized and task specific.

This reinforces the need for tailored communication and training strategies, highlighting how SD can enhance work relevance in each specific role.

8.5. Summary and Strategic Implications

The data illustrates a strong perception that sustainability knowledge is increasingly integral to staff development, but its institutional value needs to be better defined, recognized, and operationalized.

Recommendations:

- Create career development tracks that explicitly include sustainability competencies for promotions or lateral transfers.
- Introduce SD skill requirements into job descriptions and annual appraisals.
- Foster a culture of reward and recognition for sustainability champions or innovators within staff roles.

Develop cross-training and mentorship programs linking sustainability experts with departments that are underexposed to SD applications.

IX- Personal Values and Engagement

This section captures the personal dimensions of sustainable development (SD) among LAU staff, examining how sustainability aligns with their beliefs, behaviors, and everyday choices. It also explores current involvement, perceived responsibilities, and the emotional or cultural drivers behind their engagement.

9.1. Importance of SD in Personal Life and Lifestyle

Although not captured through a direct rating scale, qualitative insights from previous sections and the openness to engagement reflect a strong personal commitment to SD values. Respondents consistently referenced:

- Reducing individual ecological footprints (e.g., recycling, energy savings),
- Advocating for greener campus operations,
- Integrating sustainable practices into personal routines.

Such recurring themes suggest a high personal alignment with sustainability principles.

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

When asked about their willingness to participate in future sustainability efforts:

- **80 staff members (69%)** expressed a clear **“Yes”**, showing interest in being contacted for further sustainability actions or collaborations.
- **36 staff (31%)** responded **“No”**, indicating either current constraints or limited interest.

This majority support demonstrates a strong foundation for launching SD ambassador programs, taskforces, or staff-led green initiatives.

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

Although responses to direct involvement (via Q32) primarily centered on email provision for follow-up (with 80 providing consent), open responses and prior sections highlighted examples of current engagement, such as:

- Supporting campus greening initiatives,
- Participating in awareness sessions or student projects,
- Practicing environmental responsibility at home.

This indicates that while formal involvement rates are not fully documented, informal or individual action is already present among LAU staff.

9.4. Obstacles to Deeper Engagement

Through synthesis of open-ended comments across the survey, key obstacles to further engagement include:

- Time constraints due to work overload or conflicting responsibilities.
- Limited departmental support or unclear sustainability mandates.
- Lack of communication or coordination, leaving interested individuals unaware of opportunities.
- A few staff noted concerns about top-down decision-making without sufficient staff inclusion.

9.5. Summary and Strategic Implications

Overall, the data reveal a strong personal interest and openness to SD engagement among LAU staff, with:

- 69% willing to contribute further,
- Documented barriers largely related to institutional structures and communication, not ideology.

Strategic Recommendations:

1. Create a staff-led SD working group to champion initiatives from within.
2. Increase visibility of SD projects and engagement opportunities through newsletters, departmental briefings, and internal campaigns.
3. Incorporate personal SD contributions into performance metrics or recognition systems to reward proactive behavior.
4. Address systemic barriers such as time constraints and unclear responsibilities by offering protected time or departmental incentives.

X- Future Engagement Opportunities

This section analyzes the staff’s interest in participating in future sustainability-related initiatives at LAU. It also explores how different categories of staff (administrative, technical, academic support) envision their role in future SD programming and what formats or areas of engagement they find most appealing.

10.1. Interest in Participating in SD Activities

The majority of LAU staff members expressed strong interest in engaging with sustainability through various learning modes. When asked about their willingness to learn more about sustainable development through capacity building, the responses revealed:

- **42.2%** (49 respondents) were *somewhat willing*,
- **34.5%** (40 respondents) were *strongly willing*,
- Only **2.6%** (3 respondents) were *somewhat unwilling*,
- And **1.7%** (2 respondents) were *strongly unwilling*.

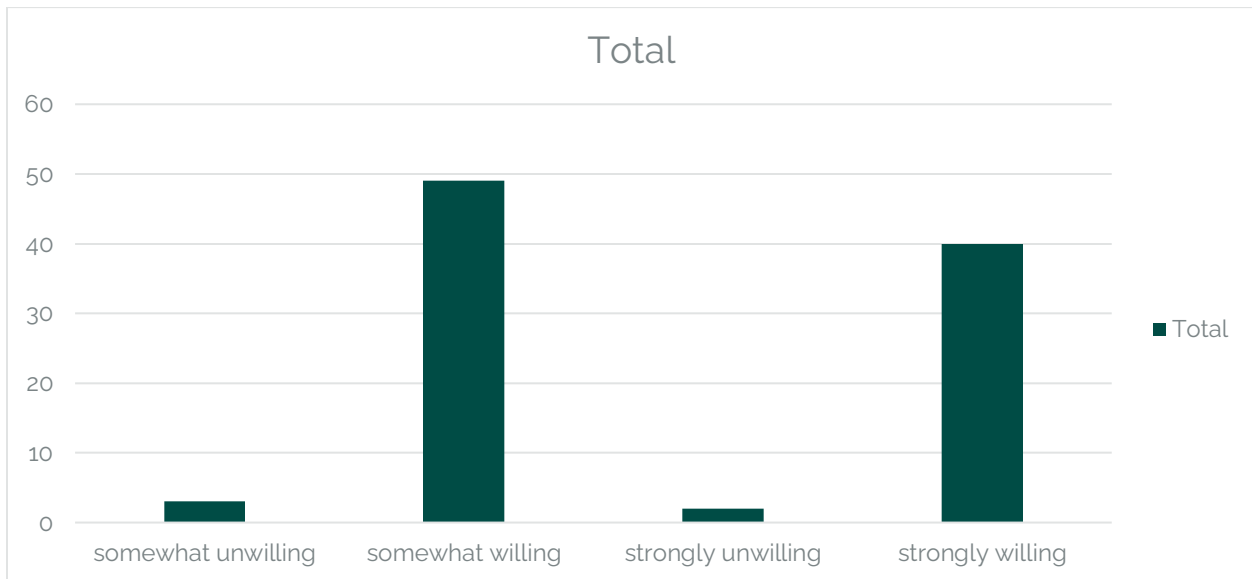


FIGURE 32: INTEREST AMONG STAFF MEMBERS IN PARTICIPATING IN SUSTAINABILITY ACTIVITIES

This indicates that over **76%** of staff members show a favorable inclination toward acquiring more knowledge in sustainable development.

10.2. Staff-specific Engagement Interests

Staff showed preferences for multiple learning avenues:

- Capacity building courses offered by LAU: 49 strongly or somewhat willing
- External capacity building courses also had high interest levels

- Non-credit, self-paced online courses favored by several respondents
- Dedicated degrees or research programs in SD attracted solid support, particularly among those in academic or research roles
- Extracurricular activities: a preferred mode for practical engagement, including volunteering or sustainability campaigns

This diversity indicates that any engagement strategy must accommodate flexible formats, both formal and informal.

10.3. Desired Forms of Institutional Support

Responses in Q29 identified top priority training needs. The highest-ranked topics included:

- *"Introduction to Sustainability"* – ranked #1 by 31 respondents (26.7%)
- *"Case Studies of Sustainable Practices"* – ranked #1 by 28 respondents (24.1%)
- *"Universities and Sustainability"* – appeared in the top 3 choices for 43% of respondents
- *"Campus Initiatives"* and *"Research and Collaboration Opportunities"* were also commonly ranked among the top 3.

These findings highlight an interest in both foundational and application-oriented sustainability education.

10.4. Strategic Implications for LAU

The LAU staff body is ready and willing to contribute to sustainability if the pathways are made visible, valued, and inclusive of their roles. Importantly:

- Staff want to be co-creators, not just implementers, particularly in operations, events, and student support.
- Collaborative formats (mentorship, joint campaigns, peer-led initiatives) are more appealing than top-down programs.
- The notion of "sustainability" is interpreted broadly, so opportunities should cover environmental, social, and institutional well-being.

Key Recommendations:

- Create a unified internal SD engagement calendar with opportunities tailored for staff roles.
- Launch a "Staff for Sustainability" network with monthly activities and interdepartmental projects.
- Recognize staff contributions in annual reports, newsletters, and internal awards.
- Enable cross-campus collaboration between staff at Beirut and Byblos campuses to promote equity in opportunity.